COGITO

Explanatory note

Concept of the design

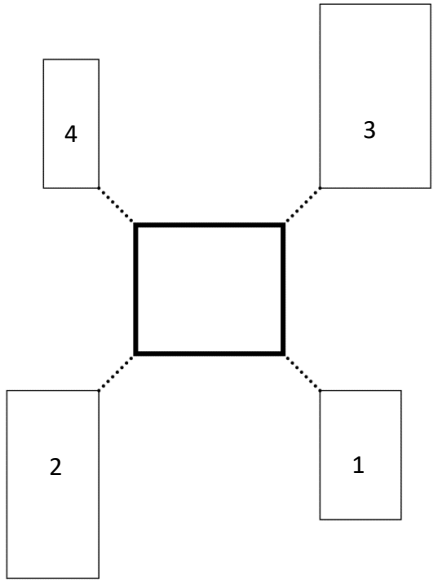
The Future European School is committed to ensuring a smooth transition from an industrial economy to a knowledge economy, where the concept of human sustainability is essential for success. Human sustainability emphasizes values over imagined stories of success, respect over competition, and knowledge over power. The School stands as a crucial part of this larger framework, being adaptable to specific needs and geographies while steadfast in its values and predictable in Future.

The proposal intends to create a framework of design guidelines based on modularity of all levels. Module as an individual entity (be it volume, structural or visual element) regardless of its geometric and visual appearance fulfils the function on its own. The proposal lays out rules for connecting and arranging these modules in ways that prioritise flexibility and aesthetic values, therefore allowing high level of adaptation and customisation.

The proposal does not present a specific building or a specific visual solution – it strives to create a structured design language that makes up a building, and the resulting architecture is interpretation of the one who speaks the language.

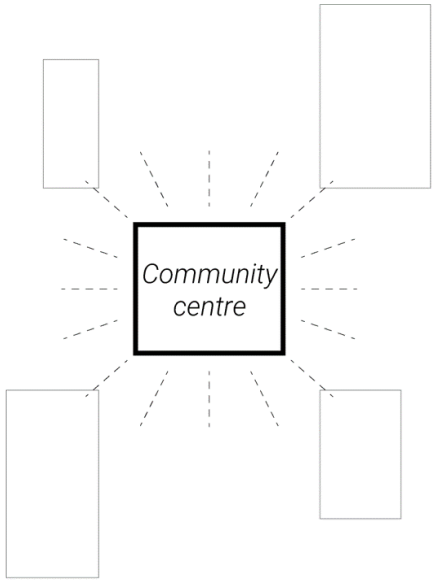
Architectural idea

Adaptation possibilities



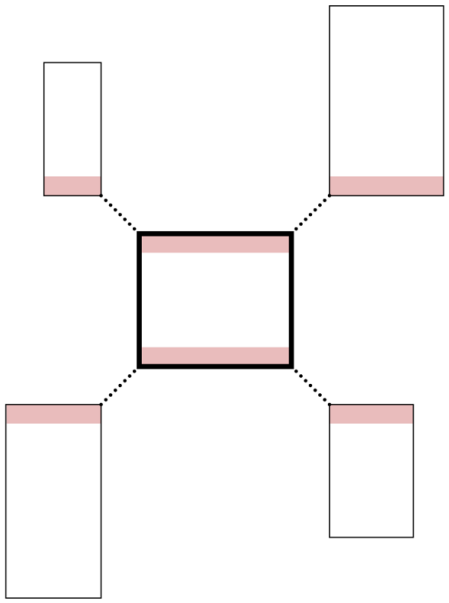
Adaptability concept is based on a module system where each volume (separated as **(1)** elementary school, **(2)** primary and secondary school, **(3)** sports block and **(4)** dormitory) is physically and programmatically self-sufficient entity connected through the central volume consisting of major public spaces - **Core**.

Connections are established in a way where access to each of the modules can be limited at any given time, enabling flexible use of facilities for public purposes and different event scenarios.

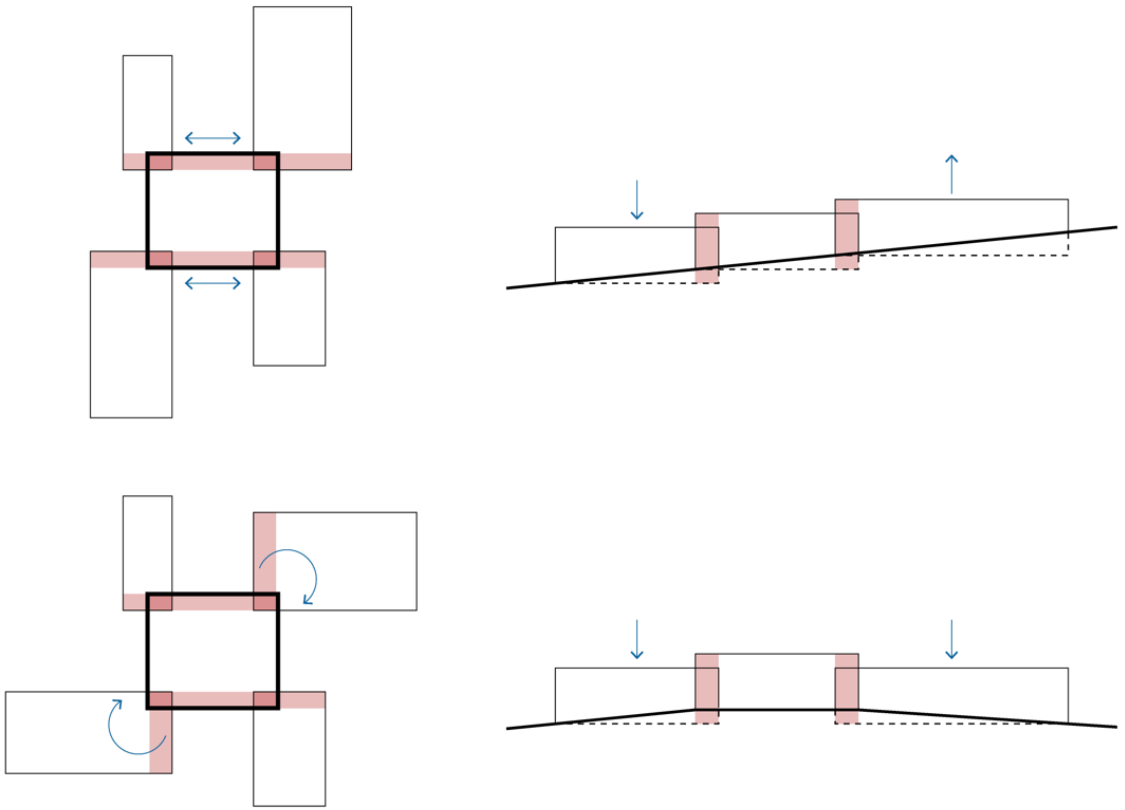


Core itself contains all the functions that may deemed necessary for public use, thus going further than simply providing separate access to community premises and rather becoming a community centre as a whole.

Public library, event hall, medical rehabilitation centre, soup kitchen and designated community premises offer a great possibility to extend building's usage beyond school needs.

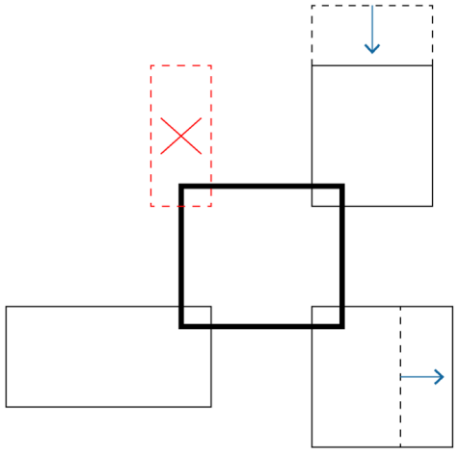


Each module has its main stairwell zone which is met by a linear connection zone on Core volume’s ends, providing shared, flexible connection hubs (both horizontal and vertical) between modules.



Such a configuration allows each module to be connected in various ways, taking into account plot limitations and topography. Modules can slide along connection zones creating variable overall volume widths and interior courtyard spaces. Depending on plot configuration and sun orientation, volumes can also be rotated according to specific needs of room programme inside of them.

Coincident communication zones and scattered volume composition allow adjusting volume to terrain, introducing staircases, elevators and ramps (for overcoming slight height differences) in the span of linear communication zones.

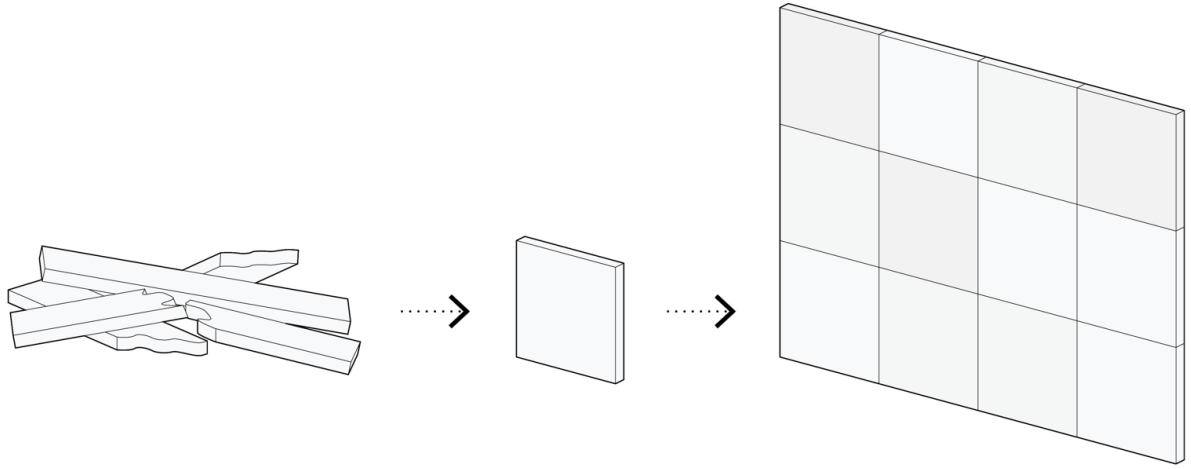


Established ruleset of modularity principles as well as design language that arises from those rules, provide complete programmatical freedom where volume responds to functional changes while retaining the same compositional and design principles.

