DEVELOPMENT AND INCIDENCE OF TYPIFIED PRESCHOOLS ON HOUSING ESTATES IN PRAGUE BETWEEN 1948 AND 1989

front page photo | Ďáblice, a housing estate in Prague (*Výstavba hlavního města Prahy*, 1977)

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ABSTRACT

The thesis addresses the typification and construction of preschools in Czechoslovakia during the communist regime against political, social, and educational shifts following the 1948 coup d'état. In response to the urgent needs related to the housing crisis after World War II and the implementation of communist ideologies, novel approaches to educational infrastructure buildings were necessary. Typified designs were developed to meet the increasing demand for preschools, especially in newly built housing estates. The Study and Typification Institute played a vital role in this effort, developing construction methods and introducing new practices to streamline the building processes. Through a case study that categorises preschool buildings, this thesis offers insight into the extent of preschool building typologies and their dispersion on Prague housing estates. This study partly reveals the impact of central planning and communistic ideology on the current state of Prague's built environment in residential areas. The case study and its mapping of the current state of preschools can serve as a basis for further work, e.g., creating a methodology for reconstructing preschool buildings or their reuse.

Keywords: preschools, typification, standardisation, preschool construction systems, Czechoslovakia

Abstract

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INTRODUCTION

1 Approximately one-fourth of Prague's population lives in large housing estates ensembles (Němec & Brabec, 2015).

The typified buildings are an essential part of Prague's suburban landscape[1]. Although those buildings were also mentioned in the literature as negative examples of uniform development (Starý, 1960) and later perceived as the result of the dictate of construction production (Zachystal, 1980), their undeniable presence not only on the urban periphery raises several research questions.

What are the main types of typified preschool buildings within the housing estates in Prague built between 1948 and 1989? Why was it necessary to construct the same type of buildings repeatedly? How did the individual buildings differ? Did they have a similar construction? How were the buildings placed, and how often were they repeated? Was there a tendency in preschool education towards uniformity and efforts to ensure equal conditions outside building construction? Was the typified construction justifiable? Could it be compared with today's efforts related to prefabrication as a sustainability strategy? How did preschools originate and evolve?

2 The term typification is used throughout the thesis to translate the original expression *typizace*.

The main aim of this thesis was to examine the development of the typification[2] of preschool buildings from the late 1940s to the late 1980s in the context of political and economic changes. By analysing historical guidelines, periodicals, construction techniques, drawings and demographics, the thesis shows the increasing scale of preschool facility development, contributing to women's emancipation.

The case study examines the occurrence of contemporary preschools in Prague housing estates. It explores the emergence of typified buildings built under time pressure caused by the urgent need for educational buildings not only in the post-war period. The post-war period was marked by political change and demographic growth, which led to an insufficient school capacity and a housing shortage. Typified constructions that could be built repeatedly offered, despite their necessary imperfections, a prompt and general solution to the pressing issues.

It is worth noting that the examined preschool buildings are not isolated cases that disappeared after the fall of communism. These buildings are representatives of the typical architecture of the second half of the last century and are still being used. The typified buildings from the communist era are, in fact, a reminiscence of the attempt to solve social problems through ideology.

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A Theoretical Part

1 HISTORICAL CONTEXT

1.1 ON TYPIFICATION, STANDARDISATION AND PREFABRICATION

The process of typification is inherently linked to standardisation and prefabrication. Typification aims to produce reusable designs, drawings, products, work processes or procedures, while standardisation establishes standardised technical norms and products (Schránil, 1958). Prefabrication or pre-manufacturing is a workflow that might produce typified or standardised elements. These elements should then provide variability in their use, e.g. by using a component for multiple functions or an element for a similar function in a typologically different building. The ideologically presented purpose of educational building typification was to provide equal opportunities for all children, regardless of their region of origin and social background (Schránil, 1958).

1.2 POLITICAL, SOCIAL AND EDUCATIONAL CHANGES AFTER THE COUP IN 1948

After the Second World War (WWII), Europe faced new challenges. Dealing with the consequences of the war became a turning point for strengthening the communist ideology. The Iron Curtain divided Europe into two spheres of influence. Czechoslovakia[3] became a Soviet satellite state when the Communist Party of Czechoslovakia seized control of the government in 1948, marking its last step towards joining the Eastern Bloc. Soviet control resulted in significant political, economic, and military interference, leading to Czechoslovakia's dependence. A new Czechoslovak Constitution No. 150/1948 Coll. took effect on May 9, 1948. The constitution mandated in § 12 compulsory nine-year-long education for all citizens in unified schools owned by the state (*Ústava Československé republiky*, 1948).

3 The thesis uses the term Czechoslovakia to name a state that has had various names throughout history, such as the Czechoslovak Republic or the Czechoslovak Socialist Republic. No further distinction is made between these forms of government, as they are not essential for the thesis's content.

Communist propaganda emphasised the emancipation of women and the need for their employment, leading to higher demand for preschool facilities such as kindergartens and nurseries as women shifted from households to workplaces (Černý, 1963). Preschool education, presented as education based on modern medical and pedagogical principles, played an essential role in the ideologically correct raising of a child (Brejchová et al., 1962). Preschools were initially mainly dedicated to children of working parents, according to Government Decree No. 195/1948 Coll., § 2 (*Zákon o školské soustavě a vzdělávání učitelů*, 1953).

1.3 CENTRALLY PLANNED ECONOMY SYSTEM

The centrally planned economy emerged in the satellite states of the Soviet Union in the second half of the 1940s. The basic principle of the centrally planned economy was the suppression of the free market and free price formation, strongly influenced by state ideology – i.e. communism (Holman, 1999). Typification considerably influenced the economy and architecture in socialist countries and was one tool for implementing the plans (Schránil, 1958). The advantage of a planned economy was the possibility of suppressing uncoordinated activities; on the other hand, its main disadvantages were inefficiency, rigidity and the resulting surplus or shortage of products (Pearce, 1995).

In Czechoslovakia, the first two-year economic plan was adopted for 1947 and 1948 to ensure the country's reconstruction after WWII, e.g., repair of damage to public buildings and restoration or completion of housing units as stated in Act No. 192/1946 Coll. (*Zákon o dvouletém hospodářském plánu*, 1946). The expulsion of ethnic Germans from Czechoslovakia caused the depopulation of border areas, and one of the two-year plan goals was also to repopulate these regions (Outrata, 1947). From 1949, Czechoslovakia began using five-year plans, which ended with the 8th Five-Year Plan in 1990. Unlike the two-year plan, the five-year plan also focused on social and cultural development, and in the field of education, it was, for example, the preschool development (Zápotocký & Gottwald, 1948).

1.4 PRAGUE HOUSING ESTATES

After WWII, not only did the urgent problem of low capacity in educational institutions arise, but issues related to the housing crisis also emerged. The new housing was to meet the demand for dwelling capacity and ensure higher hygiene standards. Based on the Athens Charter and Le Corbusier's ideas, housing estates were proposed to provide hygienic living in a green environment (Csizmady, 2005).

The housing estates were initially built on vacant areas in older parts of Prague (Librová, 1964). Later, the newly constructed housing estate areas moved to the outskirts, but they have become an inherent part of the city's urban structure. Solidarita housing estate (Figure 1.4.1), built between 1947 and 1952, was one of the first Prague's post-war housing estates. However, it was not a mass panel housing production, typical for later developments, as the houses were constructed using masonry. Attempts to solve the housing crisis through the rapid construction of new flats were not initially effective. This was also why later housing estates were built using new technology of prefabricated concrete panels, making the construction more efficient.

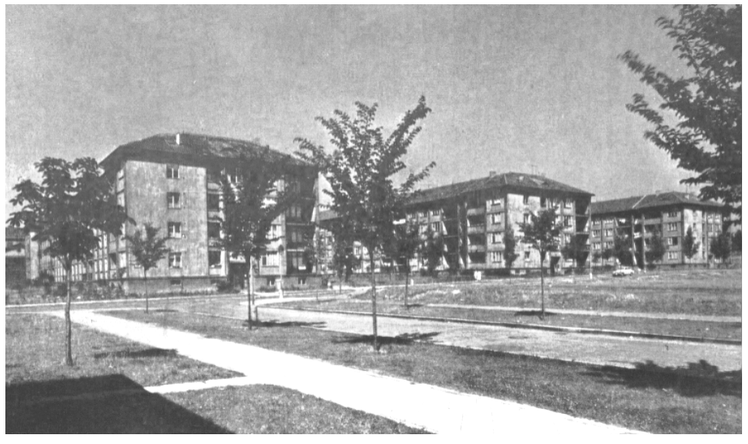

Figure 1.4.1 | Solidarita housing estate (Voženílek, 1958)

The mass construction of panel housing estates[4] increased the need for preschool facilities. Although public amenities were included in the housing estate projects, their number[5] was inadequate for the residents of the newly inhabited areas (Musil, 1985). Also, demographic trends in newly constructed panel housing estates did not correspond to the demographics of old towns (*Výstavba školských zařízení*, 1973). The first residents were primarily young people who either had young children or had children soon after moving in (Nečas, 1963). A housing estate should initially be accessible to different social classes; nonetheless, it became white-collar workers' housing (Eskinasi, 1995).

4 Panel housing estates are residential areas constructed primarily from precast concrete panels.

5 The capacity of school facilities was three times lower in shortly-occupied housing estates than in longer-occupied ones (Musil, 1985).

1.5 FIRST PRESCHOOLS

The first childcare institutions on the territory of today's Czech Republic were established in the 1830s. In Prague, the first nursing homes were in Nové Město and Karlín (Mišurcová, 1982). The childcare institutions were transformed into educational institutions during the 1870s and continued to develop from the 1920s onwards (Laboutka, 1949b). Children were admitted to preschools from age of 3 based on a decree of the Ministry of Culture from 1872 (*Soupis zařízení sociální péče o mládež v republice*, 1925). Compared to the 1830s, there were already 22 kindergartens in Prague in 1922 (Edgar, 1922). See Figure 1.5.1 for the total number of preschools in Czechoslovakia in 1925.

Preschool owner	Czech Slovak	German	Hungarian	Polish	Russian	Slovak German	Slovak Hungarian	Hungarian German	In total
State	66	5	18		37		1		127
Municipality	420	218	21	4		1		3	667
Association	183	120		11				3	317
Church	55	34	15				1	1	106
Private	52	54	4	1				1	112
In total	776	431	58	16	37	1	2	8	1329

Figure 1.5.1 | Number of preschools in Czechoslovakia in 1925 (*Soupis zařízení sociální péče o mládež v republice*, 1925)

In the early 20th century, a demand was made to separate kindergartens from other educational institutions. New reform preschools[6] emerged and tried to differentiate themselves from the traditional old preschools' approach to children (Süssová, 1912). The old preschools (Figure 1.5.2) were more like elementary schools in the classroom layout, while the

6 The philosophy behind the creation of reform preschools was influenced by Montessori's teaching methods.

reform preschools (Figure 1.5.3) began offering children new activities and emphasising the role of play. "*Unless preschools are viewed as an extension of the home and prioritise children's play, they are not true preschools*." (Süssová, 1912, p. 67)

Figure 1.5.2 | Old preschool playroom (Süssová, 1912)

Figure 1.5.3 | Reform preschool playroom (Süssová, 1912)

The necessity to build new school facilities after WWII was mainly influenced by population growth, the replacement of inadequate buildings, the extension of the length of compulsory school attendance and the reduction in the number of pupils in a class (Schránil, 1958). Although preschool attendance was not mandatory, an additional capacity was needed due to the growing number of working mothers

(see Figure 1.5.4 for preschool capacities). Along with the mass construction of housing estates in Prague during the population boom in the 1970s, there was a need to rapidly increase educational and preschool facilities' capacity. Because of these sudden demographic changes, looking for quick and previously untested solutions was necessary.

year	1955	1959	1960
nurseries	1162	1185	1222
number of children in nurseries	35354	39128	41307
kindergartens	6310	6388	6633
classes in kindergartens	8244	9135	9853
number of children in kindergartens	236300	267000	285900
agricultural childcare facility	942	1482	1278
number of children in agricultural childcare facility	19000	28600	24600

Figure 1.5.4 | Numbers and capacities of preschool institutions in Czechoslovakia (Brejchová et al., 1962)

Under socialism, the aim was to create a vast network of preschools that would enable mothers to work; gradually, the percentage of children in preschool increased; in the 1960s, around 50% of all children attended preschool (Nečas, 1963). Emphasis was also placed on preschools' location on mothers' way home from work.

Although the first efforts to create typified school buildings began in the late 1940s, the Ministry of Education issued a comprehensive series of typification guidelines called Construction of Educational Facilities[7] in the 1960s, issued until 1987. It consisted of typification directives that were mandatory documents for school building design.

7 Original name of the series is *Výstavba školských zařízení.*

2 TYPIFIED PRESCHOOL BUILDINGS

2.1 ORIGINS OF TYPIFIED PRESCHOOL BUILDINGS

The first indications of the typification of school facilities appear in the context of the need to build preschools in rural areas and smaller towns. Rural preschools (Figure 2.1.1) should have the most straightforward equipment so that their acquisition costs do not hinder construction (Vrána, 1946). The goal was then to create a limited number of type projects to assist small communities in reducing construction expenses and improving the efficiency of the building process. "*We do not dare or even want to extend the typification of school buildings to all of them.*" (Laboutka, 1947, p. 10) However, the tendencies were opposite, and the first type projects were issued in 1949 by the Study and Typification Institute[8], which brought about the first legal change in school building requirements since 1888 (Šimek, 2016).

