Education facilities – Primary and Lower Secondary School

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I. ABSTRACT

The statement "We shape our buildings, and thereafter they shape us" seems to be directly related to this thesis topic.

This topic as much as it is interesting in terms of design, so it is important because school is the place where each of us spend most of our shaping years at. Schools design plays a very important role in improving the level of education and the well-being of society. As architects, it is our “obligation” to design them in a way that the learning spaces motivate and inspire creativity to the students, which is certainly achieved with larger, enlightened and attractive spaces.

The way of teaching itself gives shape to the object, containing a variety of learning spaces for different activities, for individual work and for work in groups of different sizes.

The main purpose of the thesis is to describe the importance of architecture in education and to design a school in which students not only gain professional knowledge and are shaped as characters, but understand the importance of health through sport activities in the sports facility, understand how science and technology have improved and improves constantly life at any level, ranging from personal comfort to deep global problems through science and technology labs, and understands how important it is to perceive originality and uniqueness by displaying talent and creativity through art.

The methods used to accomplish this thesis are:

• Analytic method (textual description)
• Graphic method (architectural drawings)

This thesis helped me to gain more knowledge about school design and everything that has to do with the strong bond between architecture and education.
II. ACKNOWLEDGMENTS

Foremost, I would like to express my sincere gratitude to my advisor Dr. Lulzim Beqiri. So thankful for his expert, sincere and valuable guidance and encouragement extended to me.

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1. INTRODUCTION

While doing this thesis, I “forced” myself to research everything that education is made from.

The thesis was done in two different parts, but that helped each other a lot.

The first one was the analytical part, in which I tried to show what education includes and how we should see it from another perspective, and the other was the architectural project in which I put together everything that I learned while doing the research.

As long as problems can be solved from starting to identify them, I started to make a list of what today’s schools should be like and how they can be designed, and as long as the problems can be seen best by those who experience them everyday I visited two schools in my hometown and had a discussion with students and teachers about how they would like their school and workplace to be like?

The answers helped a lot, and so the next step was including them into my project.

As long as I had the clear idea of what I want the only thing left was to begin the project.
2. RESEARCH

2.1 Education in Kosovo

Education in Kosovo takes place in social and private institutions. Starting in 1999, education in Kosovo underwent reforms at all levels: from education and pre-school education to university. These reforms aimed at adapting education in Kosovo to contemporary European and world standards. As a first step of this new system, the establishment of the Department of Education and Science (DAS), which is followed by the establishment of legal and professional infrastructure, which should facilitate the radical reformation of education (5 + 4 + 3-4 system General and Professional Education and the Bologna Agreement on Higher Education), as well as the establishment of the Ministry of Education, Science and Technology in March 2002. During this period the private education system also begins to develop.

State Education Institutions in Kosovo are governed by the Ministry of Education, Science and Technology (MEST).

Figure 1. Number of pupils in primary and lower secondary education according to municipalities in Kosovo
• **Law on Education**

By law, primary and secondary education in Kosovo is free and financed by the Kosovo budget. Education is compulsory for all ages 6 to 15 years. The Law on Education guarantees equal education for all communities in Kosovo.

• **Primary Education and Lower Secondary Education**

According to the Law on Primary and Secondary Education in Kosovo, Primary Education (1-5) and Lower Secondary Education is mandatory for all. Compulsory education begins when the child has reached the age of 6 (minimum age of compulsory education). According to this law, education in educational institutions with public funds is free of charge. Lower secondary education is the second phase of compulsory basic education and includes grades 6-9, extensively 12 to 15 years of age. Teaching in primary schools in Kosovo is conducted in five languages: Albanian, Serbian, Bosnian, Turkish and Croatian.