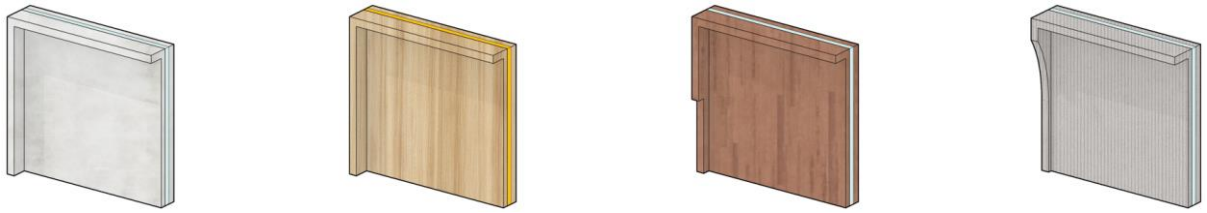
Should the programme, for example, require more classrooms, less sports facilities or no dormitory block at all, such changes can be easily introduced into provided modular system.

Above all, the proposal seeks balance of the scale of the building and economical/sustainability related feasibility. Splitting volume into functional modules not only responds to adaptability needs, but also reduces the scale of the building. It is a relative compromise regarding façade skin to floor area ratio, but spatial values created by doing so (reduced scale and interactive spaces between building parts) outweigh insignificant energy efficiency losses by increasing façade area.

Adaptability of the architectural proposal and idea



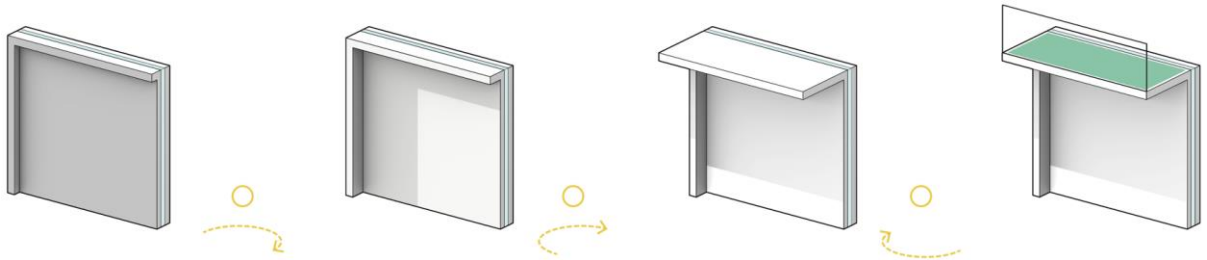
Concept of modularity is further expanded into building’s structure - both interior and exterior. The proposal is based on pre-fabricated concrete panels (structural interior panels, structural insulated facade panels and hollow slab panels) - a solution which in current situation might be deemed the most feasible, taking into account production and assembly benefits, as well as costs and resource management associated with reduced labour involved in the process. Sustainability factor is also a major factor in choosing prefabricated concrete elements, considering vast amounts of concrete rubble available for recycling.



The structural solution of the panel is straightforward and feasible for execution in other materials as well. Structural spans have been foreseen with rational usage of any type of material in mind. Looking into future sustainability strategies, timber material can easily be adapted without modifying proposed design and structural principles.

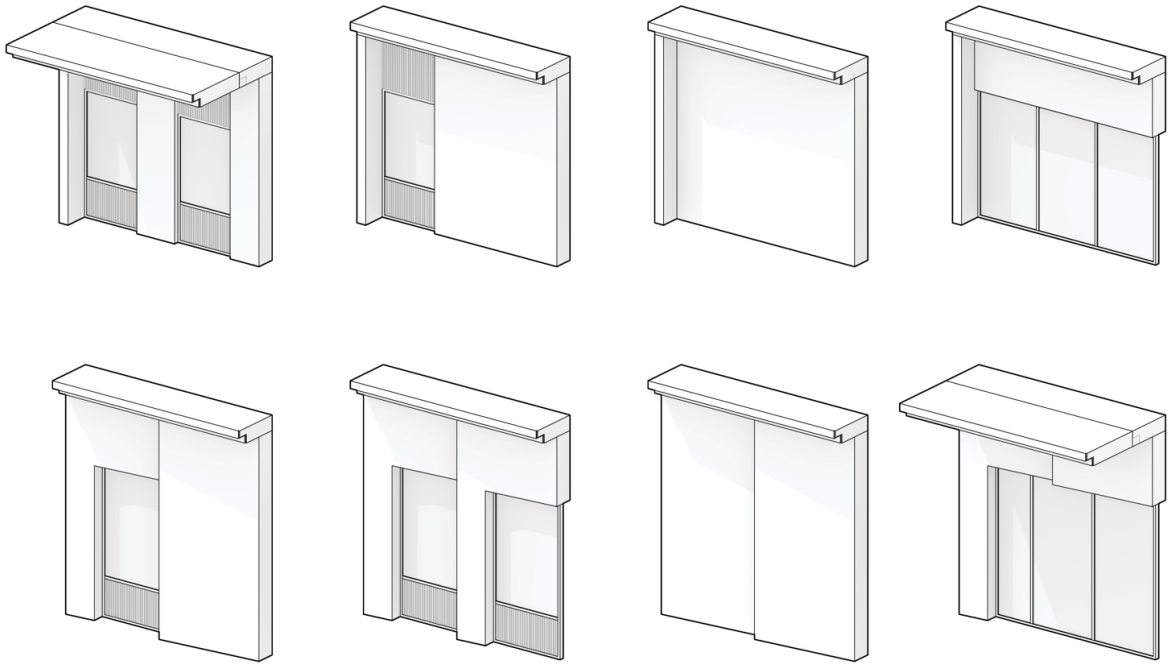
Currently, following the fire safety norms, different types of finish materials on top of concrete allow design adaptation for local cultural perception and climate related needs.

The proposal offers not a specific design solution, but rather strives to create a reasonable design language, following which, design iterations of concrete panel units can make the visual image of the building significantly different to previous adaptations, thus avoiding repetitive architecture in single area.



Geometric design variations of the module depend on sky orientation and functional zone. Northern part of the building consists of panels that have minimum extrusions. For east and west sides regular sized overhangs are designed to shade windows during midday hours. For southern side additional balcony type elements are foreseen to provide passive protection from the sun during the most intense solar energy season and hours, while also creating an option to have outdoor spaces for certain types of classrooms and cosy cantilevers for entrance zones and sheltered outdoor recreational spaces.

Abovementioned principles result in proposal specific design variant of the panels:



Facade base module is designed considering functional requirements of school premises - an optimum width of 4 m is foreseen with double window openings in this span allowing flexible plan layouts.

Regular classroom windows are designed according to Ukrainian norms requiring 800 mm high windowsills.

Further module design iterations are crafted with different details, glazed area proportions and distinctive articulation for certain zones or ground level.

Area layout for the main site and plan layout functional solutions

Area layout cannot be viewed separately from plan layout, therefore, the following description takes on both simultaneously.

Plan layout emphasizes the main axis principle set in site plan – the front courtyard of the school is followed by the main entrance, which in turn is followed by public spaces that continue throughout the building and transform into public backyard which further opens up into activity zones. This strong connection emphasizes transparency and synergy between all users and acts as a backbone for the whole site. From functional point of view it is also convenient to organize school flows along a single axis – that allows sharing functionality of certain blocks natural and effortless.

As previously stated, all the main public functions are placed in the central volume. That serves both the needs of school organisational flow and gives the potential for this single volume to become a local community centre. The heart of the whole complex is the main atrium which acts as a gathering space and event hall - fusing all the surrounding spaces into a single unity.

To equalise access to central spaces and take advantage of the sky orientation, both school blocks are placed in southern part of the site, and also the very frontal part of approaching it. This part is also more suitable for activity spaces immediately next to school blocks – which include recreational, as well as gardening activities.

For elementary school children a strong connection from classrooms to outdoor spaces is created introducing outdoor activities into daily learning process. The architecture of the building is crafted in a way that offers sheltered spaces for such spaces.

Grade 1 block is placed on the second floor of elementary in order to assign the greatest feeling of security and privacy. Their dedicated outdoor space is placed on the adjacent roof terrace which also gives complete control of children whereabouts outdoors.