8 Translation used for original term *Studijní a typizační ústav.*

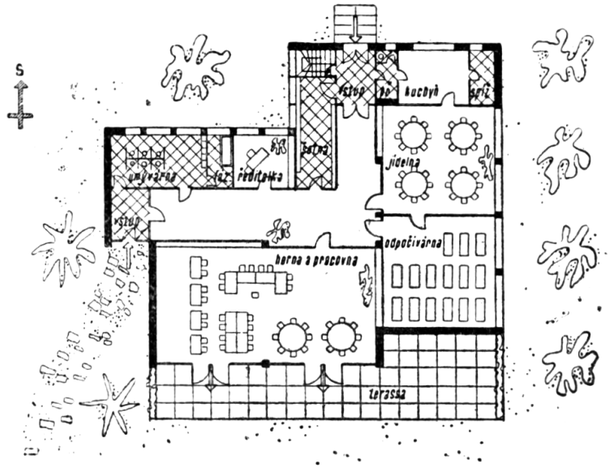

Figure 2.1.1 | Rural kindergarten by architect V. Velvarský (Vrána, 1946)

Unlike rural, urban preschools (Figure 2.1.2) could be more expensive to set up, and the number of children attending was expected to be higher; more storage space and a waiting room for mothers were possible. Due to the denser development in the urban environment, a two-level building design was also under consideration (Vrána, 1946).

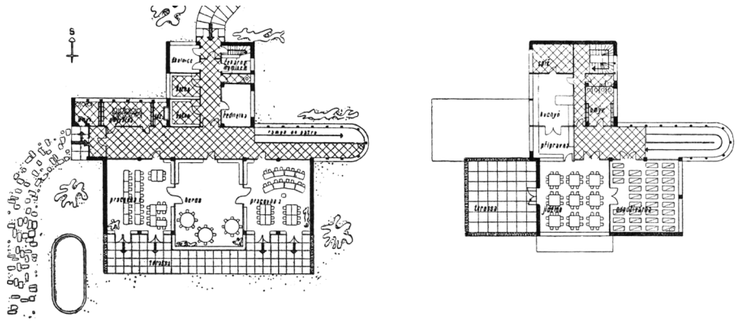

Figure 2.1.2 | Urban kindergarten by architect V. Velvarský (Vrána, 1946)

In 1961, Laboutka commented on the standardisation of school buildings, contradicting his earlier statement in 1947, stating that standard building methods were insufficient to provide equal education opportunities to all students. Therefore, new school buildings should be constructed using prefabricated techniques, and a new system suitable for this approach needs to be developed (Laboutka & Koukal, 1961).

2.2 STUDY AND TYPIFICATION INSTITUTE

In 1948, after the coup, the first typification offices were founded, and after the establishment of Stavoprojekt[9], all typification offices were unified in the Study and Typification Institute (Balcárek & Storch, 1958). The institute was responsible for coordinating the dimensions, volumes, layouts, constructions of buildings and standard norms. A unified methodology was also newly established for fire protection and building physics calculations (Rothröckl, 1974). The Institute dealt with several types of buildings, including dwellings, public buildings, and buildings for industrial or agricultural purposes.

9 Stavoprojekt was a state-owned enterprise that was created by nationalising private engineering subjects.

The pro-natality politics in the first half of the 1970s led to increased birth rates (Štangová, 1987). At the same time, the Communist Party of Czechoslovakia directed the Ministry of Education to ensure that 65 % of children were placed in preschool facilities by 1975 (Jehlička et al., 1975). That meant building a vast number of schools in less than two years. As one of the solutions, the Study and Typification Institute introduced the Velox Construction System. The system aimed to

enable the self-building[10] of preschool facilities, reduce the amount of civil engineering work, and shorten the construction approval process (Skřivan, 1974).

To meet the commitment of placing 65 % of children in preschools, other possibilities besides new construction projects that could be built repeatedly had to be considered. To increase the capacity, it was permitted to set up nurseries for children between the ages of 2 and 3 on the ground floors of residential buildings (Jehlička et al., 1975). These nurseries were supervised by the affiliated preschools already established within the housing estates and were seen as a temporary solution. Nurseries located in residential buildings had to have a fenced garden and meet a requirement of 10 m^2 garden per child, similar to other preschools (Jehlička et al., 1975). In comparison, the shortage of places in elementary schools in the 1950s was first addressed by rotating children between two time slots (Schránil, 1958). Nevertheless, rotation would be challenging for kindergartens that were time-bound to parents' employment.

10 The self-building projects were initiated by a communist volunteer program called Action Z (*Akce Z*). The program consisted of people doing manual labour without pay during non-standard working hours. The government provided participants with building materials. However, the program was not entirely voluntary, as participation was supervised. It is crucial to note that citizens who opted not to participate in Action Z might have faced negative consequences.

2.3 TYPIFICATION DIRECTIVES FOR PRESCHOOL FACILITIES

Preschool facilities were classified based on the number of children in classes and their age groups. The projects were divided into two categories: kindergartens and nurseries. Kindergartens cared for children aged 3 until they started attending elementary school. On the other hand, nurseries provided daycare for children aged 4 months to 4 years (*Výstavba školských zařízení*, 1973). The type preschool projects (Appendix A1.17, A1.18 and A1.19) ranged from 30 to 240 children based on the number of pupils, with 30 children per class.

Reducing the number of children to 30 was a success because, in the 1930s, it was standard to have 40 children in a single class. A reduction in the number of pupils was made into law in the Implementing Decree no. 195/1948, which outlined the requirements for kindergarten establishment. Between school years 1948/1949 and 1950/1951, it was mandatory to create a new preschool class, in case resources were available, when the number of children in a class exceeded 40. However, from the school year 1951/1952 onwards, this limit was reduced to 30 children per class (*Vládní nařízení, kterým se provádějí ustanovení školského zákona o školách mateřských*, 1948).

The directives for preschool facilities stressed the significance of identifying appropriate sites free from harmful factors such as noise and air pollution. It was recommended to avoid placing preschools near industrial or agricultural buildings. The optimal location for a preschool building was within a residential area, surrounded by greenery and conveniently situated along the route parents took to work. The maximum distance for a kindergarten should be at most 400 meters from the households, while nurseries should be within 800 meters (*Výstavba školských zařízení*, 1973).

2.4 PERCEPTION OF TYPIFICATION AND ITS DEFICIENCIES

Typification brought more than just the advantages that the literature of the time mainly tried to present. Architects' criticism of typification was objectified in the Architektura ČSR magazine as a temporary price paid by architects for the rapid and mass construction of all kinds of buildings (Schránil, 1958). The construction process was criticised for its excessive administrative workload, the impossibility of architects' creative activities (Starý, 1960) and the one-sided rational effort to industrialise the construction sector (Sýkora, 1985). The first aim of the typification was to present the optimal solutions. However, typified projects became an overview of the most straightforward solutions, which mainly strived for economic efficiency (Kasalický, 1979).

The criticism of typification in socialist Czechoslovakia and its results, especially the uniformity and low quality of the final buildings, gradually grew stronger (Popelová, 2017). Still, some counter-arguments argued that typification was flawless and that any potential problems were solvable in the administrative process (Halabala, 1982). Nevertheless, the efficiency and possibility of typification were significantly affected by the insufficient range of type elements and the inadequate number of available products (Balcárek & Storch, 1958).

3 TYPIFIED PRESCHOOL CONSTRUCTIONS

3.1 TYPIFIED PRESCHOOL MATERIAL AND CONSTRUCTION OPTIONS

Diverse materials and constructions were considered for building typified preschool facilities. These included prefabricated concrete panels, timber, and masonry structures combined with ceiling panels. The construction of typified preschool projects aimed to replace monolithic structures with prefabricated ones and use them more massively to lower construction prices (Schránil, 1958). It was also important to simplify the constructions so they could be realised in Action Z (Jeníčková, 1979). The possibility of using VVÚ-ETA prefabricated concrete panels typically used for residential construction, was also explored. Despite potential drawbacks[11], prefabricated skeleton construction was deemed the best solution (Jehlička et al., 1975).

11 The ceiling structures had to be constructed on-site as monolithic because their spans deviated from the series of unified elements (Schránil, 1958).

There were three main typologies of preschool buildings: monobloc, three (or two) tracts, and pavilion. Pavilions and monoblocs were mainly used to construct kindergartens (Schránil, 1958). Preschool buildings built in the 1970s were typically designed as single or double floor pavilions. This allowed for flexibility in classroom arrangements, including converting kindergarten into nursery classrooms as needed. In the 1970s, there was a notable change in how pavilions were joined together. Previously, pavilions were connected by a roofed corridor. However, from the 1970s onwards, enclosed halls were used to join pavilions[12]. The enclosed corridors provided better protection against weather fluctuations (Jehlička et al., 1975).

12 See Appendix A1.07 to A1.12 for examples of pavilion structure.

3.2 VELOX CONSTRUCTION SYSTEM

The Velox Construction System, a reinforced concrete system with a concrete core and lost cement chipboard formwork, offered several advantages and was used not only in the construction of preschools but also in other public buildings, family houses and garages (Beneš & Bartoš, 1980). The cement chipboards were connected using steel connectors, providing a sturdy structure (Skřivan, 1974). The components were inserted into the spaces between the framework and subsequently encased in concrete, ensuring a secure and durable construction. The foundations, constructed using concrete and insulated with asphalt penetration, protected the upper structure against ground humidity, enhancing its longevity. The main advantage of these constructions was their speed and low demand for highly qualified workers (Beneš & Bartoš, 1980).

In preschools, the Velox construction system was used for external and internal walls. The loadbearing wall was constructed using a 2 x 3.5 cm cement chipboard and a 15 cm concrete core, providing a sturdy and secure structure (Figure 3.2.1). The partitions comprised a 2 x 2.5 cm cement chipboard and a 5 cm concrete core. The prefabricated ceiling panels were connected to the wall construction with a height of 23.5 cm. The interior side of the cement chipboards was treated with lime plaster, while the exteriors were treated with single-layer cement plaster *břízolit* (Skřivan, 1974).

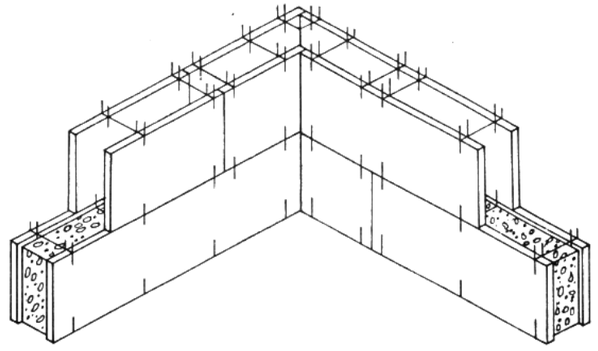

Figure 3.2.1 | Velox board wall construction (Beneš & Bartoš, 1980)

A catalogue of Velox model projects for buildings of different capacities was developed to make the preschool construction process even more efficient. These projects were designed to accommodate 30, 60, 90 or 120 children. The modifications made to these models were only necessary and included changes such as altering the foundations based on the varying base conditions. One of the first preschools using the Velox system was constructed in Šumperk in 1972 (Skřivan, 1974).

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3.3 VVÚ-ETA CONSTRUCTION SYSTEM

VVÚ-ETA was a prefabricated concrete construction system used mainly for residential construction in Prague since the beginning of the 1970s (Voborský, 1974). It was based on the T 08 B[13] type system but introduced more layout variability. A significant change was the possibility of creating corners on buildings and the fact that prefabricated houses were no longer limited to linear buildings, which also provided an opportunity for integrating amenities, such as utility pavilions of preschools, into residential complexes (Oberstein, 1980). VVÚ-ETA was intended for use mainly on Prague housing estates such as Jižní město and Bohnice (Voborský, 1974).

13 The T 08 B construction system was designed for apartment buildings spanning 600 cm and was primarily used in Prague, Central, and Northern Bohemia from the 1960s until the end of the 1970s (Witzany, 2000). However, it was gradually replaced by the VVÚ-ETA construction system during the 1970s.

The construction system was a lateral load-bearing structure with 600 and 300 cm modules (Figure 3.3.1), which consisted of panel ceilings, vertical load-bearing walls, and a suspended perimeter wall. Additionally, it had standardised staircases and installation shafts. The panels were prefabricated off-site, assembled using steel reinforcement, and filled with concrete (Tůma, 1987).

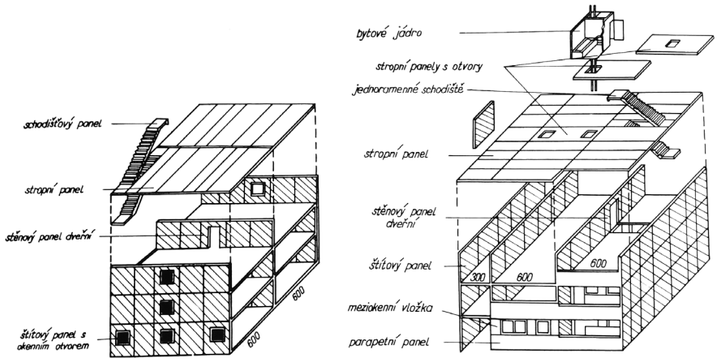

Figure 3.3.1 | VVÚ-ETA Construction system modules 600 cm (left) and 300 cm (right) (Voborský, 1974)

In the end, the VVÚ-ETA system was not solely used for constructing residential homes. This is evident from the design project for nurseries and kindergartens within the VVÚ-ETA construction system, which was awarded the third prize at the Exhibition of Czechoslovak Architectural Works in 1974-1975 (Architektura ČSR, 1977).

3.4 TRUSTEEL CONSTRUCTION SYSTEM

Although preschools may appear to be constructed using mainly local methods, the English steel skeleton system Trusteel (Figure 3.4.1) developed in the 1960s was also used (Velek, 1978). The system was developed to construct family houses and public facilities ranging from one to four floors and is based on a 0.3 m module (Sebestyén & Dlesek, 1979). The modular system was based on the timber skeleton principle and utilised cold-rolled steel profiles with a maximum span of 6 meters (Bílek, 1990). Perimeter walls could be constructed using sand-lime bricks, basalt thermal insulation, and plasterboard on the interior side (Velek, 1978). The individual parts were connected by galvanised screws; the flexibility of the system lied in the pre-prepared holes that could be connected on-site. This construction was used, for example, for constructing a kindergarten in Prachatice (Velek, 1978).