![Figure 2. Number of primary schools and lower secondary school according to municipalities in Kosovo.](image-url)
2.2 History of modern education

During the 19\textsuperscript{th} century, most public schools were based on the traditional education format, were one teacher provided informations to a group of students in a standard classroom. The subject were the basic academic ones, like math and literature, following a strict curriculum and schedule. This system has been called “The factory model” refering to its role in the industrial revolution, whereas schools act as factories producing capable workers for the market.

In the early 20\textsuperscript{th} century, architects such as Dwight H.Perkins started a movement to design public schools as urban neighborhood centres. At a similar time the educational leader John Dewey argued that learning was a social and interactive process, making the school a social institution where social reform should take place.

A few years later, the pedagogy of the architect and philosopher Rudolf Steiner emphasized the role of imagination in learning and the need to integrate the practical, intellectual and artistic development of children. Steinder divided the development of children into three major stages: (1) Early childhood education focused on practical, hand-on activites and creative play, (2) Elementary education focused on developing artistic expression and social capacity, and (3) Secondary education on developing critical reasoning and empathic understanding.

In the years 1999 to 2011, The Commission for Architecture and the Build Enviroment or CABE, along with the British government provided advisory guidelines on the design of the schools. According their principles, a well designed school encourages learning with a sustainable purpose, makes good use of the its near surroundings, is accessible, secure, and attractive. The indoor spaces should be well organized and designed according to the school’s curriculum, but also flexible and easy to adjust to changes with time. The building environment should be healthy, with good use of daylight and natural ventilation and made of quality, lasting, environmentally friendly materials. The schools outdoor areas should be designed for informal education, play and physical activity.
2.3 Why Scandivian school system is the best?

The Finnish state with intellectual and educational reform has experienced over the years a number of new and simple changes that have revolutionized the entire education system. They surpass the United States and are also gaining in East Asian countries.

There are no mandated standardized tests in Finland, apart from one exam at the end of students’ senior year in high school. There are no rankings, no comparisons or competition between students, schools or regions. Finland’s schools are publicly funded. The people in the government agencies running them, from national officials to local authorities, are educators, not business people, military leaders or career politicians. Every school has the same national goals and draws from the same pool of university-trained educators. The result is that a Finnish child has a good shot at getting the same quality education no matter whether he or she lives in a rural village or a university town. The differences between weakest and strongest students are the smallest in the world. Equality is the most important word in Finnish education.

Teachers in Finland spend fewer hours at school each day and spend less time in classrooms than American teachers. Teachers use the extra time to build curriculums and assess their students. Children spend far more time playing outside, even in the depths of winter. Homework is minimal. Compulsory schooling does not begin until age 7. “We have no hurry,” said Louhivuori. “Children learn better when they are ready. Why stress them out?”

It’s almost unheard of for a child to show up hungry or homeless. Finland provides three years of maternity leave and subsidized day care to parents, and preschool for all 5-year-olds, where the emphasis is on play and socializing. In addition, the state subsidizes parents, paying them around 150 euros per month for every child until he or she turns 17. Ninety-seven percent of 6-year-olds attend public preschool, where children begin some academics. Schools provide food, medical care, counseling and taxi service if needed.
Student health care is free. Not until sixth grade will kids have the option to sit for a district-wide exam, and then only if the classroom teacher agrees to participate. Most do, out of curiosity. Results are not publicized. Finnish educators have a hard time understanding the United States’ fascination with standardized tests. “Americans like all these bars and graphs and colored charts,” Louhivuori teased, as he rummaged through his closet looking for past years’ results. “Looks like we did better than average two years ago,” he said after he found the reports. “It’s nonsense. We know much more about the children than these tests can tell us.”
2.4 Three school typologies

- **The factory model**

The factory model is the traditional form of schools most of us are familiar with. Its structure is based on standardized, rectangular classrooms with rows of desks lined up in front of one teacher and a blackboard. The main purpose of this form of teaching has been said to keep control of large number of students and focus their attention solely on the teacher in front. The teacher is the only active person in the room, sharing his knowledge, and the students only role is to quietly recieve that information. In these types of schools, the classrooms are most often replicated on opposite sides of long halls, wich have the sole purpose of getting people from one place to the other.