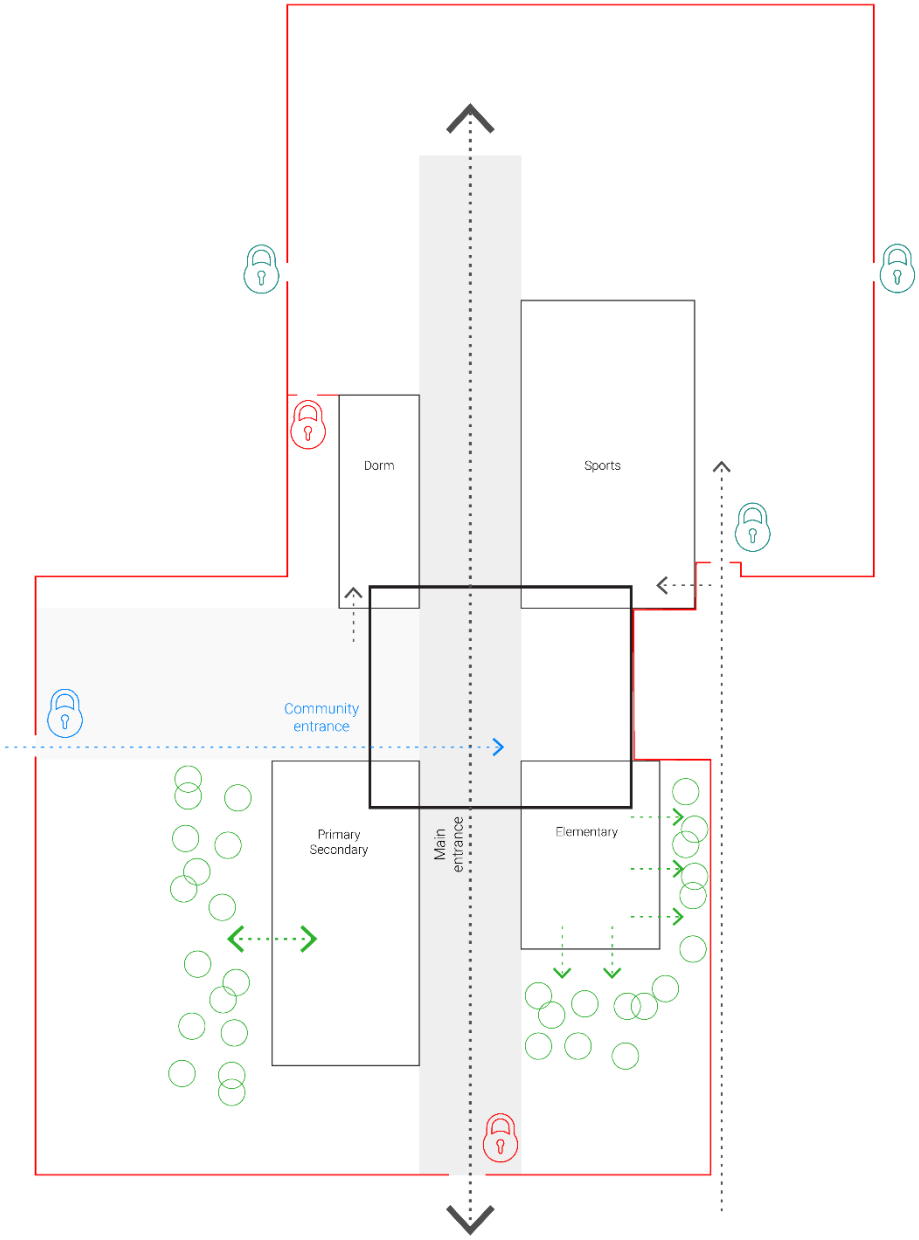
For primary and elementary pupils there are no direct connections to outdoors from classrooms since their learning process does not require frequent outdoor activity involvement, instead a major spatial connection between indoor recreational space and outdoor recreational space is created on ground level's atrium.

Community access is limited from the western part of the site. It is sensibly isolated from the children activity zones and also has a more serious, monumental character than other spaces. During school hours this area with acts as an outdoor gathering space for school events, as opposed to more scaled down, fragmented

garden-like landscape in the frontal part of the building. Proximity of parking lot to community entrance creates a visually non obstructive connection between the building and the vehicular zone.

Placing dormitory next to the community entrance area also gives the benefit of a more private and secluded access to facilities both during school hours and after school hours.

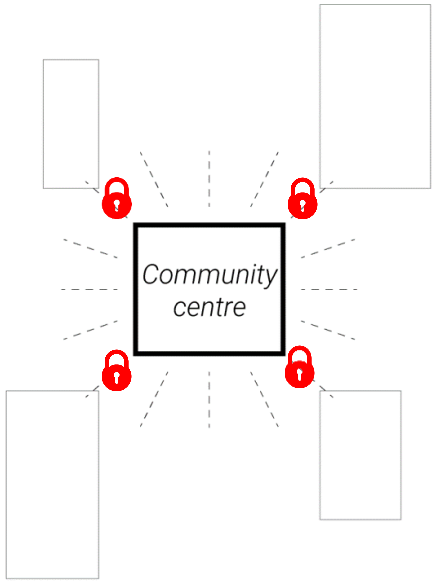
Back side of the site is devoted to sports activities. As previously described, the decision to place sports areas in the northern part of the site not only offers more valuable sky orientation to other spaces, but also gives better control of sports facilities' access during after school hours.


Dorm
Sports
Community
entrance
Primary
Secondary
Main
entrance
Elementary

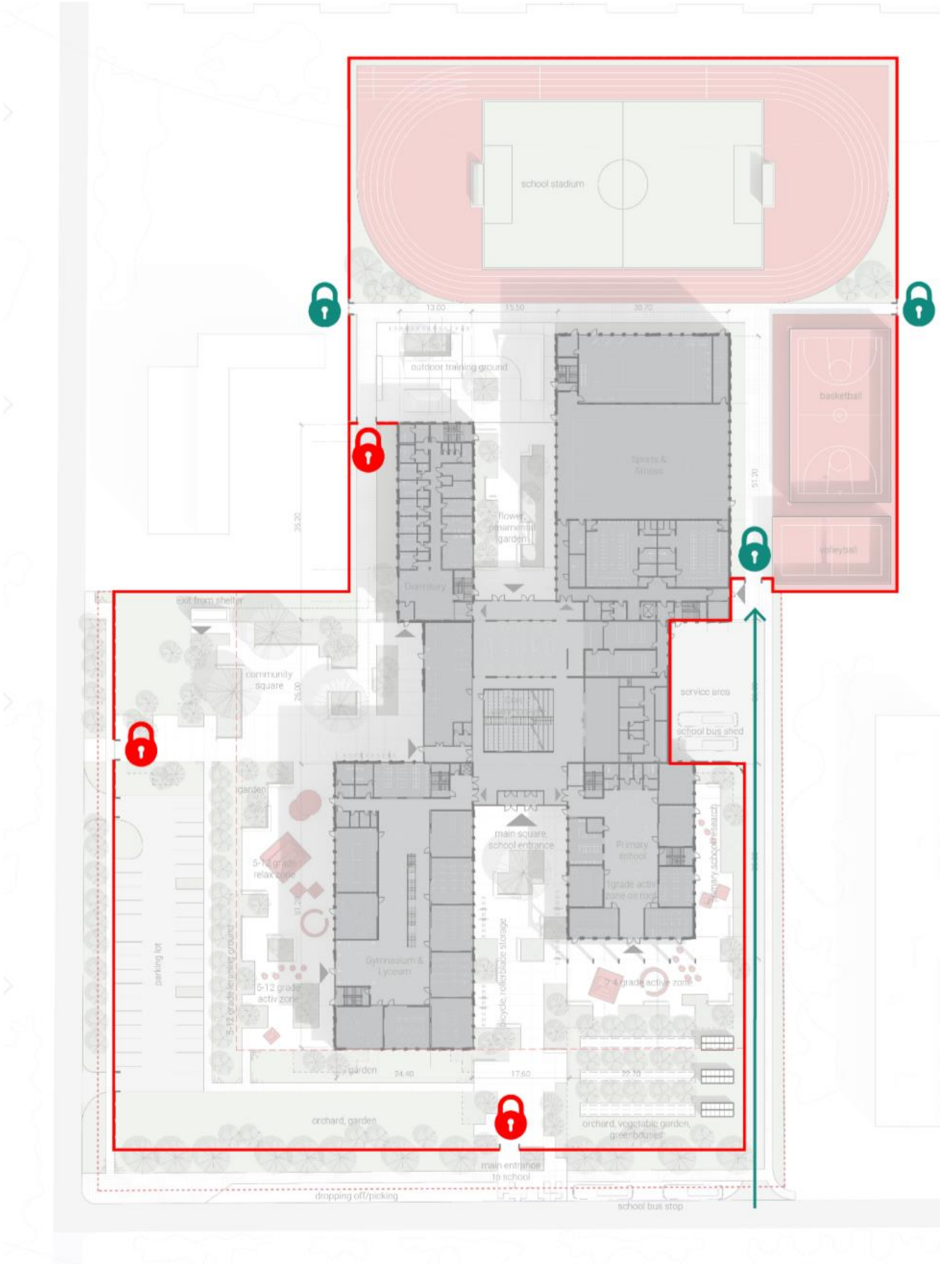
Security

Modular volume scheme connected through central (and publicly most welcoming) volume create a safe and easy to monitor space for all occasions. As the proposal intends, the central volume can become a community centre during after school hours, therefore it is important to set strict guidelines for accessing school premises.