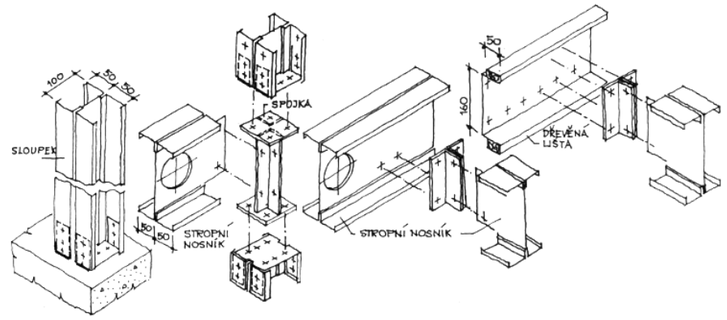

Figure 3.4.1 | Trusteel construction system (Bílek, 1990)

4 PRESCHOOL BUILDING PROGRAMMES AND REQUIREMENTS

4.1 FIRST PRESCHOOL BUILDING PROGRAMMES

In the pre-war period, there was an effort to create separate preschool buildings (Süssová, 1912). More emphasis was placed on the needs of children because preschool buildings should primarily meet the requirements of children rather than adults (Chlup & Rathaus, 1929).

The diagram in Figure 4.1.1 shows the floor plan of a 1920s preschool designed for 40 children. The floor plan begins with a covered hallway that leads to a dressing room. The playroom and workroom[14] are located towards the southern end of the building, while the sanitary facilities are in the northern part. One of the crucial aspects of the design is the connection between the nursery and the garden, which allows children to spend time in the garden throughout most of the year (Süssová, 1912).

14 Child work or employment meant an activity in the workroom that entertained or ensured the child's education or development.

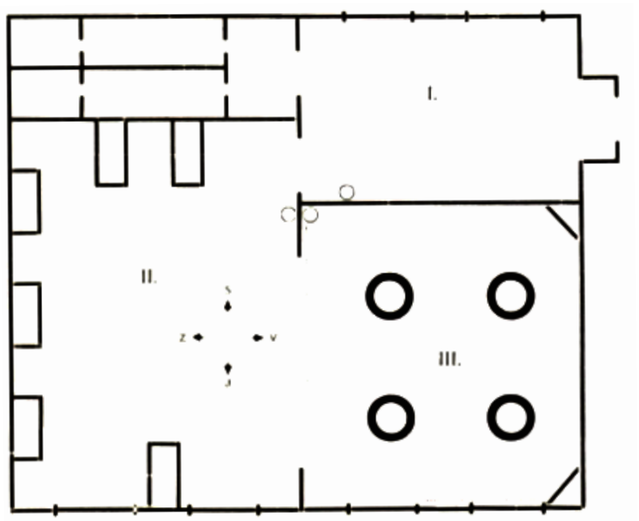

Figure 4.1.1 | Reform preschool floorplan (Süssová, 1912), I. – changing room, II. – playroom, III. – workroom

4.2 PRESCHOOLS REQUIREMENTS IN THE COMMUNIST CZECHOSLOVAKIA (1948 – 1989)

The trend to separate kindergarten buildings from the school continued, with a preference for standalone structures connected to the school grounds. The kindergarten should have suitable facilities for children to rest and eat, a playroom (Figure 4.2.1), a washroom (Figure 4.2.2) and a garden with a grassy surface and sandpit (Laboutka, 1949a). The ideal preschool had 2 departments for 30 children each and was accessible from homes within a 400 m radius (Laboutka, 1949a).

Figure 4.2.1 | Preschool playroom interior (Velek, 1978)

Figure 4.2.2 | Hygienic facility (Velek, 1978)

New rooms and facilities were added to the preschool building programs, such as a doctor's office with about 12 m^2 of space connected to an isolation room for sick children (Vrána, 1946). A shared hall space was also added for children's activities in larger groups and productions, which the playroom space did not allow. The minimum area of the playground was 5 m^2 per child. The preschool rooms offered about 5 m^2 and at least 15 m^3 per child (Vrána, 1946).

15 Zdravoprojekt was state project institute focused on health building design.

16 T 06 B is another prefabricated construction system used in Czechoslovakia since the 1960s.

The socialist era, however, also brought problems, such as the poor availability of building materials and furniture. In the case of preschools, the lack of children's furniture was solved using office furniture with lowered legs, as this furniture was an almost unavailable commodity (Velek, 1978). New untested solutions and improvisation were manifested, e.g. in nurseries prepared by Zdravoprojekt[15], which, in cooperation with the Study and Typification Institute, surveyed nurseries or kindergarten economic pavilion incorporated in apartment buildings (Figure 4.2.3) for the construction of VVÚ-ETA, T 06 B[16] and T 08 B, even though the nurseries and apartment building combinations were considered temporary and unsatisfactory solutions (Jeníčková, 1979).

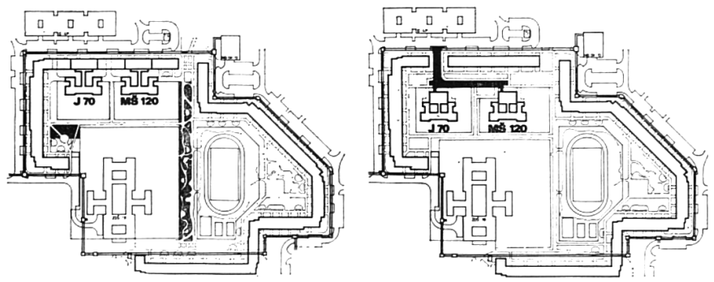

Figure 4.2.3 | Study of the Nové Butovice housing estate and saving space when incorporating an economic pavilion into a residential building (Oberstein, 1980). J 70 = nursery for 70 children, MŠ 120 = kindergarten for 120 children

The kindergarten department floorplans (Figure 4.2.4) show that more emphasis was given to separating the operations (children, employees, and services). Installing a lift solved the building's barrier-free accessibility. However, the basic scheme of the workroom and playroom connected to the outdoor space (garden, terrace) did not change from the prewar period.

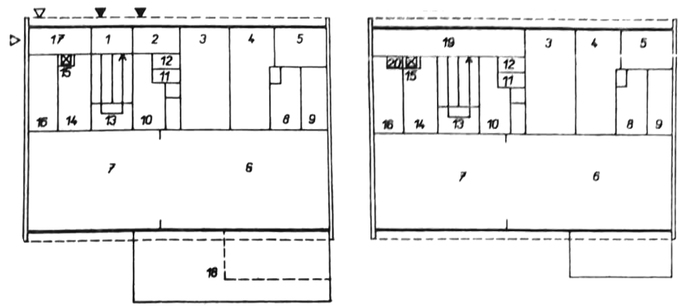

Figure 4.2.4 | Example of a Kindergarten Pavilion Layout (Výstavba školských zařízení, 1973)

1, 2 – vestibule, 3 – changing room, 4 – washroom, 5 – toilet, 6 – playroom, 7 – workroom, 8 – deckchair storage, 9 – toy storage, 10 – employees' cloakroom, washroom, 11 – employees' toilet, 12 – cleaning room, 13 – staircase, 14 - food preparation, 15 - lift shaft, 16 – insulation, 17,19 – corridor, 18 – terrace, 20 – lift machine room

4.3 PRESCHOOL POST-REVOLUTIONARY REQUIREMENTS

In the 1990s, there was a need to find a new conceptual approach to preschools, which before the revolution had been a place of children's indoctrination with communist ideology (Jeřábková, 1993). The maximum number of children per class was reduced to 20 in the case of healthy children and to 15 in the case of inclusion of a child with a handicap (Jeřábková, 1993). Private and church preschools that could not function during communism because only the ministry could be the founder are being reestablished (Jeřábková, 1993).

In the school year 1990/91, there were a total of 5776 kindergartens in the territory of today's Czech Republic; in smaller towns and villages, schools were merged under one directorate, and 98 % of schools were established by municipalities (*Dlouhodobý vývoj předškolního vzdělávání v České republice*, 2008). However, due to the declining demographic trend in the 1990s, kindergartens were closed, and their buildings were used for other purposes, which became a problem around the 2010s when the number of children rose steeply (*Dlouhodobý vývoj předškolního vzdělávání v České republice*, 2008).

B Practical Part

RESEARCH METHODS

The research methods used in the thesis supported the topic by utilising publications, periodicals, archive research, and historical textbooks for architects. Historical typification guidelines were the primary source for describing the preschool standards. The case study was conducted using inductive research methodology, where primary data were obtained from planning analytical materials.

The case study examined typified preschool buildings in panel housing estates in Prague through various steps and scales, focusing on reviewing individual parts. The first phase aimed to identify and sort repeating preschool buildings into categories. Cadastral areas in Prague, 112 of them in total, were used as primary units of the examination.

The initial step involved identifying the cadastral areas of the housing estates. The Diverse Prague app, which categorises urban patterns, was used to determine housing estate areas in Prague. The housing estates areas in the app are classified into two structures named The Outer Ring of Housing Estates. The app was created by the Institute of Planning and Development and is part of the planning analytical material.

The next step was determining the educational buildings in the designated areas. The buildings that were operational in 2024 were the only ones marked. However, some of these buildings may have changed their functions since then. Therefore, formerly educational institutions' buildings might have been left out of the marking process. University buildings were excluded because they were part of a different typology of educational facilities. The buildings are identified by a 5-digit code XXX.YY. Here, XXX represents the cadastral area code (001 to 112), and YY is the building's serial number within the cadastral area.

The next step involved choosing all preschool facilities in the selected cadastral areas. The criteria for selection were preschool building locations within 400 m of the outer ring of the housing estate structure. The 400-meter perimeter was chosen because it represents a 10-minute walking distance to the kindergartens (Laboutka, 1949a). After the first selection process, 224 preschool buildings were selected to be further investigated and sorted into categories.

A methodology developed for the case study uses an inductive approach based on text analysis methods. Four participants, master's students of architecture, were involved in the categorisation process. The preschool building outlines were grouped based on the cadastral areas in the provided dwg file. The respondents sorted the buildings based on their perception of similarity. They were also asked to think about whether buildings classified in one category could be built according to the same type project. Respondents were free to create their categories, with the option not to categorise some buildings. The categories developed by the respondents were then labelled to maximise the correspondence among respondents. Matches of 2 respondents were not considered in the evaluation; final categories were created from matches of 4 and 3 respondents.

5 CASE STUDY

The case study examined preschool buildings chosen based on the criteria outlined in the research methods. Out of 224 preschool buildings in 43 cadastral areas, respondents created 27 categories (T.01-T.27). Only categories created by at least 3 out of 4 or all respondents were considered, resulting in 13 final categories (Figure 5.1). The table displays the categories T.01 to T.17 results. No matches were found for categories from T.17 to T.27 for 3 out of 4 or all the respondents. Respondent R.02 sorted the highest number of buildings, while Respondent R.04 created the highest number of categories. Most of the cadastral areas contained 1 or 2 categories. The exception was the cadastral area of Stodůlky, which included 3 different categories of buildings. This may be due to its larger size and the number of various housing estate structures. The maps produced for the case study are included in Appendix A2.

	T.01	T.02	T.03	T.04	T.06	T.07	T.08	T.09	T.10	T.11	T.13	T.14	T.17
4/4 respondents	19	27	7	6	5	5	19	5	4	4	14	0	0
3/4 respondents	0	0	0	1	0	2	1	0	1	10	9	5	5

Figure 5.1 | Match of 3 and 4 respondents (Malinská, 2024)

5.1 CATEGORY T.01

Out of 22 buildings labelled as T.01, 19 buildings, agreed upon by 4 respondents, were included in the final category (Figure 5.1.1). The minimum built-up area was recorded for building 030.06 with 850.80 m^2, and the maximum built-up area was 958.51 m^2 for building 063.06. Building 030.06 might have been constructed in a slightly different shape or rebuilt shortly after its original construction, which cannot be identified from the aerial maps (Figure 5.1.2).

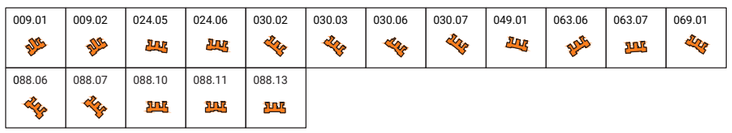

Figure 5.1.1 | Category T.01, 4 out of 4 (Malinská, 2024)

Figure 5.1.2 | Building 030.06 (left) in 1988-89, 1996 and 2022 (*Dvě Prahy*, n.d.)

Based on the footprint, a building belonging to category T.01 can be characterised as having an E shape with an average built-up area of 889.19 m^2. Its distinct three-pronged structure defines this E shape, with the middle prong extending further than the others. The slight difference in the way the buildings are shaped may create a subcategory for buildings 009.01 and 009.02. E shapes are oriented to the northwest, north, and northeast, providing optimal sunlight exposure. The typology T.01 was the most prevalent in cadastral area no. 88, Stodůlky.

5.2 CATEGORY T.02

Out of 28 buildings labelled as T.02, 27 buildings, agreed upon by 4 respondents, were included in the final category T.02 (Figure 5.2.1), most frequently found in cadastral area no. 30, Chodov. This categorisation was complicated due to several factors, including the number of atriums, the built-up area, and the presence of extensions. Respondent R.04 placed 28 buildings in the T.02 category, suggesting a possible variation in interpretation. The lowest recorded built-up area, 1118.90 m^2, was for building 030.21, whereas the highest, 1782.90 m^2, was for building 053.02. The observed sample could be sorted into 3 subcategories based on the number of atriums in the building. The number of atriums in the sample ranges from 0 to 2, except for the building 078.07. It may be questionable whether completely unenclosed courtyards in this building can be considered atriums. However, an examination of the aerial maps revealed that none of the buildings has one atrium, and samples 030.21 and 030.20 are only inaccurately plotted on the cadastral map and have two atriums (Figure 5.2.2). All buildings have atriums; buildings without atriums are also incorrectly

displayed. Buildings 017.06 (Figure 5.2.3) and 053.02 (Figure 5.2.4) are the only buildings with apparent extensions. According to aerial maps, the extension of building 017.06 was built between 1988 and 1996.