- **The open concept model**

The open concept model school emphasizes the importance of addressing the needs and interests of each individual and using the enviroment for active learning. Instead of the teacher feeding students with information, the students are expected to work independently to gain knowledge and get a deeper understanding of the material. The whole building becomes an open active learning places, where moving parts become dividers of ever changing spaces. This provides great flexibility in teaching, where larger groups of students can be divided into smaller ones and the teacher acts more like a mentor, than a lecturer like in the traditional form.
• **Cells and Bells Model**

This model could pass as a blend mixture between the traditional “factory model” and the “open concept” model. In a way, it uses the traditional classroom system, but alters the form into various learning spaces, of different shapes and sizes. The whole school becomes a single community, divided into smaller departments that act as their own smaller community within the whole.

Each department normally consists of a few classrooms, sometimes divided by moving walls so the spaces can be closed off when needed. Usually, a wide hall or some form of central space connects the different departments together. In a way the school is like a city which is divided into smaller neighborhoods that are all connected by the main street. The plan is similar to a hand, where the palm signifies the main open centric space with common facilities and the classrooms or departaments stick out of the connecting center like fingers.

Figure 5. Cells and Bells model
2.5 Modern education system

• Importance of arts in school

There is an increasing amount of scientific evidence that proves art enhances brain function. It has an impact on brain wave patterns and emotions, the nervous system, and can actually raise serotonin levels. Art can change a person’s outlook and the way they experience the world.

Decades of research have provided more than a sufficient amount of data to prove that arts education impacts everything from overall academic achievement to social and emotional development and so much more. Research has proven the arts develop neural systems that produce a broad spectrum of benefits ranging from fine motor skills to creativity and improved emotional balance. Quite simply, the arts are invaluable to our proper functioning individually and as a society.

For instance, one recent study indicates that students who participate in the arts at school are four times more likely to be recognized for academic achievement than their counterparts who do not participate in the arts. A second study even suggested that students who participate in the arts score higher in mathematics, English and social studies. This same study claims that increased academic achievement for music students is even more startling. These students see scores as high as 15 points higher than other students in Math and 20 points higher in English than others.

Besides student’s academic achievement, it has also been shown that individuals who participate in the arts have stronger social connections at school and lower absenteeism. As common sense would seem to indicate, students who attend school on a regular basis tend to have higher grade point averages and are more apt to attend college.
• **Importance of science in school**

Why is science education important in our schools? We are surrounded by technology and the products of science every day. Public policy decisions that affect every aspect of our lives are based in scientific evidence. And, of course, the immensely complex natural world that surrounds us illustrates infinite scientific concepts. As children grow up in an increasingly technologically and scientifically advanced world, they need to be scientifically literate to succeed.

Ideally, teaching the scientific method to students is teaching them how to think, learn, solve problems and make informed decisions. These skills are integral to every aspect of a student’s education and life, from school to career.

Science is everywhere. A student rides to school on a bus, and in that instance alone, there are many examples of technology based on the scientific method. The school bus is a product of many areas of science and technology, including mechanical engineering and innovation. The systems of roads, lights, sidewalks and other infrastructure are carefully designed by civil engineers and planners. The smartphone in the student’s hand is a miracle of modern computer engineering.

Outside the window, trees turn sunlight into stored energy and create the oxygen we need to survive. Whether “natural” or human-derived, every aspect of a student’s life is filled with science — from their own internal biology to the flat-screen TV in the living room.
• **Importance of physical activities in school**

Physical Education (PE) develops students’ competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school.

A high-quality PE curriculum enables all students to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing, they think about what they are doing, they analyse the situation and make decisions. They also reflect on their own and others’ performances and find ways to improve upon them. As a result, they develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles.