Proposal's functional layout and concept of overlapping communication hubs between volumes present a great opportunity to limit access to all or some of the school volume modules at any given time. That means that public access can be assigned to only **(1)** core volume, **(2)** only certain school or sports block volume or **(3)** core and some school premises (volume or certain floors). The third option can be beneficial when using core as a community centre and giving access to some school specific premises (like workshops intentionally places on the ground floor) to further extend functionality of community centre (craft workshops, masterclasses etc.)

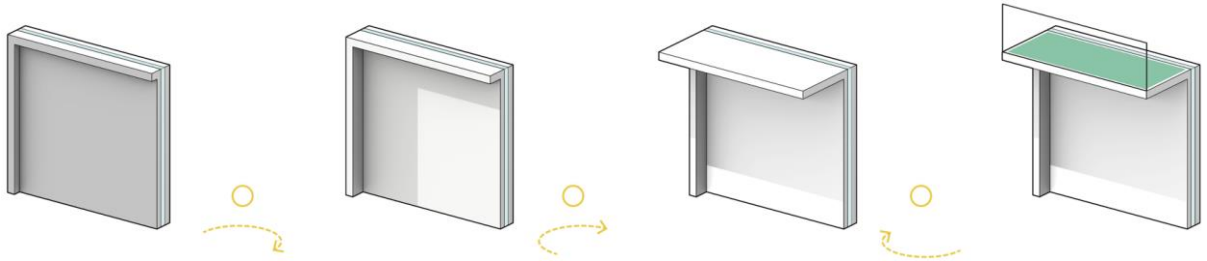


On the site level, the whole school area is designed to be fenced with the exception of service road which at the same time acts as an access to indoor and outdoor sports facilities, meaning that for after school hours local community can use sports hall with separate entrance, stadium, basketball and volleyball courts, as well as skatepark without conflicting security measures for school area.

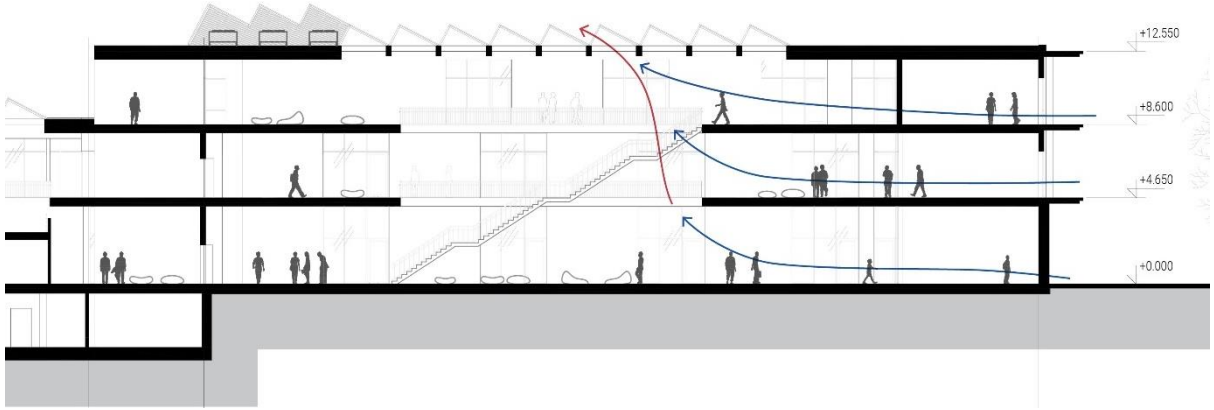

school stadium
outdoor training ground
basketball
volleyball
Sports & fitness
flower ornamental garden
Dormitory
exit from shelter
community square
service area
school bus shed
garden
main square, school entrance
Primary school
5-12 grade relax zone
Gymnasium & Lyceum
parking lot
5-12 grade activ zone
bicycle, rollerblade storage
2-4 grade active zone
orchard, garden
orchard, vegetable garden, greenhouses
main entrance to school
dropping off/picking
school bus stop

Sustainability

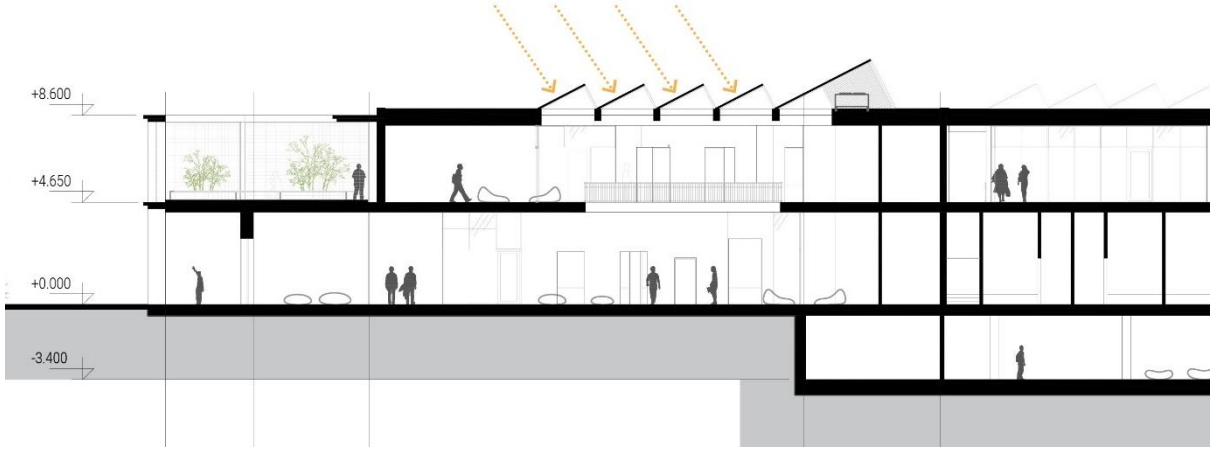
One of the most evident sustainability factors is encoded into building's façade, where façade modules are fabricated using recycled concrete and geometrically crafted according to solar orientation.



Some of the key sustainability aspects lie in atrium-based room layout. Not only atriums create cosy spaces and visual connection throughout all levels, it also provides natural chimney effect which, combined with HVAC and fire safety systems can be used to cool interior spaces on hot days, as well as provide fresh outdoor air.



In order to limit direct sunlight through skylights, structures are placed over the openings with solar panels as shading surfaces. At the back of each such module block is a raised part of the structure which conveniently provides space for technical equipment seamlessly integrating such spaces into building's design.



Solar panels as shading devices become a natural part of interior landscape.

Part of the landscaping sustainability concept is replacing water demanding lawn areas with local wildlife plants and flowers, obtaining a concept where plants by design require less maintenance while also diversifying site's flora.

Site (in hypothetical situation A)		
	Unit of measurement	Quantity
Site surface area	sq.m.	22,800
Site development intensity	%	46.1%
Site development density (building's footprint + roads, parkings)	%	30.7%
Green portion of the site (plantation only)	%	31.1%
Building(s) / part of the building(s)		
Primary education		
Total floor area (Загальна площа блоку)	sq.m.	1 198.34
Gross floor area (Загальна площа приміщень)	sq.m.	1 114.54
Usable floor area (Корисна площа блоку)	sq.m.	881.84
Volume of the building / part of the building (Будівельний об'єм)	cubic metres	6 208.94
Number of floors	pcs.	2
Height of the building / part of the building	m	8.95
Secondary education block. Gymnasium, lyceum.		

Total floor area (Загальна площа блоку)	sq.m.	3 604.95
Gross floor area (Загальна площа приміщень)	sq.m.	3 374.57
Usable floor area (Корисна площа блоку)	sq.m.	3 020.24
Volume of the building / part of the building (Будівельний об’єм)	cubic metres	17 714.17
Number of floors	pcs.	3
Height of the building / part of the building	m	12.9
Sports block		
Total floor area (Загальна площа блоку)	sq.m.	2 457.07
Gross floor area (Загальна площа приміщень)	sq.m.	2 318.70
Usable floor area (Корисна площа блоку)	sq.m.	2 140.08
Volume of the building / part of the building (Будівельний об’єм)	cubic metres	20 678.26
Number of floors	pcs.	2
Height of the building / part of the building	m	13.35
Core. Shared education, and community spaces		
Total floor area (Загальна площа блоку)	sq.m.	2 362.57
Gross floor area (Загальна площа приміщень)	sq.m.	2 293.72

Usable floor area (Корисна площа блоку)	sq.m.	1 851.72
Volume of the building / part of the building (Будівельний об’єм)	cubic metres	12 647.0
Number of floors	pcs.	2
Height of the building / part of the building	m	8.95
Accommodations. Dormitory		
Total floor area (Загальна площа блоку)	sq.m.	884.65
Gross floor area (Загальна площа приміщень)	sq.m.	799.43
Usable floor area (Корисна площа блоку)	sq.m.	543.69
Volume of the building / part of the building (Будівельний об’єм)	cubic metres	4 875.38
Number of floors	pcs.	2
Height of the building / part of the building	m	8.95
Civil Protection. Dual-use shelter		
Total floor area (Загальна площа блоку)	sq.m.	2 298.923
Gross floor area (Площа всіх приміщень)	sq.m.	2 209.28
Usable floor area (Корисна площа блоку)	sq.m.	1 834.09
Dual-use floor area	sq.m.	958.69

Volume of the building / part of the building (Будівельний об'єм)	cubic metres	9 985.07
Number of floors	pcs.	1
Height of the building / part of the building	m	3.4
General data of the building (total)		
Building coverage area (Площа забудови)	sq.m.	5 599.760
Total floor area (Загальна площа будівлі)	sq.m.	10 507.58
Gross floor area (Площа всіх приміщень)	sq.m.	9 900.96
Usable floor area (Корисна площа будівлі)	sq.m.	8 437.57
Dual-use area in the civil protection structure	sq.m.	958.69
Volume (Будівельний об'єм): - above ground; - underground (shelter);	cubic metres	62 123.75 9 985.07
Number of floors	pcs.	3
Building height	m	13.35

The table is compiled in accordance with the architectural terminology of Ukrainian building standards.