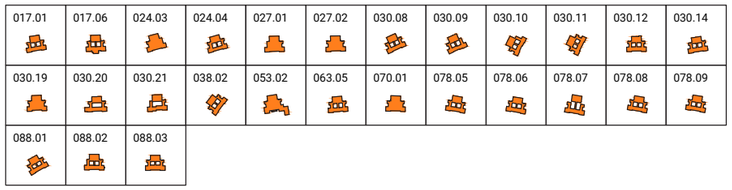

Figure 5.2.1 | Category T.02, 4 out of 4 (Malinská, 2024)

Figure 5.2.2 | Buildings 030.20 (right) and 030.21 (left) in 1988-89, 1996 and 2022 (*Dvě Prahy*, n.d.)

Figure 5.2.3 | Building 017.06 in 1988-89, 1996 and 2022 (*Dvě Prahy*, n.d.)

Figure 5.2.4 | Building 053.02 in 1988-89, 1996 and 2022 (*Dvě Prahy*, n.d.)

Category T.02 can be characterised as a polygonal structure in a pyramid shape with 2 narrower and 1 wider edge with an average built-up area of 1169.41 m^2. Buildings typically feature 2 atriums, which may not be correctly displayed on the cadastral map. The examined buildings are oriented, ranging from northwest to northeast. This orientation is significant as it allows optimal sunlight exposure and efficient energy use. None of the buildings have a different orientation, indicating a consistent design principle across the category.

5.3 CATEGORY T.03

Buildings categorised as T.03 are only located in the Stodůlky cadastral area, specifically in the Nové Butovice housing estate. All respondents classified 7 identical buildings in category T.03 (Figure 5.3.1). Building 088.19 had the smallest built-up area, 755.68 m^2, whereas building 088.23 had the highest built-up area, 848.68 m^2. No subcategory can be formed from the buildings surveyed, as none of the samples differ significantly from the rest.

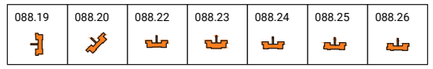

Figure 5.3.1 | Category T.03, 4 out of 4 (Malinská, 2024)

The category T.03 buildings are typically rectangular structures with buttresses connected to a residential building by a corridor (Figure 5.3.2). The longest facades of the buildings are oriented to the south, southeast or east. The average built-up area of buildings in category T.03 is 780.79 m^2.

Figure 5.3.2 | Building 088.26 in 1988-89 (under construction), 1996 and 2022 (*Dvě Prahy*, n.d.)

5.4 CATEGORY T.04

The T.04 category comprises 6 buildings agreed upon by 4 respondents (Figure 5.4.1), with 3 respondents concurring on another building (Figure 5.4.2). Respondent R.02 categorised the highest number of buildings – 13 in total. The highest number of buildings is situated in the cadastral area of Hlubočepy. The smallest built-up area is 678.12 m^2, with building 020.06, and the largest built-up area is 852.94 m^2, with building 020.03. The buildings that differ slightly from the others are numbers 020.03, 020.04, 020.05, and 020.07 because of varying numbers of small buttresses on the pavilions (Figure 5.4.3). None of the other surveyed buildings have buttresses.

Figure 5.4.1 | Category T.04, 4 out of 4 (Malinská, 2024)

Figure 5.4.2 | Category T.04, 3 out of 4 (Malinská, 2024)

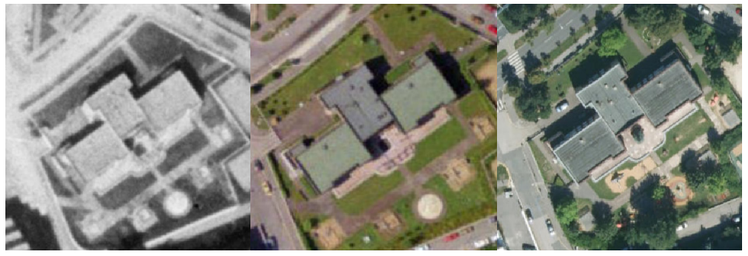

Figure 5.4.3 | Building 020.03 in 1988-89, 1996 and 2022 (*Dvě Prahy*, n.d.)

The average value of the built-up area of a building classified as T.04 is 781.82 m^2. Buildings in this category consist of 3 similarly sized rectangular pavilions joined in a single point. The longest side of the building faces either southeast or southwest.

5.5 CATEGORY T.06

Buildings in the T.06 category are mainly located in the Záběhlice cadastral area, with significant variations in respondents' answers. Respondents R.01, R.03, and R.04 categorised 5 to 8 buildings in category T.06, while respondent R.02 categorised 19 buildings in the same category. The categorisation by respondent R.02 is problematic because they attempted to include all buildings, even though it would have been more appropriate to leave some buildings out, as the other respondents did. Despite the described issue, all respondents agreed to include 5 identical buildings (Figure 5.5.1). The only building that stands out from the group is 108.03 (Figure 5.5.2). It is distinguished from the others by its layout on the plot, with the single buildings set in a row behind each other. The highest built-up area was recorded for building 108.02 at 813.95 m^2, while the lowest value was for building 108.06 at 735.31 m^2.

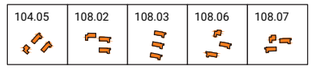

Figure 5.5.1 | Category T.06, 4 out of 4 (Malinská, 2024)

Figure 5.5.2 | Building 108.03 in 1966, 1975, 1988-89, 1996 and 2022 (*Dvě Prahy*, n.d.)

Buildings in the T.06 category can be described as a set of 3 rectangular buildings. They are either identical in shape, or one of the three may have a smaller footprint or a slightly different shape. The longest sides of the rectangular buildings are oriented from southeast to southwest. The average built-up area of the triplet is 767.82 m^2.

5.6 CATEGORY T.07

Buildings in category T.07 consist of a ridge system with 3 to 5 gabled pavilions connected by a central corridor (Figures 5.6.1 and 5.6.2). They are most frequently found in the cadastral area of Kobylisy. There is a similar issue with the responses for category T.07 as with category T.06. Respondent R.02 allocated a significantly higher number of buildings to this category than the other respondents; specifically, respondent R.02 included 15 buildings in the T.07 category. In contrast, other respondents included only 8 or 9 buildings. Buildings categorised between T.07 and T.11 were often perceived as quite similar by respondents and sorted differently into both categories. The smallest built-up area in category T.07 was 1002.60 m^2 in building 049.03, while the largest was 1627.74 m^2 in building 027.05.

Figure 5.6.1 | Category T.07, 4 out of 4 (Malinská, 2024)

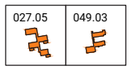

Figure 5.6.2 | Category T.07, 3 out of 4 (Malinská, 2024)

Construction in category T.07 is characterised as rectangular pavilions of the same size connected by a central corridor, forming a ridge shape (Figure 5.6.3). The number of interconnected rectangular pavilions ranges from 3 to 5, and the average built-up area of a building in this category is 1420.59 m^2.

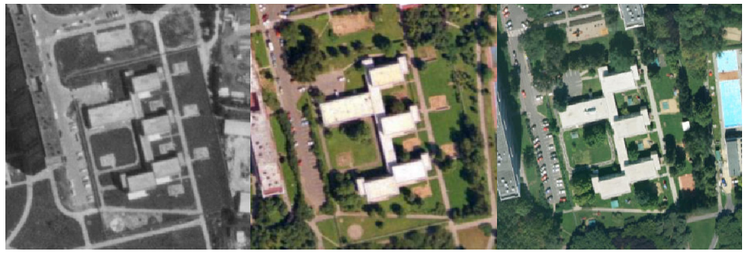

Figure 5.6.3 | Building 038.05 in 1975, 1996 and 2022 (*Dvě Prahy*, n.d.)

5.7 CATEGORY T.08

Overall, 20 buildings were categorised as T.08 by respondents (Figures 5.7.1 and 5.7.2). Most of the buildings in the category were in the cadastral area of Stodůlky. All respondents agreed to include 19 buildings; based on the consensus of 3 respondents, building 088.08 was included. Respondent T.03 categorised 42 buildings, while other respondents categorised between 19 to 22, causing categorisation discrepancies. The smallest built-up area was 764.93 m^2 – building 063.02, and the largest was 995.01 m^2 – building 088.08 (Figure 5.7.3).

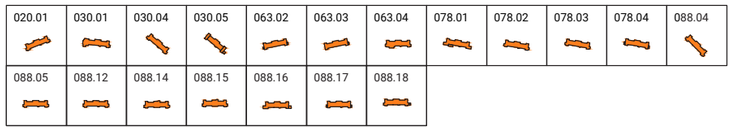

Figure 5.7.1 | Category T.08, 4 out of 4 (Malinská, 2024)

Figure 5.7.2 | Category T.08, 3 out of 4 (Malinská, 2024)

Figure 5.7.3 | Building 088.08 in 1988-89, 1996 and 2022 (*Dvě Prahy*, n.d.)

The buildings in category T.08 are rectangular with 6 or 7 small buttresses and an average built-up area of 826.92 m^2. The longest side of the buildings faces south, southwest, or southeast.

5.8 CATEGORY T.09

The respondents agreed to place 5 buildings in category T.09 (Figure 5.8.1). Only respondent R.03 placed 6 buildings in the category. Building 030.18 (Figure 5.8.2) had the lowest recorded built-up area at 932.42 m^2, while building 030.17 had the highest at 1069.17 m^2. All

buildings in category T.09 were in the cadastral area of Chodov.

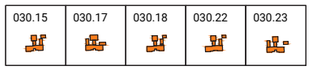

Figure 5.8.1 | Category T.09, 4 out of 4 (Malinská, 2024)

The buildings in category T.09 are composed of 5 rectangular shapes, all oriented in the same direction. The most significant rectangular part constantly forms the base of the building, and its longest side is oriented to the south. The average built-up area is 976.46 m^2.

Figure 5.8.2 | Buildings 030.17 (left) and 030.18 (right) in 1988-89, 1996 and 2022 (*Dvě Prahy*, n.d.)

5.9 CATEGORY T.10

Buildings from category T.10 were primarily situated in the Krč cadastral area. Respondents categorised 5 or 6 buildings in this group, except for respondent R.03, who listed 14 buildings. All respondents agreed on the same category for 4 buildings (Figure 5.9.1). Only building 089.12 was agreed upon by 3 respondents (Figure 5.9.2). The building with the most significant built-up area, 1170.89 m^2, was building 044.09 (Figure 5.9.3), while the building with the smallest built-up area, 684.61 m^2, was 089.12.

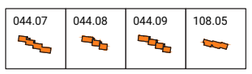

Figure 5.9.1 | Category T.10, 4 out of 4 (Malinská, 2024)

Figure 5.9.2 | Category T.10 3 out of 4 (Malinská, 2024)

Figure 5.9.3 | Building 044.09 (upper cascade building) in 1975, 1996 and 2022 (*Dvě Prahy*, n.d.)

Buildings in the T.10 category can be characterised as having a cascading plan composed of 3 to 4 rectangular pavilions with an average built-up area of 939.85 m^2.

5.10 CATEGORY T.11

Category T.11 overlaps primarily with category T.07, but it cannot be conclusively said that both categories should exist or be merged into one. However, 14 buildings were included in category T.11 (Figures 5.10.1 and 5.10.2). The building with the most significant built-up area, 1381.56 m^2, was 010.02, while the building with the smallest built-up area, 806.56 m^2, was 061.02. Most of the buildings are in the Kamýk cadastral area.

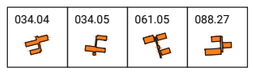

Figure 5.10.1 | Category T.11, 4 out of 4 (Malinská, 2024)

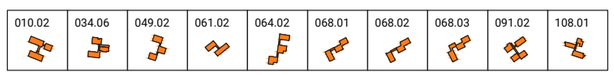

Figure 5.10.2 | Category T.11, 3 out of 4 (Malinská, 2024)

The buildings are similar to those in category T.07 and can be described as a cluster of pavilions connected by a long central corridor, usually consisting of 3 to 4 pavilions (Figure 5.10.3). The connecting corridor is oriented north-south, southwest-northeast, or southeast-northwest. The average built-up area of the buildings in the category is 1047.10 m^2.

Figure 5.10.3 | Building 034.04 in 1988-89, 1996 and 2022 (*Dvě Prahy*, n.d.)

5.11 CATEGORY T.13

23 buildings were categorised as T.13. This category includes rectangular buildings with no other distinctive features for further classification (Figures 5.11.1 and 5.11.2). Therefore, it is impossible to confidently state that the marked buildings form a category, as vastly different buildings may be concealed behind the individual outlines. Respondents in this category included 17, 24, 26, and 33 buildings. Due to these circumstances, category T.13 is not applicable in this case study.

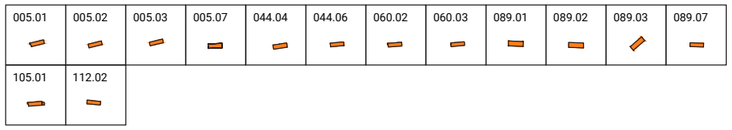

Figure 5.11.1 | Category T.13, 4 out of 4 (Malinská, 2024)

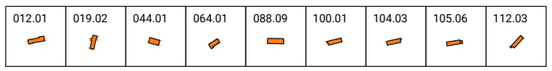

Figure 5.11.2 | Category T.13, 3 out of 4 (Malinská, 2024)

5.12 CATEGORY T.14

Category T.14 faces a similar issue as Category T.13 because the shapes agreed upon by the respondents have significantly different built-up areas (Figure 5.12.1). Despite emerging as a separate category from the results, it is no longer considered a category in this case study.

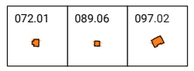

Figure 5.12.1 | Category T.14, 3 out of 4 (Malinská, 2024)

5.13 CATEGORY T.17

Buildings in category T.17 were found only in the cadastral area of Černý Most, where they occur in a pair or a triplet. Buildings in this category can be described as rectangles with 2 bays on 1 of the longer sides facing southeast (Figure 5.13.1). The average built-up area of a pair or triplet of buildings is 725.63 m^2. The buildings are approximately rectangular in shape with two projections on the longer facade, which is oriented to the south-east.