Discovering what they like to do, what their aptitudes are at school, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity. PE helps students develop personally and socially. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations.

Physical activities aims are to:

- encourage a healthy and active lifestyle throughout the school body
- nurture sportsmanship in all aspects of competition
- widen each student’s sporting experience and enjoyment
- create a passion for active recreation and sport
- assist students in reaching their physical potential in a variety of sporting environments.
• Importance of students mental health

By depriving children of opportunities to play on their own, away from direct adult supervision and control, we are depriving them of opportunities to learn how to take control of their own lives. We may think we are protecting them, but in fact we are diminishing their joy, diminishing their sense of self-control, preventing them from discovering and exploring the endeavors they would most love, and increasing the odds that they will suffer from anxiety, depression, and other disorders.

During the same half-century or more that free play has declined, school and school-like activities (such as lessons out of school and adult-directed sports) have risen continuously in prominence. Children today spend more hours per day, days per year, and years of their life in school than ever before. More weight is given to tests and grades than ever. Outside of school, children spend more time than ever in settings in which they are directed, protected, catered to, ranked, judged, and rewarded by adults. In all of these settings adults are in control, not children. In school, children learn quickly that their own choices of activities and their own judgments of competence don't count; what matters are the teachers' choices and judgments. Teachers are not entirely predictable: You may study hard and still get a poor grade because you didn't figure out exactly what the teacher wanted you to study or guess correctly what questions he or she would ask. The goal in class, in the minds of the great majority of students, is not competence but good grades.

Given a choice between really learning a subject and getting an A, the great majority of students would, without hesitation, pick the latter. That is true at every stage in the educational process, at least up to the level of graduate school. That's not the fault of students; that's our fault. We've set it up that way. Our system of constant testing and evaluation in school—which becomes increasingly intense with every passing year—is a system that very clearly substitutes extrinsic rewards and goals for intrinsic ones. It is almost designed to produce anxiety and depression.
School is also a place where children have little choice about with whom they can associate. They are herded into spaces filled with other children that they did not choose, and they must spend a good portion of each school day in those spaces. In free play, children who feel harassed or bullied can leave the situation and find another group that is more compatible; in school they cannot.
• **How smarter school architecture can help kids eat healthier food?**

The design of a school itself might matter as much as something like a gym class. “The environments in which we live affect not just our behaviors, but our lifelong attitudes about things like healthy eating and active lifestyles. “It’s also clear that it’s so much better to help prevent children from becoming obese than to try to help adults lose weight. So that makes school environments incredibly important.”

Combing through all of the available studies on school design and healthy eating, they came up with a list of dozens of design strategies architects can use. At the Virginia elementary school, one of the keys was making the commercial kitchen visible from the dining room, so students could watch as their lunch is made. Nearby, the teaching kitchen gives them a kid-safe way to learn how to make their own food, and a food lab was designed for food-related science experiments.

Some of the design guidelines are more subtle, like placing salad bars near checkout stations, or deliberately adding space in a kitchen for preparing fresh food (and eliminating deep fryers). Beyond the healthy eating interventions, the school was also designed to keep kids more active, with features like inviting stairways, walking paths, and furniture that flexes as students sit, so they aren’t completely still.
2.6 Architecture of schools

Time and space are often perceived as something obvious, something we don’t think about it everyday life, yet, they are the fundamental categories that define our very existence. Like in other domains, in education sense of space has been changing. In the times of mass compulsory schooling, space was in the first place a prediction for the pedagogical work, where the maximum number of pupils that could be included in the educational process in a certain space was the most important criterion. Nevertheless, even in circumstances where school space was regarded in a distinctly instrumental was, some architects did not forget how to create beauty and develop aesthetic sense.