The building volume includes the volume of skylights on the roof.

COGITO

Explanatory note – Panels

COGITO

ergo sum

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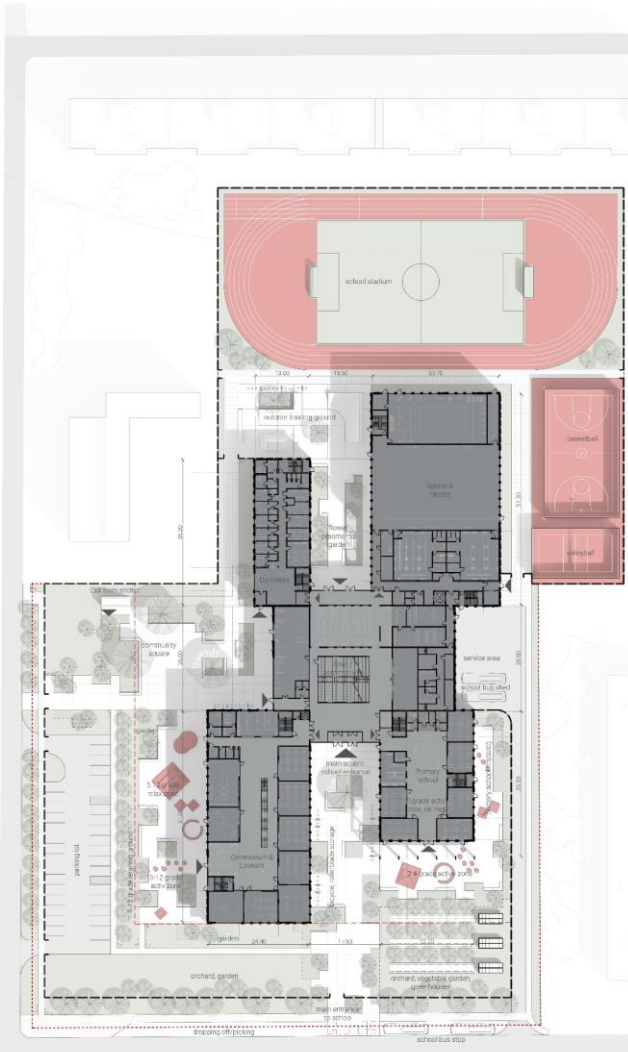
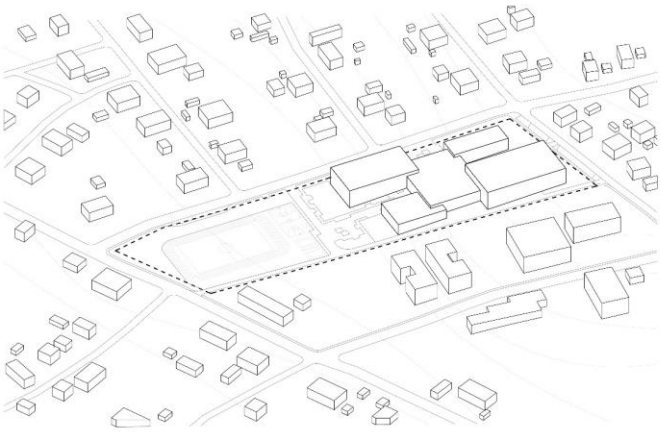
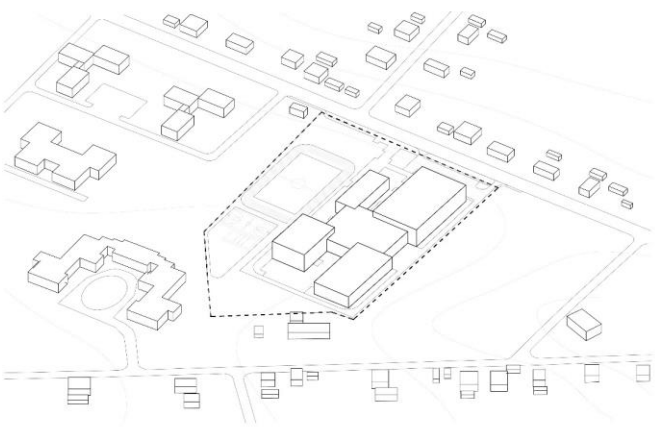
AXONOMETRIC VIEW OF THE MAIN SITE



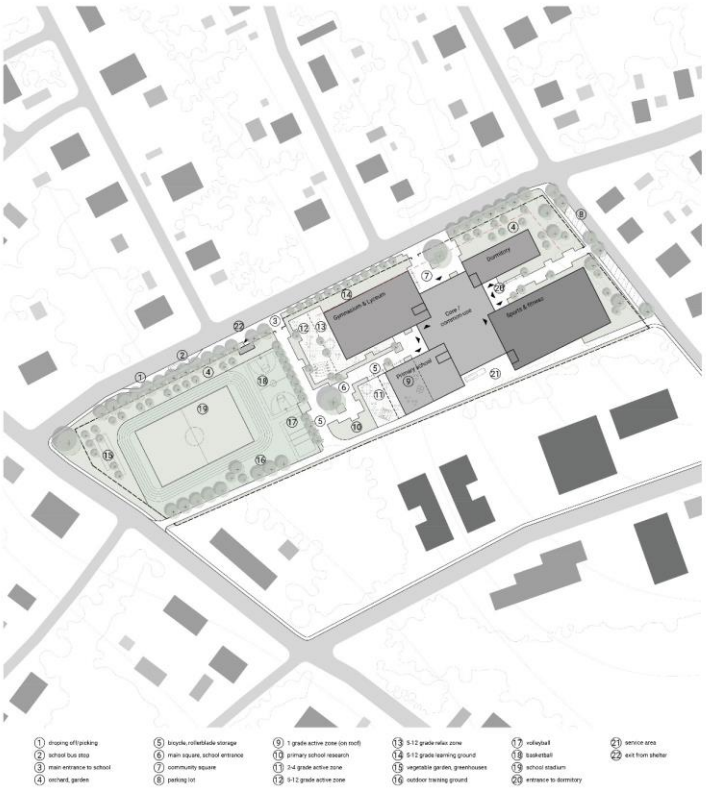
SITEPLAN 1:500



AXONOMETRIC VIEW OF HYPOTHETICAL SITE C

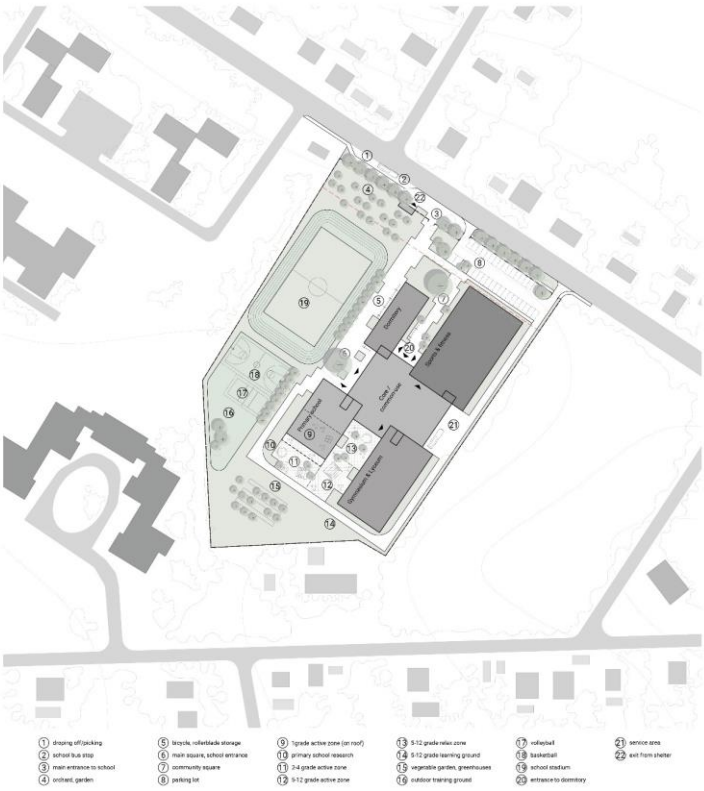


AXONOMETRIC VIEW OF HYPOTHETICAL SITE B



1 drop-off/picking
2 school bus stop
3 main entrance to school
4 orchard, garden
5 bicycle, rollerblade storage
6 main square, school entrance
7 community square
8 parking lot
9 1 grade active zone (on roof)
10 primary school research
11 2-4 grade active zone
12 5-12 grade active zone
13 5-12 grade relax zone
14 5-12 grade learning ground
15 vegetable garden, greenhouses
16 outdoor training ground
17 volleyball
18 basketball
19 school stadium
20 entrance to dormitory
21 service area
22 exit from shelter