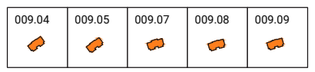

Figure 5.13.1 | Category T.17, 3 out of 4 (Malinská, 2024)

Figure 5.13.2 | Buildings 009.07 (left), 009.08 (middle) and 009.09 (right) in 1988-89 (under construction) , 1996 and 2022 (*Dvě Prahy*, n.d.)

DISCUSSION

The research was expected to map the existence of typified preschool buildings in Prague, explore their construction in detail, distinguish whether and how the typification was related to the political situation, and introduce a new, more objective perspective on these buildings. Finally, it was expected to compare how the type projects were repeated and how the standards and programmes of the preschool buildings in Czechoslovakia changed over time.

The theoretical part discusses the development of typified building construction and raises several questions about the feasibility and moral implications of replicating buildings. Construction during the socialist era confirmed that creating type projects and prefabricating buildings in large quantities was and is possible. However, it has also shown that it is not viable to replicate buildings thoughtlessly. Repetition may be justifiable in one development but not in an entire city or state where the buildings already lack the spatial context they were designed for.

Nevertheless, the future possibility of reconstructing or reusing preschool buildings remains a question. To solve this question, it is necessary to map and describe these buildings and find opportunities for further use, which can be applied to many of them. That is the task that the case study seeks to begin. Therefore, it is also essential to know what the preschools were built of, which this thesis partly explores. At the same time, the case study maps the housing estates in Prague, where typical preschool facilities were built.

Typified preschool buildings have been part of Prague housing estates for about 50 years. Whether they have a high architectural value or are complex objects, typified preschools are still existing buildings that need to be used. It can be argued whether these buildings were the best possible solution at the time, as they addressed the social problems only partially.

Is there any connection to today's sustainable prefabrication efforts? Connections could be found in the desire to minimise equipment and build as few facilities as possible, but this was not driven by

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sustainability but rather by economic burden. The use of prefabricated structures was also more motivated by the lower cost of repeated production of the same part and the lower complexity of construction, which less qualified workers could then carry out. Timber was used for quick construction, but now it is a vital material for sustainable buildings.

The original intention was also to examine the individual differences of the same type of project in more detail, which, in the end, was not feasible for safety reasons. Therefore, no current plans are published in this paper either. It is only possible to note that some observed buildings have changed their purpose – e.g., to a retirement centre or a music school. In the case of the retirement centre, the play and work areas have been converted into patient rooms, and the slightly modified facilities have remained in their original positions.

The case study initially grouped individual buildings into 13 categories, two of which were discarded due to their lack of uniqueness and identifiability. The other categories were compared with the floor plans obtained during data collection for the theoretical part of the thesis. For category T.01, similarity can be found with the type project of a nursery for 55 children (Appendix A1, Figure A1.03), and it can be assumed that the identified buildings would operate on similar principles. In addition, buildings from this category occurred in 7 cadastral areas, which indicates that they were repeatedly placed in different locations without context.

Category T.02 is a mirrored building with two wings next to the atrium. The northern part is always an economic pavilion. The T.02 building example documentation also confirms using the VVÚ-ETA construction system for the preschool facility. Based on the data from the theoretical part, it was found that category T.03, which is located only in the cadastral area of Stodůlky, was created by modifying category T.02 by incorporating an economic pavilion into an apartment building. It was proved that this method of economising preschool facilities mentioned in the theoretical part was used.

Category T.04 most closely corresponds to a type project of a kindergarten for 30 children and a nursery for 20 children from

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the late 1980s (Appendix A1, Figure A1.14). However, the number of departments and floors may differ, as the cadastral and orthophoto maps do not reveal it.

Categories T.06, T.07, T.10 and T.11 show some similarities (Appendix A1.17, A1.18 and A1.19). All of them are composed of pavilions connected by a covered corridor in Categories T.07 and T.11, directly connected in Category T.10, or in Category T.06, not connected. Considering the size of the individual pavilions (Appendix A1, Figure A1.07) and their orientation to the cardinal points, it can be assumed that these categories could be based on similar pavilion units. In the case of the example buildings from category T.07 (Appendix A1, Figures A1.14 and A1.15), both clusters consist of school pavilions and an economic pavilion. The apparent extensions of the pavilions here function as staircases, indicating that the pavilions are multilevel.

No exact model was found for category T.08, but the closest project might be the 1958 type project for a kindergarten for 60 children (Appendix A1, Figure A1.17). This kindergarten is divided into two departments: oriented to the south and service facilities oriented to the north. The staircase is in the middle of the building. As for category T.08, so for categories T.09 and T.17, no link was found in the theoretical part of the research. Nevertheless, the principle of semi-open yards of the T.09 category most closely resembles category T.02.

The distribution of typified buildings varies, and examples were found of categories that occur in more than three cadastral areas in Prague (Categories T.01, T.02, T.08, and T.11) as well as buildings placed only in one cadastral area (Categories T.03, T.09, and T.17). Thus, building types were used both in one location and multiple locations.

A frequent phenomenon observed on orthophotos are small extensions, roofing of entrances or atriums, exceptional extensions of larger sections, or replacing the roof covering. However, based on this data, it cannot be said that the preschools have undergone significant modifications that have not changed their function.

Discussion

CONCLUSION

The thesis deals with constructing typified preschool facilities built in Prague between 1948 and 1989. The theoretical part addresses preschools' development, requirements, and programs. It mentions that the Communist Party's goal of ensuring equity was related to the buildings as well as to the curricula. It also describes the positives and negatives of typified preschools and thus tries to form an objective picture. The need for the construction of typified educational buildings is explained by population growth, the poor condition of the buildings after WWII, the emancipation of women and the extension of compulsory school attendance. The structural solutions of preschool facilities are discussed, facilitating thinking about their adaptations and reconstructions. The differences between the individual buildings are not described in greater detail for security reasons.

The discussion reflects on the legitimacy of building typification, which is considered acceptable within small ensembles but not entire cities. It also discusses the similarities between today's sustainable building efforts and the prefabrication of the time, which, despite some parallels, had entirely different motivations.

The case study complements the picture of preschools obtained from the literature and archival data. The study maps the categories of typified preschool facilities in Prague housing estates. The obtained categories are compared with the data from the theoretical part, and correspondences and similarities are found. Based on the case study, it is described that there are categories that occur only in one cadastral area and are thus relatively isolated, as well as categories that occur in more than three cadastral areas in Prague.

In addition, the thesis raises questions about the implications of typification for architectural diversity, educational quality, and social justice. While typification facilitated quick construction, it also raised concerns about excessive homogeneity and the impact on the quality of educational spaces.

In conclusion, this thesis offers a narrative of Czechoslovakia's typification and construction of preschool facilities. It encourages further reflection on the legacy of typification in shaping the built environment. The results concerning typification and prefabrication could help eliminate prejudices and present a lesson for sustainable construction strategies.

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Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989* [Unpublished manuscript].

Figure 5.8.2 | Buildings 030.17 (left) and 030.18 (right) in 1988-89, 1996 and 2022
Dvě Prahy. (n.d.). [Map]. Prague Institute of Planning and Development. https://www.dveprahy.cz/

Figure 5.9.1 | Category T.10, 4 out of 4
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989* [Unpublished manuscript].

Figure 5.9.2 | Category T.10 3 out of 4
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989* [Unpublished manuscript].

Figure 5.9.3 | Building 044.09 (upper cascade building) in 1966 (under construction), 1975, 1988-89, 1996 and 2022
Dvě Prahy. (n.d.). [Map]. Prague Institute of Planning and Development. https://www.dveprahy.cz/

Figure 5.10.1 | Category T.11, 4 out of 4
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989* [Unpublished manuscript].

Figure 5.10.2 | Category T.11, 3 out of 4
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989* [Unpublished manuscript].

Figure 5.10.3 | Building 034.04 in 1988-89, 1996 and 2022
Dvě Prahy. (n.d.). [Map]. Prague Institute of Planning and Development. https://www.dveprahy.cz/

Figure 5.11.1 | Category T.13, 4 out of 4
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989* [Unpublished manuscript].

Figure 5.11.2 | Category T.13, 3 out of 4
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989* [Unpublished manuscript].

Figure 5.12.1 | Category T.14, 3 out of 4
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989* [Unpublished manuscript].

Figure 5.13.1 | Category T.17, 3 out of 4
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989* [Unpublished manuscript].

Figure 5.13.2 | Buildings 009.07 (left), 009.08 (middle) and 009.09 (right) in 1988-89 (under construction) , 1996 and 2022
Dvě Prahy. (n.d.). [Map]. Prague Institute of Planning and Development. https://www.dveprahy.cz/

Appendix A1

Figure A1.01 | Type project of nursery for 30 children produced by Study and Typification Institute in 1953, K. Schránilová
Balcárek, F., & Storch, K. (1958). Deset let typizace v Československu. *Architektura ČSR*, *1958*(7). [Plan]. https://ndk.cz/view/uuid:27f18a90-d752-11e6-9964-005056825209?page=uuid:632514b0-d8ba-11e6-b333-5ef3fc9ae867

Figure A1.02 | Type project of nursery for 55 children produced by Study and Typification Institute in 1957, K. Schránilová
Balcárek, F., & Storch, K. (1958). Deset let typizace v Československu. *Architektura ČSR*, *1958*(7). [Plan]. https://ndk.cz/view/uuid:27f18a90-d752-11e6-9964-005056825209?page=uuid:632514b0-d8ba-11e6-b333-5ef3fc9ae867

Figure A1.03 | Type project of nursery for 55 children produced by Study and Typification Institute in 1952, K. Schránilová
Balcárek, F., & Storch, K. (1958). Deset let typizace v Československu. *Architektura ČSR*, *1958*(7). [Plan]. https://ndk.cz/view/uuid:27f18a90-d752-11e6-9964-005056825209?page=uuid:632514b0-d8ba-11e6-b333-5ef3fc9ae867

Figure A1.04 | Type project of nursery for 45 children produced by Study and Typification Institute in 1951, A. Kreuzer
Balcárek, F., & Storch, K. (1958). Deset let typizace v Československu. *Architektura ČSR*, *1958*(7). [Plan]. https://ndk.cz/view/uuid:27f18a90-d752-11e6-9964-005056825209?page=uuid:632514b0-d8ba-11e6-b333-5ef3fc9ae867

Figure A1.05 | Type project of nursery for 30 children produced by Study and Typification Institute in 1951, A. Kreuzer
Balcárek, F., & Storch, K. (1958). Deset let typizace v Československu. *Architektura ČSR*, *1958*(7). [Plan]. https://ndk.cz/view/uuid:27f18a90-d752-11e6-9964-005056825209?page=uuid:632514b0-d8ba-11e6-b333-5ef3fc9ae867

Figure A1.06 | Type project of nursery for 51 children produced by Study and Typification Institute in 1952, K. Schránilová
Balcárek, F., & Storch, K. (1958). Deset let typizace v Československu. *Architektura ČSR*, *1958*(7). [Plan]. https://ndk.cz/view/uuid:27f18a90-d752-11e6-9964-005056825209?page=uuid:632514b0-d8ba-11e6-b333-5ef3fc9ae867

Figure A1.07 | Type project of kindergarten for 30 children according to the typification directive
Výstavba školských zařízení (Vol. 35). (1973). [Plan]. Ministerstvo školství a kultury.

Figure A1.08 | Type project of kindergarten for 60 children according to the typification directive
Výstavba školských zařízení (Vol. 35). (1973). [Plan]. Ministerstvo školství a kultury.

Figure A1.09 | Type project of kindergarten for 90 children according to the typification directive
Výstavba školských zařízení (Vol. 35). (1973). [Plan]. Ministerstvo školství a kultury.

Figure A1.10 | Type project of kindergarten for 120 children according to the typification directive
Výstavba školských zařízení (Vol. 35). (1973). [Plan]. Ministerstvo školství a kultury.

Figure A1.11 | Type project of kindergarten for 150 children according to the typification directive
Výstavba školských zařízení (Vol. 35). (1973). [Plan]. Ministerstvo školství a kultury.

Figure A1.12 | Type project of kindergarten for 180 children according to the typification directive
Výstavba školských zařízení (Vol. 35). (1973). [Plan]. Ministerstvo školství a kultury.

Figure A1.13 | Type project of kindergarten for 120 children according to the typification directive
Výstavba školských zařízení (Vol. 48). (1987). [Plan]. Ministerstvo školství a kultury.

Figure A1.14 | Type project of kindergarten for 30 children and nursery for 20 children according to the typification directive
Výstavba školských zařízení (Vol. 48). (1987). [Plan]. Ministerstvo školství a kultury.

Figure A1.15 | Existing kindergarten project
Kindergarten Floor Plan (OV 33 d 1150). (1968). [Plan]. Archiv ÚMČ Praha 8.

Figure A1.16 | Existing kindergarten project
Kindergarten Floor Plan (OV 33 d 1599). (1974). [Plan]. Archiv ÚMČ Praha 8.

Figure A1.17 | Kindergarten for 60 children, type projects produced by Study and Typification Institute in 1958, B. Kodera
Balcárek, F., & Storch, K. (1958). Deset let typizace v Československu. *Architektura ČSR*, *1958*(7). [Plan]. https://ndk.cz/view/uuid:27f18a90-d752-11e6-9964-005056825209?page=uuid:632514b0-d8ba-11e6-b333-5ef3fc9ae867

Figure A1.18 | Compositional possibilities of typified objects of the nursery
Černý, A. (1963). *Typologie školních budov a jeslí*. [Plan]. STN.

Figure A1.19 | Compositional possibilities of typified objects of the kindergarten
Černý, A. (1963). *Typologie školních budov a jeslí*. [Plan]. STN.

Figure A1.20 | Compositional possibilities of typified objects of the kindergarten
Černý, A. (1963). *Typologie školních budov a jeslí*. [Plan]. STN.

Appendix A2
Figure A2.01 | Map of school facilities in Bohnice
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989.* [Map].