In the mid 20th century, the perception of the role and significance of the school space changed drastically. The space was considered as an important co-shaper of the school atmosphere and school life. The re-conceptualization of education in concert with the modernization of school fostered an increase in the awareness of school space as an integral part of the educational process. The school space possesses an interesting capability to influence the shaping of social networks and the possibilities of implementing contemporary teaching principles. A school’s spatial system impacts its role as a modern learning organization and, even more so, the school’s capacity to form new societal patterns. Further-more it is of special importance for the future society that the space of schools stimulate the development of creative thinking and the aesthetic sense.

Well designed and ably constructed buildings sustain developing the sense of beauty and the awareness of the meaning of space in young people. At the same time, concrete constructions reflect the culture of a nation. One could argue that school spaces represent a significant document within a nation’s architectural heritage. Schools are places where children enter public institutions for the first time, where young generations spend most of the time, and where their identity is shaped. On the other hand, the identity refers to purely symbolic marks such as for example, the architecture of the school. For this very reason some countries have promoted school architecture as distinct trademarks.
A school is more than an utilitarian space intended for the distribution of knowledge and skills; it is an educational concept that is bound to educate through its spatial position, details and interior design. A school building can bear a message in a cultural and, above all, didactic sense. The school is a place in which different generations meet and interact; it represents the identificatory nucleus of a local community and its urban or rural environment. A school can potentially strengthen the identity and cultural roots of each individual and as such, its conceptual premise should reflect the genius loci, revealing the environmental, mental and cultural diversity of nations.
2.7 School of the future

Until recently it was considered that we need as many schools and as much school space as is necessary for all school children to have a place there. We based our deliberation on the norms relating to the size of school space, the number of children per class, the number of teachers, the necessary administration and maintenance and so forth. All these were combined together in project terms and conditions, included in spatial plans and “spiced up” with some interior and exterior architecture. Funds were guaranteed and buildings put up. The results were schools that lasted for generations.

Today, considering school space that will take into account development trends and directions within the society at large and more specifically within the educational sector, we cannot but pay regard new concept in school building architecture.

When deciding about the location and the size of a new school today’s investor – be it the state or the local community – should pay attention to demographic trends that mostly cannot be influenced. A new road between urban centres and the countryside can induce residential construction that will result in population movements towards areas that are inadequately equipped regarding school infrastructure. Today the former migration trend in the direction of urban centres is reversing. Investors will be forced to respond to the new situation rather quickly planning and construction of school buildings will have to be accelerated and the currently practiced period of three to four years will need to be decreased to two to three years. Private investors will have to be attracted to cooperate together with the existing public investors of school buildings.

Apart from the design of school space, more attention will have to be paid to the placement of schools within the environment. From the viewpoint of macro-location, several factors will need to be taken into account: logistic (e.g. road connections, safety) environment (e.g. air, noise, insulation) energy (e.g. passive construction, renewable energy sources) and demographic structures (migrants, foreigners, minorities, etc)
The school is an important place for children, and in the future will further develop in importance. We live in a time when children quickly adapt to the use of information and communication technologies and parents working hours are extending. The modern school will need to accept the fact that it has become a place of “contact” – contact between technology and the human being. Future school spaces will have to allow the development of both and especially the latter. Space concepts transcending traditional schools with classrooms, hallways and gyms represent a greater challenge for architects. Classroom will have to be designed for flexibility, ensuring, at the same time, excellent technical equipment and appropriate “ex catherda” environs.

The teacher will require a common, easily controllable space on one hand and a more communication on the other. Common spaces will open, socializing facilities but also allow for privacy. Internal and external recreational are today. More space will be dedicated to extracurricular activities, such as music, arts, and crafts, The school should become a place where its user will have the possibility to move from “virtual creativity” to the real world.

The school building as a whole should be conceived as a “teaching” building. It will be powered by energy from renewable sources and constructed according to the principles of low energy consumption with the use of environmentally friendly materials. Moreover, the user will have the possibility to see and follow the operation of the installed equipment and participate in the application of new technologies.