SITE DIAGRAM OF HYPOTHETICAL SITE C 1:1000



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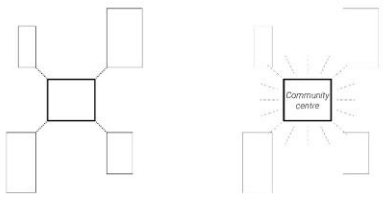

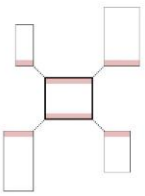

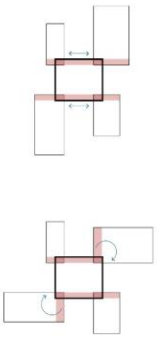

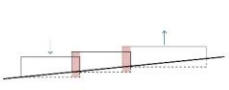

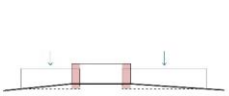

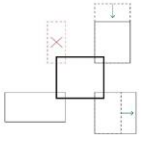

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Such a configuration allows each module to be connected in various ways, taking into account plot limitations and topography. Modules can slide along connection zones creating variable overall volume widths and interior courtyard spaces. Depending on plot configuration and sun orientation, volumes can also be rotated according to specific needs of room programme inside of them. And, lastly, coincident communication zones and scattered volume composition allow adjusting volume to terrain, introducing staircases, elevators and ramps (for overcoming slight height differences) in the span of linear communication zones.

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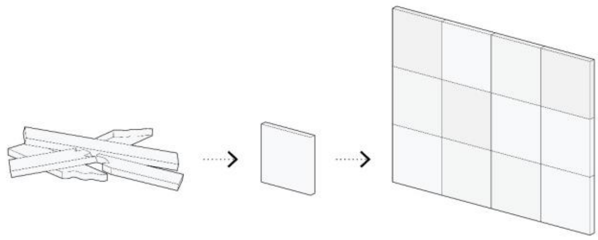
Should the programme, for example, require more classrooms, less sports facilities or no dormitory block at all, such changes can be easily introduced into provided modular system.

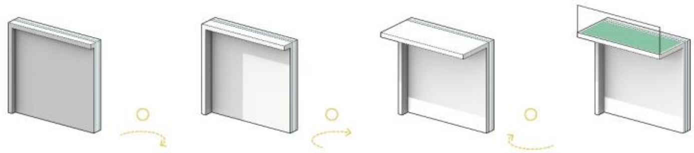


Concept of modularity is further expanded into buildings structure - both interior and exterior. The proposal is based on prefabricated concrete panels (structural interior panels, structural insulated facade panels and hollow slab panels) - a solution which in current situation might be deemed the most feasible, taking into account production and assembly benefits, as well as costs and resource management associated with reduced labour involved in the process. Sustainability factor is also a major factor in choosing prefabricated concrete elements, considering vast amounts of concrete rubble available for recycling.

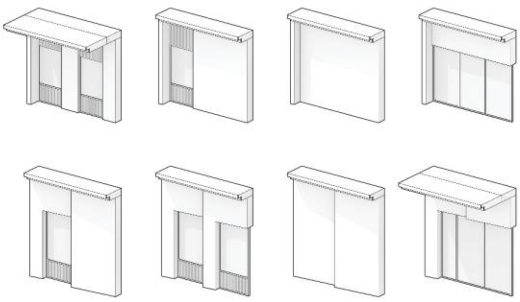
The structural solution of the panel is straightforward and feasible for execution in other materials as well. Looking into future sustainability strategies, timber material can easily be adapted without modifying proposed design and structural principles.

Currently, following the fire safety norms, different types of finish materials on top of concrete allow design adaptation for local cultural perception and climate-related needs.

The proposal offers not a specific design solution, but rather strives to create an argumented design language, following which, design iterations of concrete panel units can make the visual image of the building significantly different to previous adaptations, thus avoiding repetitive architecture in single area.



Geometric design variations of the module depend on sky orientation and functional zone. Northern part of the building consists of panels that have minimum extrusions. For east and west sides regular size overhangs are designed to shade windows during midday hours. For southern side additional balcony type elements are foreseen to provide passive protection from the sun during the most intense solar energy season and hours, while also creating an option to have outdoor spaces for certain types of classrooms and cosy cantilevers for entrance zones and sheltered outdoor recreational spaces.



Facade base module is designed considering functional requirements of school premises - an optimum width of 4 m is foreseen with double window openings in this span allowing flexible plan layouts.

Regular classroom windows are designed according to Ukrainian norms requiring 800 mm high windowsills.

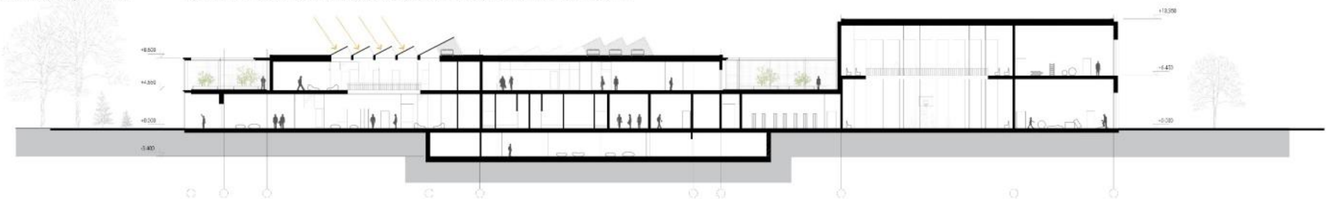
Further module design iterations are crafted with different details, glazed area proportions and distinctive articulation for certain zones or ground level.

Some of the key sustainability aspects lie in atrium based room layout. Not only atriums create cosy spaces and visual connection throughout all levels, it also provides natural chimney effect which, combined with HVAC and fire safety systems can be used to cool interior spaces on hot days, as well as provide fresh outdoor air.

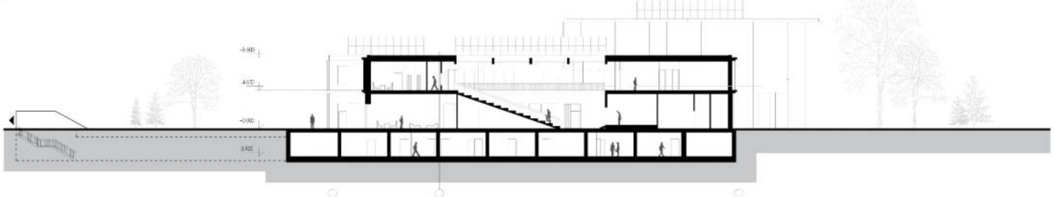
SECTION **1-1** / 1:250

In order to limit direct sunlight through skylights, structures are placed over the openings with solar panels as shading surfaces. At the back of each such module block is a raised part of the structure which conveniently provides space for technical equipment seamlessly integrating such spaces into buildings design.