The map is based on the following sources:
Katastrální mapa ČR. (2024). [Map]. Český úřad zeměměřický a katastrální. https://geoportal.cuzk.cz/(S(vnmwrqsmmi5vbos2mjxebv1t))/Default.aspx?mode=TextMeta&side=katastr_map&metadataID=CZ-00025712-CUZK_SERIES-MD_KM-KU-DXF&head_tab=sekce-02-gp&menu=2216

Digitální technická mapa Prahy. (n.d.). [Map]. Prague Institute of Planning and Development. https://app.iprpraha.cz/apl/app/dtmp/index.html

The Diverse Prague. (2022). [Map]. Prague Institute of Planning and Development. https://storymaps.arcgis.com/stories/12bf3e7625cd45519200eac7aa09916e

Figure A2.02 | Map of school facilities in Braník
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989.* [Map].

The map is based on the following sources:
Katastrální mapa ČR. (2024). [Map]. Český úřad zeměměřický a katastrální. https://geoportal.cuzk.cz/(S(vnmwrqsmmi5vbos2mjxebv1t))/Default.aspx?mode=TextMeta&side=katastr_map&metadataID=CZ-00025712-CUZK_SERIES-MD_KM-KU-DXF&head_tab=sekce-02-gp&menu=2216

Digitální technická mapa Prahy. (n.d.). [Map]. Prague Institute of Planning and Development. https://app.iprpraha.cz/apl/app/dtmp/index.html

The Diverse Prague. (2022). [Map]. Prague Institute of Planning and Development. https://storymaps.arcgis.com/stories/12bf3e7625cd45519200eac7aa09916e

Figure A2.03 | Map of school facilities in Břevnov
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989.* [Map].

The map is based on the following sources:
Katastrální mapa ČR. (2024). [Map]. Český úřad zeměměřický a katastrální. https://geoportal.cuzk.cz/(S(vnmwrqsmmi5vbos2mjxebv1t))/Default.aspx?mode=TextMeta&side=katastr_map&metadataID=CZ-00025712-CUZK_SERIES-MD_KM-KU-DXF&head_tab=sekce-02-gp&menu=2216

Digitální technická mapa Prahy. (n.d.). [Map]. Prague Institute of Planning and Development. https://app.iprpraha.cz/apl/app/dtmp/index.html

The Diverse Prague. (2022). [Map]. Prague Institute of Planning and Development. https://storymaps.arcgis.com/stories/12bf3e7625cd45519200eac7aa09916e

Figure A2.04 | Map of school facilities in Černý Most
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989.* [Map].

The map is based on the following sources:
Katastrální mapa ČR. (2024). [Map]. Český úřad zeměměřický a katastrální. https://geoportal.cuzk.cz/(S(vnmwrqsmmi5vbos2mjxebv1t))/Default.aspx?mode=TextMeta&side=katastr_map&metadataID=CZ-00025712-CUZK_SERIES-MD_KM-KU-DXF&head_tab=sekce-02-gp&menu=2216

Digitální technická mapa Prahy. (n.d.). [Map]. Prague Institute of Planning and Development. https://app.iprpraha.cz/apl/app/dtmp/index.html

The Diverse Prague. (2022). [Map]. Prague Institute of Planning and Development. https://storymaps.arcgis.com/stories/12bf3e7625cd45519200eac7aa09916e

Figure A2.05 | Map of school facilities in Čimice
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989.* [Map].

The map is based on the following sources:
Katastrální mapa ČR. (2024). [Map]. Český úřad zeměměřický a katastrální. https://geoportal.cuzk.cz/(S(vnmwrqsmmi5vbos2mjxebv1t))/Default.aspx?mode=TextMeta&side=katastr_map&metadataID=CZ-00025712-CUZK_SERIES-MD_KM-KU-DXF&head_tab=sekce-02-gp&menu=2216

Digitální technická mapa Prahy. (n.d.). [Map]. Prague Institute of Planning and Development. https://app.iprpraha.cz/apl/app/dtmp/index.html

The Diverse Prague. (2022). [Map]. Prague Institute of Planning and Development. https://storymaps.arcgis.com/stories/12bf3e7625cd45519200eac7aa09916e

Figure A2.06 | Map of school facilities in Dejvice
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989.* [Map].

The map is based on the following sources:
Katastrální mapa ČR. (2024). [Map]. Český úřad zeměměřický a katastrální. https://geoportal.cuzk.cz/(S(vnmwrqsmmi5vbos2mjxebv1t))/Default.aspx?mode=TextMeta&side=katastr_map&metadataID=CZ-00025712-CUZK_SERIES-MD_KM-KU-DXF&head_tab=sekce-02-gp&menu=2216

Digitální technická mapa Prahy. (n.d.). [Map]. Prague Institute of Planning and Development. https://app.iprpraha.cz/apl/app/dtmp/index.html

The Diverse Prague. (2022). [Map]. Prague Institute of Planning and Development. https://storymaps.arcgis.com/stories/12bf3e7625cd45519200eac7aa09916e

Figure A2.07 | Map of school facilities in Háje
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989.* [Map].

The map is based on the following sources:
Katastrální mapa ČR. (2024). [Map]. Český úřad zeměměřický a katastrální. https://geoportal.cuzk.cz/(S(vnmwrqsmmi5vbos2mjxebv1t))/Default.aspx?mode=TextMeta&side=katastr_map&metadataID=CZ-00025712-CUZK_SERIES-MD_KM-KU-DXF&head_tab=sekce-02-gp&menu=2216

Digitální technická mapa Prahy. (n.d.). [Map]. Prague Institute of Planning and Development. https://app.iprpraha.cz/apl/app/dtmp/index.html

The Diverse Prague. (2022). [Map]. Prague Institute of Planning and Development. https://storymaps.arcgis.com/stories/12bf3e7625cd45519200eac7aa09916e

Figure A2.08 | Map of school facilities in Hloubětín
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989.* [Map].

The map is based on the following sources:
Katastrální mapa ČR. (2024). [Map]. Český úřad zeměměřický a katastrální. https://geoportal.cuzk.cz/(S(vnmwrqsmmi5vbos2mjxebv1t))/Default.aspx?mode=TextMeta&side=katastr_map&metadataID=CZ-00025712-CUZK_SERIES-MD_KM-KU-DXF&head_tab=sekce-02-gp&menu=2216

Digitální technická mapa Prahy. (n.d.). [Map]. Prague Institute of Planning and Development. https://app.iprpraha.cz/apl/app/dtmp/index.html

The Diverse Prague. (2022). [Map]. Prague Institute of Planning and Development. https://storymaps.arcgis.com/stories/12bf3e7625cd45519200eac7aa09916e

Figure A2.09 | Map of school facilities in Hlubočepy
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989.* [Map].

The map is based on the following sources:
Katastrální mapa ČR. (2024). [Map]. Český úřad zeměměřický a katastrální. https://geoportal.cuzk.cz/(S(vnmwrqsmmi5vbos2mjxebv1t))/Default.aspx?mode=TextMeta&side=katastr_map&metadataID=CZ-00025712-CUZK_SERIES-MD_KM-KU-DXF&head_tab=sekce-02-gp&menu=2216

Digitální technická mapa Prahy. (n.d.). [Map]. Prague Institute of Planning and Development. https://app.iprpraha.cz/apl/app/dtmp/index.html

The Diverse Prague. (2022). [Map]. Prague Institute of Planning and Development. https://storymaps.arcgis.com/stories/12bf3e7625cd45519200eac7aa09916e

Figure A2.10 | Map of school facilities in Hodkovičky
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989.* [Map].

The map is based on the following sources:
Katastrální mapa ČR. (2024). [Map]. Český úřad zeměměřický a katastrální. https://geoportal.cuzk.cz/(S(vnmwrqsmmi5vbos2mjxebv1t))/Default.aspx?mode=TextMeta&side=katastr_map&metadataID=CZ-00025712-CUZK_SERIES-MD_KM-KU-DXF&head_tab=sekce-02-gp&menu=2216

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The Diverse Prague. (2022). [Map]. Prague Institute of Planning and Development. https://storymaps.arcgis.com/stories/12bf3e7625cd45519200eac7aa09916e

Figure A2.11 | Map of school facilities in Horní Měcholupy
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989.* [Map].

The map is based on the following sources:
Katastrální mapa ČR. (2024). [Map]. Český úřad zeměměřický a katastrální. https://geoportal.cuzk.cz/(S(vnmwrqsmmi5vbos2mjxebv1t))/Default.aspx?mode=TextMeta&side=katastr_map&metadataID=CZ-00025712-CUZK_SERIES-MD_KM-KU-DXF&head_tab=sekce-02-gp&menu=2216

Digitální technická mapa Prahy. (n.d.). [Map]. Prague Institute of Planning and Development. https://app.iprpraha.cz/apl/app/dtmp/index.html

The Diverse Prague. (2022). [Map]. Prague Institute of Planning and Development. https://storymaps.arcgis.com/stories/12bf3e7625cd45519200eac7aa09916e

Figure A2.12 | Map of school facilities in Horní Počernice
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989.* [Map].

The map is based on the following sources:
Katastrální mapa ČR. (2024). [Map]. Český úřad zeměměřický a katastrální. https://geoportal.cuzk.cz/(S(vnmwrqsmmi5vbos2mjxebv1t))/Default.aspx?mode=TextMeta&side=katastr_map&metadataID=CZ-00025712-CUZK_SERIES-MD_KM-KU-DXF&head_tab=sekce-02-gp&menu=2216

Digitální technická mapa Prahy. (n.d.). [Map]. Prague Institute of Planning and Development. https://app.iprpraha.cz/apl/app/dtmp/index.html

The Diverse Prague. (2022). [Map]. Prague Institute of Planning and Development. https://storymaps.arcgis.com/stories/12bf3e7625cd45519200eac7aa09916e

Figure A2.13 | Map of school facilities in Hostivař
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989.* [Map].

The map is based on the following sources:
Katastrální mapa ČR. (2024). [Map]. Český úřad zeměměřický a katastrální. https://geoportal.cuzk.cz/(S(vnmwrqsmmi5vbos2mjxebv1t))/Default.aspx?mode=TextMeta&side=katastr_map&metadataID=CZ-00025712-CUZK_SERIES-MD_KM-KU-DXF&head_tab=sekce-02-gp&menu=2216

Digitální technická mapa Prahy. (n.d.). [Map]. Prague Institute of Planning and Development. https://app.iprpraha.cz/apl/app/dtmp/index.html

The Diverse Prague. (2022). [Map]. Prague Institute of Planning and Development. https://storymaps.arcgis.com/stories/12bf3e7625cd45519200eac7aa09916e

Figure A2.14 | Map of school facilities in Chodov
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989.* [Map].

The map is based on the following sources:
Katastrální mapa ČR. (2024). [Map]. Český úřad zeměměřický a katastrální. https://geoportal.cuzk.cz/(S(vnmwrqsmmi5vbos2mjxebv1t))/Default.aspx?mode=TextMeta&side=katastr_map&metadataID=CZ-00025712-CUZK_SERIES-MD_KM-KU-DXF&head_tab=sekce-02-gp&menu=2216

Digitální technická mapa Prahy. (n.d.). [Map]. Prague Institute of Planning and Development. https://app.iprpraha.cz/apl/app/dtmp/index.html

The Diverse Prague. (2022). [Map]. Prague Institute of Planning and Development. https://storymaps.arcgis.com/stories/12bf3e7625cd45519200eac7aa09916e

Figure A2.15 | Map of school facilities in Jinonice
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989.* [Map].

The map is based on the following sources:
Katastrální mapa ČR. (2024). [Map]. Český úřad zeměměřický a katastrální. https://geoportal.cuzk.cz/(S(vnmwrqsmmi5vbos2mjxebv1t))/Default.aspx?mode=TextMeta&side=katastr_map&metadataID=CZ-00025712-CUZK_SERIES-MD_KM-KU-DXF&head_tab=sekce-02-gp&menu=2216

Digitální technická mapa Prahy. (n.d.). [Map]. Prague Institute of Planning and Development. https://app.iprpraha.cz/apl/app/dtmp/index.html

The Diverse Prague. (2022). [Map]. Prague Institute of Planning and Development. https://storymaps.arcgis.com/stories/12bf3e7625cd45519200eac7aa09916e

Figure A2.16 | Map of school facilities in Kamýk
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989.* [Map].

The map is based on the following sources:
Katastrální mapa ČR. (2024). [Map]. Český úřad zeměměřický a katastrální. https://geoportal.cuzk.cz/(S(vnmwrqsmmi5vbos2mjxebv1t))/Default.aspx?mode=TextMeta&side=katastr_map&metadataID=CZ-00025712-CUZK_SERIES-MD_KM-KU-DXF&head_tab=sekce-02-gp&menu=2216

Digitální technická mapa Prahy. (n.d.). [Map]. Prague Institute of Planning and Development. https://app.iprpraha.cz/apl/app/dtmp/index.html

The Diverse Prague. (2022). [Map]. Prague Institute of Planning and Development. https://storymaps.arcgis.com/stories/12bf3e7625cd45519200eac7aa09916e

Figure A2.17 | Map of school facilities in Karlín
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989.* [Map].

The map is based on the following sources:
Katastrální mapa ČR. (2024). [Map]. Český úřad zeměměřický a katastrální. https://geoportal.cuzk.cz/(S(vnmwrqsmmi5vbos2mjxebv1t))/Default.aspx?mode=TextMeta&side=katastr_map&metadataID=CZ-00025712-CUZK_SERIES-MD_KM-KU-DXF&head_tab=sekce-02-gp&menu=2216

Digitální technická mapa Prahy. (n.d.). [Map]. Prague Institute of Planning and Development. https://app.iprpraha.cz/apl/app/dtmp/index.html

The Diverse Prague. (2022). [Map]. Prague Institute of Planning and Development. https://storymaps.arcgis.com/stories/12bf3e7625cd45519200eac7aa09916e

Figure A2.18 | Map of school facilities in Kobylisy
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989.* [Map].