Designing a school building is a real challenge. Nevertheless, if attention is paid to the user and the environment, a school can be designed in such a way as to become a place where an important part of children’s and teacher’s family and social lives will perpetuate in a genuinely relaxed way.
2.8 Architecture and education

The question “Why do schools get built?” is important in and of itself. However, it is often eclipsed by “Why do schools get built in the way that they do?” which is also interesting but a different question that perhaps helps us to forget what schooling is for. Schooling just is: naturalised and so taken for granted.

“We cannot deal with problems of ‘how to’ [build] without first posing the problems of ‘why’. If we were to begin discussing immediately the best way to build school buildings for contemporary society without first clarifying the reasons for which contemporary society needs school buildings, we would run the risk of taking for granted definitions and judgements which may not make sense anymore and our speculations would turn out to be sandcastles.

Some purposes for building schools will be claimed explicitly but might be more for public show than the existential core of school-building. Conversely, some reasons for building schools may never be claimed since they are unpalatable – for example, schools keep young people busy and safe in the hands of professionals allowing their parents and carers to be active in the economy: one function of schooling is publicly-funded “baby-sitting”.

For similar reasons, buildings and their architecture cannot have purposes either. Rather, groups of people may have individual and collective purposes, and architecture is simply another tool available to help them achieve those purposes.

It also brings us closer to seeing how stability and change are made possible and why, therefore, “innovation” is so interesting and so problematic: “Humans build organizations and can change them. Cultural constructions of schooling have changed over time and can change again. To do this deliberately would require intense and continual public dialogue about the ends and means of schooling, including re-examination of cultural assumptions about what a “real school” is and what sort of improved schooling could realize new aspirations.
2.9 Opinions of architects on “What should a modern school look like”?

• “When I hear the word “school”, I first think of concepts like culture, education, ability, and growth. We must realize that despite a relatively high quality of space designed by architects, this field of culture is at a rather low level. Like architecture a school building is supposed to be didactic. This is to say that in its own way, it has to acquaint young people with the basic of the culture of space. The elements of its basic structure should be clearly legible and its materials and details comprehensible and encouraging. The architecture of a school should be included to a story, and such a story obviously does not end on either the physical boundaries of its concrete basis or at the moment when a building it worn out or torn down, Even moreso the story never appears by itself but rather is always in context with the existing environment The story is supposed to reveal what is written within a space. Only then can the story begin to exist itself.”

• “A modern school building should be open, airy, spacious, and lively and have a well thought-out design. However, too often these ideas only remain wishful thinking. During the last decade, many schools have been transformed into objects that merely conform to educational construction regulations and do not take into account any architectural or design parameters. There is an increasing number of schools that do not really deserve to be called so.”

• “A modern school should first of all be a place for gatherings and communication between pupils. It should be a place that shapes new social and aesthetic habits. School architecture has to enable the acquisition of new experience; it has to provoke questioning about already uncovered as well as new knowledge. Furthermore, it has to continuously offer creative space relationships within the building itself. Form, concept and architectural elements can only be the consequences of an intense relationship between the previously mentioned elements and a specific local context such as location, climate, place or social movements.
2.10 Why school location matters?

Far too often, sites are chosen for new schools with only scant consideration for how pupils are going to travel to and from these inspiring centres of learning. Will it be possible for them to walk or cycle – getting some useful exercise on the way – or will they have to be dropped off and collected by car?

A key underlying issue in all of this is the rise in obesity among children and the importance of having well-located schools to help reverse this trend. All the research shows that factoring in the opportunity to walk or cycle to and from school is the best way to ensure a “floor level” of daily exercise.
3. STUDY VISIT

3.1 “Musa Zajmi” – Elementary and Low Middle School, Gjilan

3.1.1 School history

"Musa Zajmi" was built during 1923-1943. It has an area of 5293 m2. There are 1192 students distributed in 51 parallels as well as 5 parallels of pre-school education with 87 children, which means 27 classroom classes and 24 classes of subject lessons.