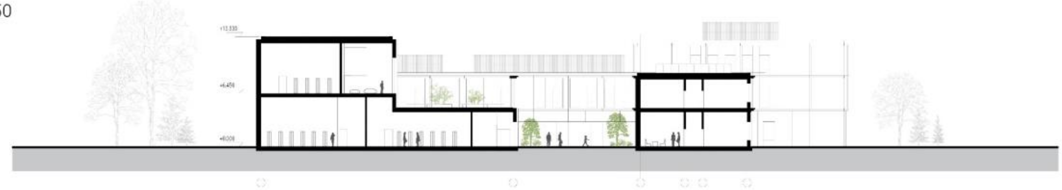
SECTION **2-2** / 1:250



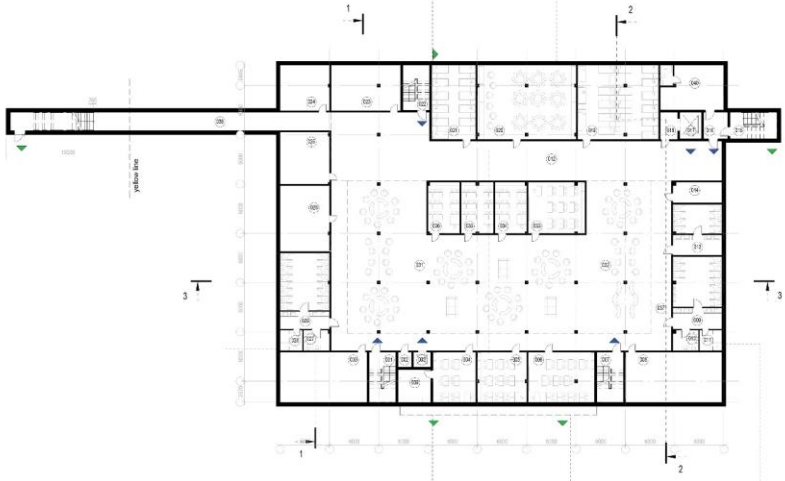
SECTION **3-3** / 1:250



SECTION **4-4** / 1:250



LEVEL -1 / 1:250

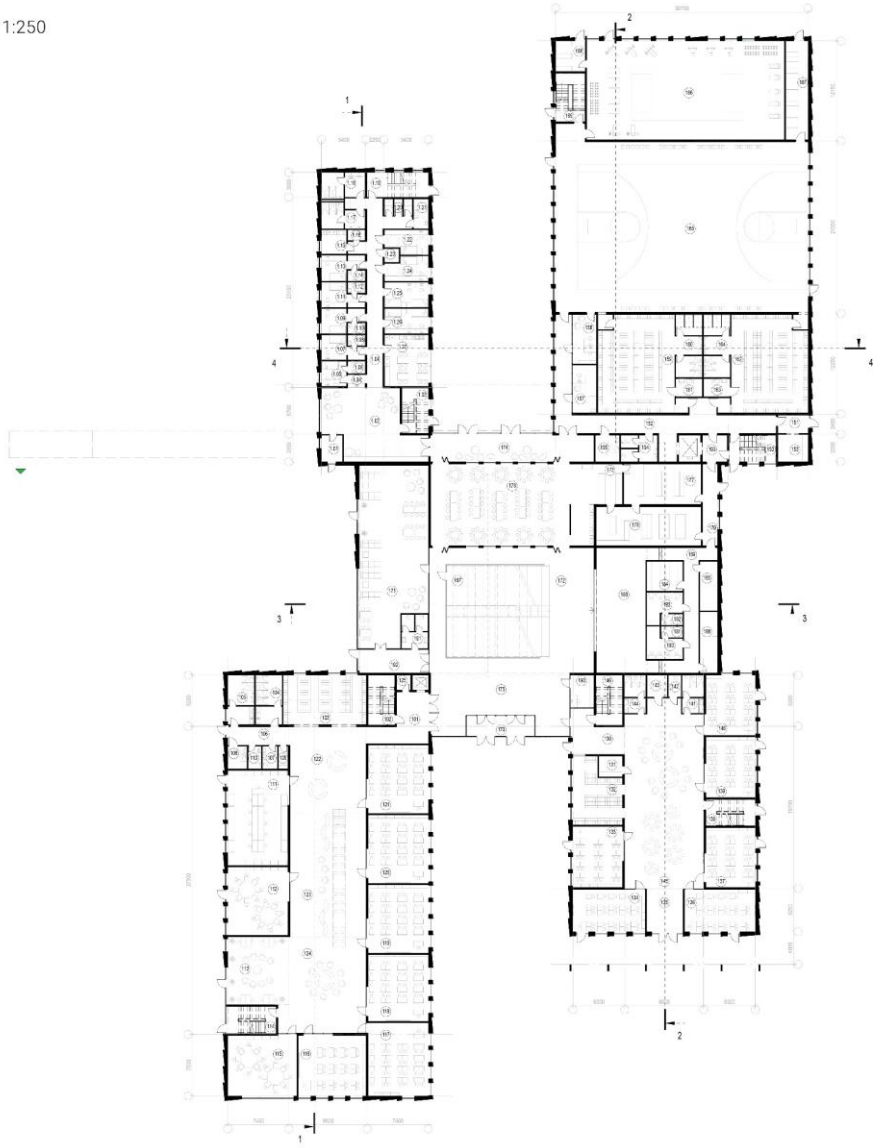


Dual-use shelter

Number	Name	Area, sq m
Shelter		
001	Staircase	19.8
002	Technical facilities	3.3
003	Lift	3.7
004	Classroom: Grades 3-4	31.7
005	Classroom: Grades 3-4	36.1
006	Classroom: Grades 3-4	48.3
007	Staircase	19.8
008	Staff	71.3
009	WC	32.2
010	WC accessible toilet	7.5
011	Bathroom	6.7
012	User shelter space	270.9
013	WC	36.4
014	Technical facilities	14.7
015	Staircase	18.2
016	Entrance	9.3
017	Lift	8.3
018	Entrance	6.9
019	Sleeping room	68.6
020	Common space	107.7
021	Sleeping room	48.3
022	Staircase	17.8
023	Technical facilities	46.8
024	Technical facilities	33.1
025	Technical facilities	37.7
026	Technical facilities	47.9
027	WC accessible toilet	7.7
028	Bathroom	6.7
029	WC	36.4
030	Staff	64.3
031	Common space. Grades 1-12	410.9
032	Common space. Grades 1-2	144.9
033	Classroom. Grades 1-12	42.4
034	Classroom. Grades 1-12	23.8
035	Classroom. Grades 1-12	23.9
036	Classroom. Grades 1-12	23.8
037	Corridor	169.8
038	Evacuation route from the shelter in case of collapse	66.7
039	Storage	15.7
040	Utility room	41.0

SOUTH ELEVATION / 1:250

LEVEL **1** / 1:250

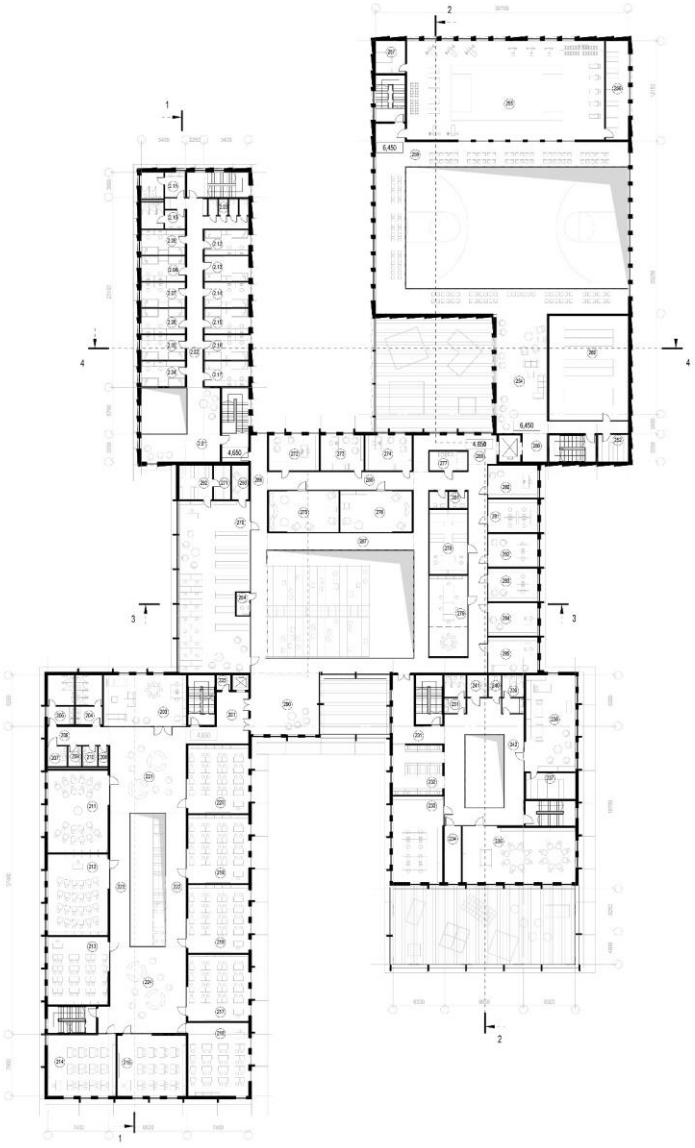


Ground floor

Number	Name	Area sq.m
Core		
170	Entrance	217
171	Community premises	172,7
172	Amphitheatre style meeting space	59,6
173	Buffet	14,2
174	Corridor	46,7
175	Main cobs	193,7
176	Food preparation and storage facilities	59,9
177	Staff and ancillary facilities	46,1
178	Dining hall	198,7
179	Staff and delivery entrance	17,8
180	Changing room	13,7
181	WC shower	3,5
182	WC shower	3,5
183	Changing room	13,2
184	Inventory storage	15,7
185	Prop storage	12,9
186	Costume room	15,9
187	School museum repository	66,8
188	Stage	97,2
189	Backstage ways	46,3
190	Security (watch man) room	11,6
191	WC	13,2
192	Entrance	23,8
193	Entrance	9,6
Dormitory		
101	Entrance	8,2
102	Common and recreation room	87,2
103	Staircase	11,9
104	Corridor	60,1
105	Caretaker's room	9,9
106	Caretaker's room bath	3,2
107	Single room for teacher	17,8
108	Single room bath	2,7
109	Single room for teacher	17,9
110	Single room bath	2,7
111	Single room for teacher	17,8
112	Single room bath	2,7
113	Single room for teacher	13,3
114	Single room bath	2,7
115	Laundry room	8,9
116	Storage	3,7
117	WC	14,9
118	WC	13,4
119	Staircase	22,4
120	Showers	6,5
121	WC accessible toilet	6,5
122	Accessible Room	14,9
123	Storage	2,9
124	Accessible Room	14,5
125	Double room for pupils	15,2
126	Double room for pupils	15,2
127	Kitchen dining room	28,1
Elementary		
130	Entrance	28,1
131	Storage	7,2
132	Classroom, Grades 2-4	46,2
133	Classroom, Grades 2-4	46,2
134	Classroom, Grades 2-4	46,2
135	Entrance	23,7
136	Classroom, Grades 2-4	46,9
137	Classroom, Grades 2-4	46,9
138	Staircase	19,5
139	Classroom, Grades 2-4	46,1
140	Classroom, Grades 2-4	46,0
141	WC	17,0
142	WC	4,0
143	WC accessible toilet	6,5
144	WC	12,1
145	Leisure space	306,5
146	Staircase	19,5
Gymnasium and Lyceum		
121	Entrance	31,8
122	Staircase	19,4
123	Cloakroom	40,6
124	WC	15,2
125	WC	19,7
126	Corridor	13,7
127	WC	4,9
128	WC accessible toilet	6,4
129	Storage	3,1
110	WC Hygienic	4,4
111	Workshop Metal and woodworking	89,3
112	Workshop Theory classroom	61,5
113	Leisure space	61,9
114	Staircase	19,1
115	Workshop Food preparation	62,3
116	Foreign language	61,2
117	Universal classroom	66,3
118	Universal classroom	60,0
119	Universal classroom	61,5
120	Universal classroom	61,5
131	Universal classroom	61,5
132	Leisure space	97,9
133	Leisure space	138,9
134	Leisure space	111,6
135	Storage	3,0
Sport block		
150	Staircase	18,8
151	Entrance	6,3
152	Corridor	99,8
153	Wardrobe for visitors	17,0
154	WC	14,0
155	WC accessible toilet	6,3
157	Medical specialist	17,1
158	Physical teacher's room	17,7
159	Changing room for girls	114,4
160	WC showers	24,7
161	WC accessible toilet	7,0
162	Changing room for boys	114,4
163	WC accessible toilet	7,0
164	WC showers	24,7
165	Sport and fitness multifunct onal hal	649,0
166	Multi purpose hall for junior grades	293,6
167	Sport equipment storage facilities	82,6
168	Sport equipment storage facilities	13,3
169	Staircase	21,5