The map is based on the following sources:
Katastrální mapa ČR. (2024). [Map]. Český úřad zeměměřický a katastrální. https://geoportal.cuzk.cz/(S(vnmwrqsmmi5vbos2mjxebv1t))/Default.aspx?mode=TextMeta&side=katastr_map&metadataID=CZ-00025712-CUZK_SERIES-MD_KM-KU-DXF&head_tab=sekce-02-gp&menu=2216

Digitální technická mapa Prahy. (n.d.). [Map]. Prague Institute of Planning and Development. https://app.iprpraha.cz/apl/app/dtmp/index.html

The Diverse Prague. (2022). [Map]. Prague Institute of Planning and Development. https://storymaps.arcgis.com/stories/12bf3e7625cd45519200eac7aa09916e

Figure A2.19 | Map of school facilities in Krč (north)
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989.* [Map].

The map is based on the following sources:
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Digitální technická mapa Prahy. (n.d.). [Map]. Prague Institute of Planning and Development. https://app.iprpraha.cz/apl/app/dtmp/index.html

The Diverse Prague. (2022). [Map]. Prague Institute of Planning and Development. https://storymaps.arcgis.com/stories/12bf3e7625cd45519200eac7aa09916e

Figure A2.20 | Map of school facilities in Krč (south)
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989.* [Map].

The map is based on the following sources:
Katastrální mapa ČR. (2024). [Map]. Český úřad zeměměřický a katastrální. https://geoportal.cuzk.cz/(S(vnmwrqsmmi5vbos2mjxebv1t))/Default.aspx?mode=TextMeta&side=katastr_map&metadataID=CZ-00025712-CUZK_SERIES-MD_KM-KU-DXF&head_tab=sekce-02-gp&menu=2216

Digitální technická mapa Prahy. (n.d.). [Map]. Prague Institute of Planning and Development. https://app.iprpraha.cz/apl/app/dtmp/index.html

The Diverse Prague. (2022). [Map]. Prague Institute of Planning and Development. https://storymaps.arcgis.com/stories/12bf3e7625cd45519200eac7aa09916e

Figure A2.21 | Map of school facilities in Letňany
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989.* [Map].

The map is based on the following sources:
Katastrální mapa ČR. (2024). [Map]. Český úřad zeměměřický a katastrální. https://geoportal.cuzk.cz/(S(vnmwrqsmmi5vbos2mjxebv1t))/Default.aspx?mode=TextMeta&side=katastr_map&metadataID=CZ-00025712-CUZK_SERIES-MD_KM-KU-DXF&head_tab=sekce-02-gp&menu=2216

Digitální technická mapa Prahy. (n.d.). [Map]. Prague Institute of Planning and Development. https://app.iprpraha.cz/apl/app/dtmp/index.html

The Diverse Prague. (2022). [Map]. Prague Institute of Planning and Development. https://storymaps.arcgis.com/stories/12bf3e7625cd45519200eac7aa09916e

Figure A2.22 | Map of school facilities in Lhotka
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989.* [Map].

The map is based on the following sources:
Katastrální mapa ČR. (2024). [Map]. Český úřad zeměměřický a katastrální. https://geoportal.cuzk.cz/(S(vnmwrqsmmi5vbos2mjxebv1t))/Default.aspx?mode=TextMeta&side=katastr_map&metadataID=CZ-00025712-CUZK_SERIES-MD_KM-KU-DXF&head_tab=sekce-02-gp&menu=2216

Digitální technická mapa Prahy. (n.d.). [Map]. Prague Institute of Planning and Development. https://app.iprpraha.cz/apl/app/dtmp/index.html

The Diverse Prague. (2022). [Map]. Prague Institute of Planning and Development. https://storymaps.arcgis.com/stories/12bf3e7625cd45519200eac7aa09916e

Figure A2.23 | Map of school facilities in Libuš
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989.* [Map].

The map is based on the following sources:
Katastrální mapa ČR. (2024). [Map]. Český úřad zeměměřický a katastrální. https://geoportal.cuzk.cz/(S(vnmwrqsmmi5vbos2mjxebv1t))/Default.aspx?mode=TextMeta&side=katastr_map&metadataID=CZ-00025712-CUZK_SERIES-MD_KM-KU-DXF&head_tab=sekce-02-gp&menu=2216

Digitální technická mapa Prahy. (n.d.). [Map]. Prague Institute of Planning and Development. https://app.iprpraha.cz/apl/app/dtmp/index.html

The Diverse Prague. (2022). [Map]. Prague Institute of Planning and Development. https://storymaps.arcgis.com/stories/12bf3e7625cd45519200eac7aa09916e

Figure A2.24 | Map of school facilities in Malešice
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989.* [Map].

The map is based on the following sources:
Katastrální mapa ČR. (2024). [Map]. Český úřad zeměměřický a katastrální. https://geoportal.cuzk.cz/(S(vnmwrqsmmi5vbos2mjxebv1t))/Default.aspx?mode=TextMeta&side=katastr_map&metadataID=CZ-00025712-CUZK_SERIES-MD_KM-KU-DXF&head_tab=sekce-02-gp&menu=2216

Digitální technická mapa Prahy. (n.d.). [Map]. Prague Institute of Planning and Development. https://app.iprpraha.cz/apl/app/dtmp/index.html

The Diverse Prague. (2022). [Map]. Prague Institute of Planning and Development. https://storymaps.arcgis.com/stories/12bf3e7625cd45519200eac7aa09916e

Figure A2.25 | Map of school facilities in Michle
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989.* [Map].

The map is based on the following sources:
Katastrální mapa ČR. (2024). [Map]. Český úřad zeměměřický a katastrální. https://geoportal.cuzk.cz/(S(vnmwrqsmmi5vbos2mjxebv1t))/Default.aspx?mode=TextMeta&side=katastr_map&metadataID=CZ-00025712-CUZK_SERIES-MD_KM-KU-DXF&head_tab=sekce-02-gp&menu=2216

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The Diverse Prague. (2022). [Map]. Prague Institute of Planning and Development. https://storymaps.arcgis.com/stories/12bf3e7625cd45519200eac7aa09916e

Figure A2.26 | Map of school facilities in Modřany
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989.* [Map].

The map is based on the following sources:
Katastrální mapa ČR. (2024). [Map]. Český úřad zeměměřický a katastrální. https://geoportal.cuzk.cz/(S(vnmwrqsmmi5vbos2mjxebv1t))/Default.aspx?mode=TextMeta&side=katastr_map&metadataID=CZ-00025712-CUZK_SERIES-MD_KM-KU-DXF&head_tab=sekce-02-gp&menu=2216

Digitální technická mapa Prahy. (n.d.). [Map]. Prague Institute of Planning and Development. https://app.iprpraha.cz/apl/app/dtmp/index.html

The Diverse Prague. (2022). [Map]. Prague Institute of Planning and Development. https://storymaps.arcgis.com/stories/12bf3e7625cd45519200eac7aa09916e

Figure A2.27 | Map of school facilities in Motol
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989.* [Map].

The map is based on the following sources:
Katastrální mapa ČR. (2024). [Map]. Český úřad zeměměřický a katastrální. https://geoportal.cuzk.cz/(S(vnmwrqsmmi5vbos2mjxebv1t))/Default.aspx?mode=TextMeta&side=katastr_map&metadataID=CZ-00025712-CUZK_SERIES-MD_KM-KU-DXF&head_tab=sekce-02-gp&menu=2216

Digitální technická mapa Prahy. (n.d.). [Map]. Prague Institute of Planning and Development. https://app.iprpraha.cz/apl/app/dtmp/index.html

The Diverse Prague. (2022). [Map]. Prague Institute of Planning and Development. https://storymaps.arcgis.com/stories/12bf3e7625cd45519200eac7aa09916e

Figure A2.28 | Map of school facilities in Nusle
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989.* [Map].

The map is based on the following sources:
Katastrální mapa ČR. (2024). [Map]. Český úřad zeměměřický a katastrální. https://geoportal.cuzk.cz/(S(vnmwrqsmmi5vbos2mjxebv1t))/Default.aspx?mode=TextMeta&side=katastr_map&metadataID=CZ-00025712-CUZK_SERIES-MD_KM-KU-DXF&head_tab=sekce-02-gp&menu=2216

Digitální technická mapa Prahy. (n.d.). [Map]. Prague Institute of Planning and Development. https://app.iprpraha.cz/apl/app/dtmp/index.html

The Diverse Prague. (2022). [Map]. Prague Institute of Planning and Development. https://storymaps.arcgis.com/stories/12bf3e7625cd45519200eac7aa09916e

Figure A2.29 | Map of school facilities in Petrovice
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989.* [Map].

The map is based on the following sources:
Katastrální mapa ČR. (2024). [Map]. Český úřad zeměměřický a katastrální. https://geoportal.cuzk.cz/(S(vnmwrqsmmi5vbos2mjxebv1t))/Default.aspx?mode=TextMeta&side=katastr_map&metadataID=CZ-00025712-CUZK_SERIES-MD_KM-KU-DXF&head_tab=sekce-02-gp&menu=2216

Digitální technická mapa Prahy. (n.d.). [Map]. Prague Institute of Planning and Development. https://app.iprpraha.cz/apl/app/dtmp/index.html

The Diverse Prague. (2022). [Map]. Prague Institute of Planning and Development. https://storymaps.arcgis.com/stories/12bf3e7625cd45519200eac7aa09916e

Figure A2.30 | Map of school facilities in Písnice
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989.* [Map].

The map is based on the following sources:
Katastrální mapa ČR. (2024). [Map]. Český úřad zeměměřický a katastrální. https://geoportal.cuzk.cz/(S(vnmwrqsmmi5vbos2mjxebv1t))/Default.aspx?mode=TextMeta&side=katastr_map&metadataID=CZ-00025712-CUZK_SERIES-MD_KM-KU-DXF&head_tab=sekce-02-gp&menu=2216

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The Diverse Prague. (2022). [Map]. Prague Institute of Planning and Development. https://storymaps.arcgis.com/stories/12bf3e7625cd45519200eac7aa09916e

Figure A2.31 | Map of school facilities in Podolí
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989.* [Map].

The map is based on the following sources:
Katastrální mapa ČR. (2024). [Map]. Český úřad zeměměřický a katastrální. https://geoportal.cuzk.cz/(S(vnmwrqsmmi5vbos2mjxebv1t))/Default.aspx?mode=TextMeta&side=katastr_map&metadataID=CZ-00025712-CUZK_SERIES-MD_KM-KU-DXF&head_tab=sekce-02-gp&menu=2216

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The Diverse Prague. (2022). [Map]. Prague Institute of Planning and Development. https://storymaps.arcgis.com/stories/12bf3e7625cd45519200eac7aa09916e

Figure A2.32 | Map of school facilities in Prosek
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989.* [Map].

The map is based on the following sources:
Katastrální mapa ČR. (2024). [Map]. Český úřad zeměměřický a katastrální. https://geoportal.cuzk.cz/(S(vnmwrqsmmi5vbos2mjxebv1t))/Default.aspx?mode=TextMeta&side=katastr_map&metadataID=CZ-00025712-CUZK_SERIES-MD_KM-KU-DXF&head_tab=sekce-02-gp&menu=2216

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The Diverse Prague. (2022). [Map]. Prague Institute of Planning and Development. https://storymaps.arcgis.com/stories/12bf3e7625cd45519200eac7aa09916e

Figure A2.33 | Map of school facilities in Řepy
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989.* [Map].

The map is based on the following sources:
Katastrální mapa ČR. (2024). [Map]. Český úřad zeměměřický a katastrální. https://geoportal.cuzk.cz/(S(vnmwrqsmmi5vbos2mjxebv1t))/Default.aspx?mode=TextMeta&side=katastr_map&metadataID=CZ-00025712-CUZK_SERIES-MD_KM-KU-DXF&head_tab=sekce-02-gp&menu=2216

Digitální technická mapa Prahy. (n.d.). [Map]. Prague Institute of Planning and Development. https://app.iprpraha.cz/apl/app/dtmp/index.html

The Diverse Prague. (2022). [Map]. Prague Institute of Planning and Development. https://storymaps.arcgis.com/stories/12bf3e7625cd45519200eac7aa09916e

Figure A2.34 | Map of school facilities in Stodůlky
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989.* [Map].

The map is based on the following sources:
Katastrální mapa ČR. (2024). [Map]. Český úřad zeměměřický a katastrální. https://geoportal.cuzk.cz/(S(vnmwrqsmmi5vbos2mjxebv1t))/Default.aspx?mode=TextMeta&side=katastr_map&metadataID=CZ-00025712-CUZK_SERIES-MD_KM-KU-DXF&head_tab=sekce-02-gp&menu=2216

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The Diverse Prague. (2022). [Map]. Prague Institute of Planning and Development. https://storymaps.arcgis.com/stories/12bf3e7625cd45519200eac7aa09916e

Figure A2.35 | Map of school facilities in Strašnice
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989.* [Map].

The map is based on the following sources:
Katastrální mapa ČR. (2024). [Map]. Český úřad zeměměřický a katastrální. https://geoportal.cuzk.cz/(S(vnmwrqsmmi5vbos2mjxebv1t))/Default.aspx?mode=TextMeta&side=katastr_map&metadataID=CZ-00025712-CUZK_SERIES-MD_KM-KU-DXF&head_tab=sekce-02-gp&menu=2216

Digitální technická mapa Prahy. (n.d.). [Map]. Prague Institute of Planning and Development. https://app.iprpraha.cz/apl/app/dtmp/index.html

The Diverse Prague. (2022). [Map]. Prague Institute of Planning and Development. https://storymaps.arcgis.com/stories/12bf3e7625cd45519200eac7aa09916e

Figure A2.36 | Map of school facilities in Střížkov
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989.* [Map].

The map is based on the following sources:
Katastrální mapa ČR. (2024). [Map]. Český úřad zeměměřický a katastrální. https://geoportal.cuzk.cz/(S(vnmwrqsmmi5vbos2mjxebv1t))/Default.aspx?mode=TextMeta&side=katastr_map&metadataID=CZ-00025712-CUZK_SERIES-MD_KM-KU-DXF&head_tab=sekce-02-gp&menu=2216

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The Diverse Prague. (2022). [Map]. Prague Institute of Planning and Development. https://storymaps.arcgis.com/stories/12bf3e7625cd45519200eac7aa09916e

Figure A2.37 | Map of school facilities in Troja
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989.* [Map].