In this elementary school the lesson takes place in two shifts, while the classes last for 45 minutes. With the actual number of students, the whole space is used. The classroom education is 100% qualified and the subject teaching is 96%. The school has designed its plans and development programs, which are quite ambitious, but that their implementation depends on others because the budget is not enough to realize these projects.

Apart from the standard classes, the school also has technology cabinets, a gymnasium, and a porch.

School Activities:

Free activities.
Preparation of festive festivals.
Health activities.
Social and humanitarian activities of students.
Productive activities and entrepreneurship of students.

Figure 6. Floor plan of Musa Zajmi’s school
3.1.2 Comments and suggestions from students

- “Sometimes I wonder why my school can not be like my dreams?. I would like to have a laptop, music classes to play and learn with musical instruments where everyone can learn how special music is.”
- “I would like my school to have a class where we can use technology for things that interest us, and also cleaner environment.”
- “I would like my school to have cabinets in which we can learn about different things in science.”
- “I would like my school to have a special class where people would be able to express their talents and in each class have a sink and drinking water and cleanliness to be on level.”
- “Our schools lack many, but we need to have science labs where we can show our talents, then transport for trips out of school, doctor, psychologist etc.”

3.1.3 Comments and suggestions from teachers

- “As far as my work environment is concerned, it is quite good, but there is always room for improvement in terms of infrastructure, work tools, etc.”
- “Taking into account the changes in the forms and methods of teaching-learning, we need equipment with technical and didactic material.”
- “Long life in education enables us to seek many innovations, such as a classroom airing system, a cabinet with all the didactic tools to make the teaching easier and more efficient.”
- “The school needs space and space for games, a park, a school kitchen, and a gym and sport hall”
- “The school also needs space in which students can develop their creative skills, uneducated with relevant tools.”
3.2 “Hello” Academy of Education- Elementary and Low Middle School, Gjilan

3.2.1 School history

The "Hello" private school in Gjilan was opened in 2017.  
The building has 5400m² of internal space and 7500m² yard.  
Hello Academy "Hello Academy of Education" offers these programs:
Pre-primary level (5-6 years)  
Primary level (Grades 1-5)  
Lower secondary level (Grades 6-9)  
Upper secondary level (Grades 10-12)  
Nurseries aged 3 to 5 years  
Working hours 07:10 - 17:00

Figure 7. Hall of Hello Academy
• **The school offers:**
All-day schedule from 7:10 to 17:00, qualified staff, labs for each subject, digitization of the education system, additional hours, depending on the student's needs, additional hours for students who have special tendencies, elective classes for students who have some special interest, practical work, various visits, quality and good food, transportation etc.

• **Primary level 1-5**
The lesson is developed according to a new program "with many teachers". Each course will have an adequate course teacher who will have math and Albanian language each day in the early hours, then another course that will relax. After the long break, the students perform their duties with the same teachers and after the lunch classes are held.

• **Low middle level 6-9**
The lesson is developed with advanced curricula and programs where both the scientific and social subjects are held in the labs and as the main goal are the simplest and practical implementation of each teaching unit which is supplemented with added activities to make the students as much too demanding. This practice is intended to enable students to go beyond ordinary thinking by empowering their critical thinking.
3.2.2 Comments and suggestions from students

- “The school environment, according to me, would be: a cinema and theater school, a swimming pool, and a place where we are given the opportunity to rest during the break.”
- “I would like to have some chairs in the corridor but to be well designed and that can be used, and break-out areas to be able to enjoy time doing various activities.”
- “My school environment, according to my dreams, would have playing park in the yard where we can enjoy various relaxing activities.”
- “The school environment I would like to be clean, have a fountain, a garden of flowers, planting trees and vegetables.”
- “The school environment I want to be greener, with flowers and clean with the inclusion of waste bins.”