WEST ELEVATION / 1:250

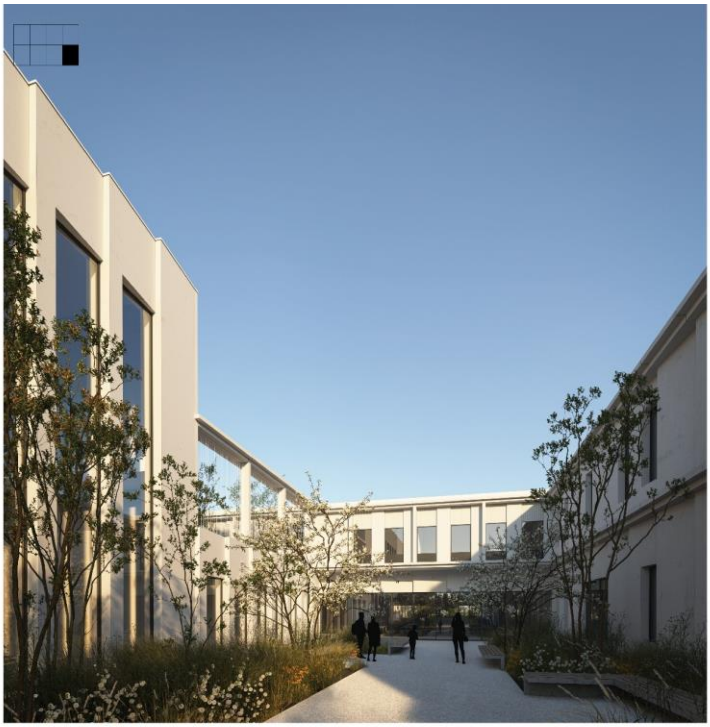
LEVEL **2** / 1:250



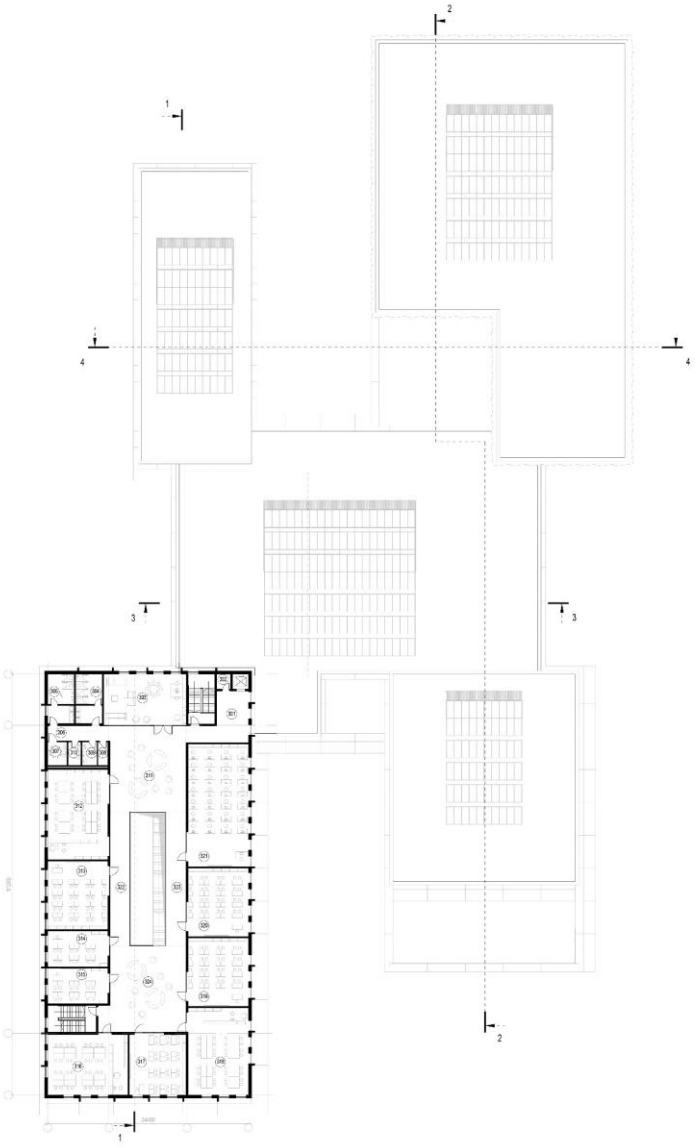
Second floor

Number	Name	Area sq.m
Core		
270	Library	179,2
271	Library video storage	8,2
272	Speech therapists room	17,6
273	Therapy room	28,1
274	Psycho-physiological support	14,6
275	Playroom for children with special needs	43,7
276	Playroom for children with special needs	44,7
277	WC accessible toilet	15,4
278	Office: Archive	36,5
279	Meeting room (Academic Council)	47,2
280	School master	14,1
281	Deputies office	24,7
282	Accounting office	24,7
283	Clerical office	24,7
284	Social educator's office	24,7
285	Teachers lounge and psychological support room	26,9
286	Corridor	215,0
287	Corridor	98,9
288	Corridor	89,8
289	Corridor	29,8
290	Leisure space	68,8
291	WC	9,2
292	Library book storage	18,4
293	Staff room	8,2
294	Apparatus room	4,4
Dormitory		
201	Corridor	86,2
202	Corridor	96,9
203	Showers	9,5
204	Double-room for pupils	16,2
205	Double-room for pupils	16,2
206	Double-room for pupils	16,2
207	Double-room for pupils	16,2
208	Double-room for pupils	16,2
209	Double-room for pupils	16,0
210	WC	14,5
211	WC	16,4
212	Double-room for pupils	16,0
213	Double-room for pupils	16,2
214	Double-room for pupils	16,2
215	Double-room for pupils	16,2
216	Double-room for pupils	16,2
217	Double-room for pupils	16,2
Elementary		
231	WC	13,1
231	Corridor	79,8
232	Wardrobe. First grade	37,5
233	Teacher's room	66,4
234	Corridor	14,9
235	First grade. Play and learn	93,9
237	First grade Storage	19,1
238	Recreation with an option of afternoon sleep. First grade	72,9
239	WC	17,9
240	WC	4,0
241	WC accessible toilet	4,5
242	Corridor	66,4
Gymnasium and Lyceum		
221	Entrance	31,6
223	Teacher's room	62,8
224	WC	19,7
225	WC	19,2
226	Corridor	16,8
227	WC accessible toilet	3,7
228	Storage	7,8
229	WC hygienic	3,9
230	WC	4,4
211	Drawing, sculpture, painting class	73,9
212	Rhythm, music rehearsal class	77,9
213	Foreign linguage	61,1
214	Homeland defence	61,6
215	Homeland defence	62,1
216	Universal classroom	66,3
217	Universal classroom	60,0
218	Universal classroom	61,5
219	Universal classroom	61,5
220	Universal classroom	61,5
221	Leisure space	97,4
222	Corridor	41,0
223	Corridor	99,2
224	Leisure space	112,0
225	Storage	3,0
Sport block		
250	Entrance	9,6
252	Storage	11,9
254	Hall	103,6
255	Multi purpose mini gym	289,6
256	Sport equipment storage facilities	33,6
257	Storage	14,2
259	Terrace	348,8
260	HVAC room	121,9

NORTH ELEVATION / 1:250



LEVEL **3** / 1:250



Third floor

Number	Name	Area m²
Gymnasium and Lyceum		
301	Entrance	92.8
302	Storage	3.0
303	Teacher's room	40.8
304	WC	19.2
305	WC	19.7
306	Corridor	13.7
307	WC accessible toilet	6.6
308	Storage	3.3
309	WC	5.1
310	WC hygiene	4.4
311	Leisure space	97.7
312	Chemistry laboratory	81.5
313	Chemistry classroom	61.3
314	Lingua franca classroom	32.4
315	Lingua franca classroom	32.0
316	Biology laboratory	72.0
317	Biology classroom	51.4
318	Physics laboratory	78.0
319	Physics classroom	61.5
320	Computer science (theory)	61.5
321	Computer science (practice)	109.7
322	Corridor	39.4
323	Corridor	41.0
324	Leisure space	102.1

EAST ELEVATION / 1:250