3.2.3 Comments and suggestions from teachers

- “The environment where I work has needles for greater space and have colors that give warmth to school.”
- “The environment where I work needs different cabinets, the space where we work is very empty, without colors, things that will make the space more enjoyable for the students”.
- “The view of school buildings and classrooms is often not built by the sunrise but by the North or the West.”
- “The school environment where I work needs cabinets, benches and chairs, clean rooms, etc.”
- “The environment of the school where I work needs the utmost cleanliness, discipline, rule, inverters, cabinets made with relevant tools and maintained at the level.”
4.PROPOSAL

4.1 Concept of the school

Main idea at the start was creating a school that is divided in 4 different volumes but that from the outside it looks like one. The main volume it is the facility where the classes are located, and the others are divided in science, art and physical education facilities.

![Figure 8. Concept diagram](image)

Concept of the school started as a result of connecting these volumes and spaces from the inside.

![Figure 9. Concept](image)
Forms of the volume that are adapted as the form of the location, form an attractive plan to be seen and even more interesting to be experienced from students who are going to spent most of their day at.
4.2 What will the school contain?

School is divided in 4 facilities:

Main facility:

- **Classes** are located in first and second floor and are oriented in East and West side. One class is approximately 70m², and it is meant for 20 students, and for the respective teacher with its office inside the class.
- **Library** is located in the base floor. It has approximately 500m² space with a lot of light and space for books, silent space where you can read, and the noisy side where you can do team work.
- **Buffet** is located in the first floor with approximately 500m² space. The kitchen where the food is made it is half opened so the students can see their food while being cooked. Also the administration in the third floor have their own buffet.
- **Print area** – it is located in the first floor, as a space it is a must in a school because it can be used from everybody in different kind of situations.
- **Market** - it is located in first floor. This also is a must to be involved in a school, especially when you have space that you can use for that, so you can make it easier for everyone inside the school to not loose time and get outside to get what they want.
- **Administration offices**, here are included: Headmaster office, deputy headmaster and secretary. Their offices are located in third or last floor that is disconnected from other floors.
- **School archive** – Is located in third floor which has access only from headmaster and deputy headmaster of the school for security reasons.
- **General doctor office** – is also located in third floor and it can be said that is the most important space in school, as far as the health is itself.
- **Psychologist office** – with its location in third floor its presence it is very important to help students with difficulties, disabilities and emotional problems.
- **Teacher offices** – they are also located at the administration offices, where teachers of the same object can meet and discuss about different topics.
Science facility:
• Chemistry laboratory
• Biology laboratory
• Physics laboratory
• Computer science class

Art facility:
• Cinema and theatre
• Music class
• Art and crafts class
• Drawing class

Sport facility
• Sports hall
• Changing room
• Lockers
• Gymnastic room
• Games room (ping-pong etc)
4.3 Classes organisation

Classes form 1-5 grade are located in first floor.
Every class has space for 20 students.
The class has approximately 70 square meters.
In the first floor are 10 classes, five in two sides, so it includes 200 students from 1-5 grade.
Classes 5-9 grade are located in second floor. 
Every class has space for 20 students. 
The class has approximately 70 square meters. 
In the first floor are 8 classes, 4 in two sides, so it includes 160 students from 5-9 grade.
5. CONCLUSION

Creating a whole new school for the city of Gjilan it is challenging but also it is an honour to offer something like this to my hometown.

This is a great opportunity to include in one school all the spaces that I didn’t have in my school back in years, that are the same ones that today generations continue to miss them. I have clear aims that this school will be a great collection of all the spaces that every school MUST have, starting from classes with a lot of space and natural lights, big halls, food during the day, library for passing their free time and to get developed as a personality, music halls, sport halls, labs and a lot of spaces.

When all of these thing meet one another, they leave no space for the students to not try to become the best version of their self in every aspect, and make teachers and all the staff love their jobs everyday a little bit more.

It is the purpose of architecture to make people’s life easier, isn’t it?
6. REFERENCES

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