The map is based on the following sources:
Katastrální mapa ČR. (2024). [Map]. Český úřad zeměměřický a katastrální. https://geoportal.cuzk.cz/(S(vnmwrqsmmi5vbos2mjxebv1t))/Default.aspx?mode=TextMeta&side=katastr_map&metadataID=CZ-00025712-CUZK_SERIES-MD_KM-KU-DXF&head_tab=sekce-02-gp&menu=2216

Digitální technická mapa Prahy. (n.d.). [Map]. Prague Institute of Planning and Development. https://app.iprpraha.cz/apl/app/dtmp/index.html

The Diverse Prague. (2022). [Map]. Prague Institute of Planning and Development. https://storymaps.arcgis.com/stories/12bf3e7625cd45519200eac7aa09916e

Figure A2.38 | Map of school facilities in Uhříněves
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989.* [Map].

The map is based on the following sources:
Katastrální mapa ČR. (2024). [Map]. Český úřad zeměměřický a katastrální. https://geoportal.cuzk.cz/(S(vnmwrqsmmi5vbos2mjxebv1t))/Default.aspx?mode=TextMeta&side=katastr_map&metadataID=CZ-00025712-CUZK_SERIES-MD_KM-KU-DXF&head_tab=sekce-02-gp&menu=2216

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The Diverse Prague. (2022). [Map]. Prague Institute of Planning and Development. https://storymaps.arcgis.com/stories/12bf3e7625cd45519200eac7aa09916e

Figure A2.39 | Map of school facilities in Újezd u Průhonic
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989.* [Map].

The map is based on the following sources:
Katastrální mapa ČR. (2024). [Map]. Český úřad zeměměřický a katastrální. https://geoportal.cuzk.cz/(S(vnmwrqsmmi5vbos2mjxebv1t))/Default.aspx?mode=TextMeta&side=katastr_map&metadataID=CZ-00025712-CUZK_SERIES-MD_KM-KU-DXF&head_tab=sekce-02-gp&menu=2216

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The Diverse Prague. (2022). [Map]. Prague Institute of Planning and Development. https://storymaps.arcgis.com/stories/12bf3e7625cd45519200eac7aa09916e

Figure A2.40 | Map of school facilities in Veleslavín
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989.* [Map].

The map is based on the following sources:
Katastrální mapa ČR. (2024). [Map]. Český úřad zeměměřický a katastrální. https://geoportal.cuzk.cz/(S(vnmwrqsmmi5vbos2mjxebv1t))/Default.aspx?mode=TextMeta&side=katastr_map&metadataID=CZ-00025712-CUZK_SERIES-MD_KM-KU-DXF&head_tab=sekce-02-gp&menu=2216

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The Diverse Prague. (2022). [Map]. Prague Institute of Planning and Development. https://storymaps.arcgis.com/stories/12bf3e7625cd45519200eac7aa09916e

Figure A2.41 | Map of school facilities in Vokovice
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989.* [Map].

The map is based on the following sources:
Katastrální mapa ČR. (2024). [Map]. Český úřad zeměměřický a katastrální. https://geoportal.cuzk.cz/(S(vnmwrqsmmi5vbos2mjxebv1t))/Default.aspx?mode=TextMeta&side=katastr_map&metadataID=CZ-00025712-CUZK_SERIES-MD_KM-KU-DXF&head_tab=sekce-02-gp&menu=2216

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The Diverse Prague. (2022). [Map]. Prague Institute of Planning and Development. https://storymaps.arcgis.com/stories/12bf3e7625cd45519200eac7aa09916e

Figure A2.42 | Map of school facilities in Vršovice
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989.* [Map].

The map is based on the following sources:
Katastrální mapa ČR. (2024). [Map]. Český úřad zeměměřický a katastrální. https://geoportal.cuzk.cz/(S(vnmwrqsmmi5vbos2mjxebv1t))/Default.aspx?mode=TextMeta&side=katastr_map&metadataID=CZ-00025712-CUZK_SERIES-MD_KM-KU-DXF&head_tab=sekce-02-gp&menu=2216

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The Diverse Prague. (2022). [Map]. Prague Institute of Planning and Development. https://storymaps.arcgis.com/stories/12bf3e7625cd45519200eac7aa09916e

Figure A2.43 | Map of school facilities in Záběhlice
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989.* [Map].

The map is based on the following sources:
Katastrální mapa ČR. (2024). [Map]. Český úřad zeměměřický a katastrální. https://geoportal.cuzk.cz/(S(vnmwrqsmmi5vbos2mjxebv1t))/Default.aspx?mode=TextMeta&side=katastr_map&metadataID=CZ-00025712-CUZK_SERIES-MD_KM-KU-DXF&head_tab=sekce-02-gp&menu=2216

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The Diverse Prague. (2022). [Map]. Prague Institute of Planning and Development. https://storymaps.arcgis.com/stories/12bf3e7625cd45519200eac7aa09916e

Figure A2.44 | Map of school facilities in Žižkov
Malinská, P. (2024). *Development and Incidence of Typified Preschools on Housing Estates in Prague between 1948 and 1989.* [Map].

The map is based on the following sources:
Katastrální mapa ČR. (2024). [Map]. Český úřad zeměměřický a katastrální. https://geoportal.cuzk.cz/(S(vnmwrqsmmi5vbos2mjxebv1t))/Default.aspx?mode=TextMeta&side=katastr_map&metadataID=CZ-00025712-CUZK_SERIES-MD_KM-KU-DXF&head_tab=sekce-02-gp&menu=2216

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The Diverse Prague. (2022). [Map]. Prague Institute of Planning and Development. https://storymaps.arcgis.com/stories/12bf3e7625cd45519200eac7aa09916e

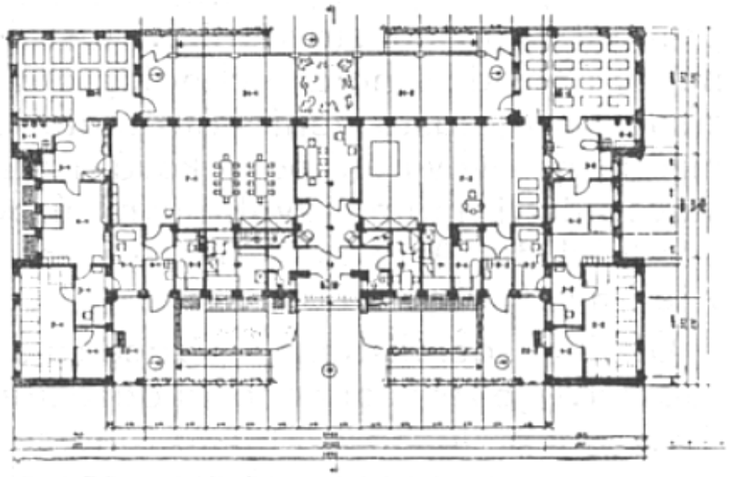
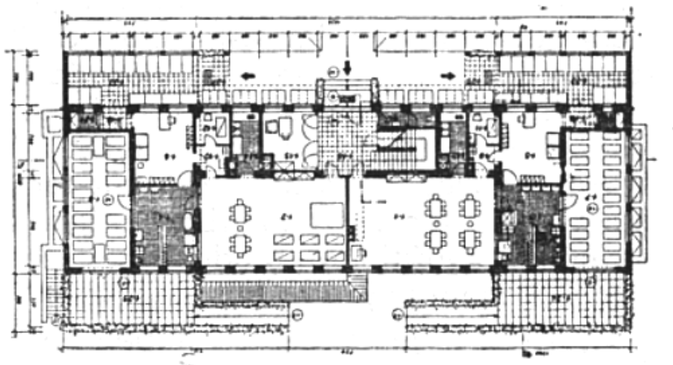


Figure A1.01 | Type project of nursery for 30 children produced by Study and Typification Institute in 1953, K. Schránilová (Balcárek & Storch, 1958)



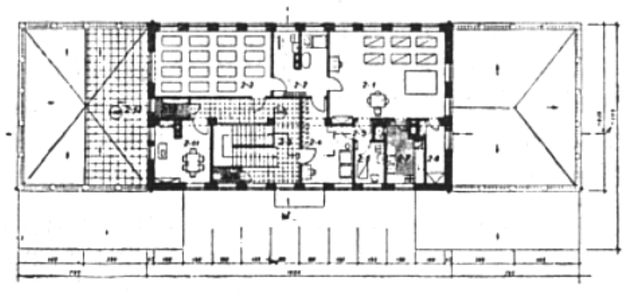


Figure A1.02 | Type project of nursery for 55 children produced by Study and Typification Institute in 1957, K. Schránilová (Balcárek & Storch, 1958)

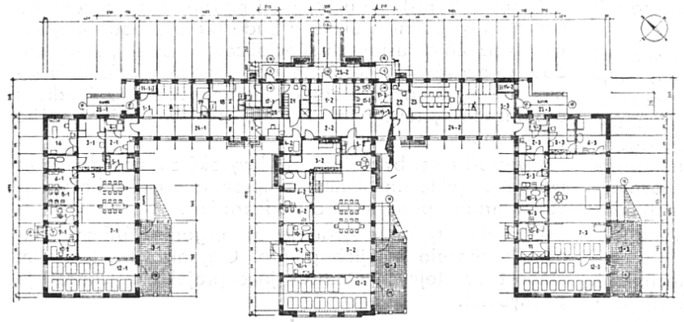


Figure A1.03 | Type project of nursery for 55 children produced by Study and Typification Institute in 1952, K. Schránilová (Balcárek & Storch, 1958)

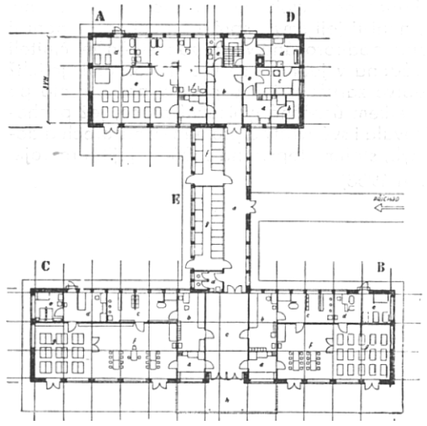


Figure A1.04 | Type project of nursery for 45 children produced by Study and Typification Institute in 1951, A. Kreuzer (Balcárek & Storch, 1958)

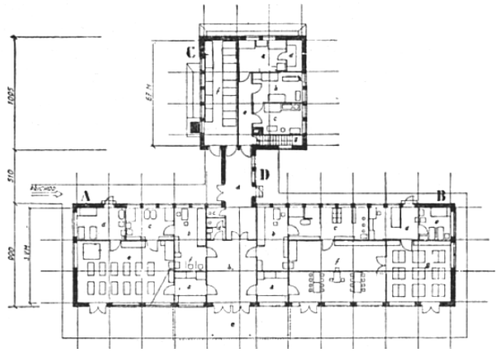


Figure A1.05 | Type project of nursery for 30 children produced by Study and Typification Institute in 1951, A. Kreuzer (Balcárek & Storch, 1958)

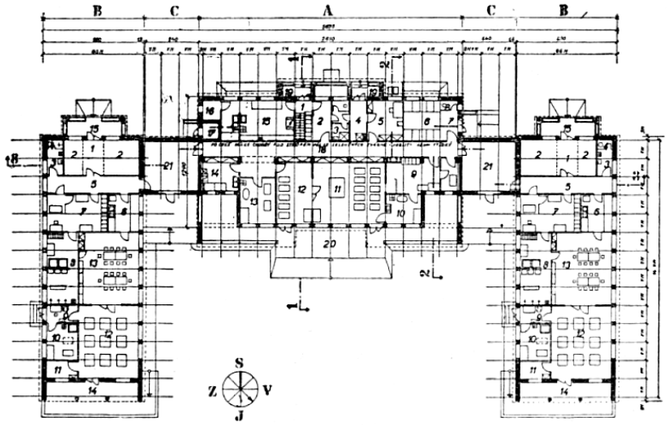


Figure A1.06 | Type project of nursery for 51 children produced by Study and Typification Institute in 1952, K. Schránilová (Balcárek & Storch, 1958)

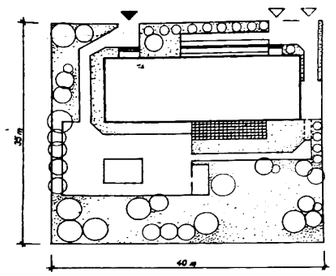


Figure A1.07 | Type project of kindergarten for 30 children according to the typification directive (*Výstavba školských zařízení*, 1973)

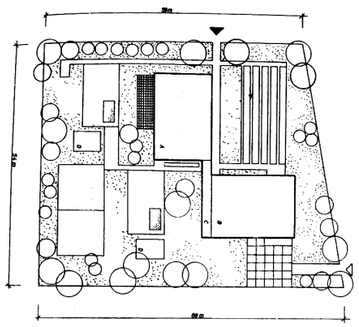


Figure A1.08 | Type project of kindergarten for 60 children according to the typification directive (*Výstavba školských zařízení*, 1973)

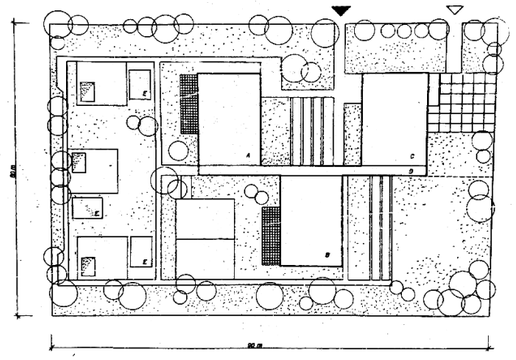


Figure A1.09 | Type project of kindergarten for 90 children according to the typification directive (*Výstavba školských zařízení*, 1973)

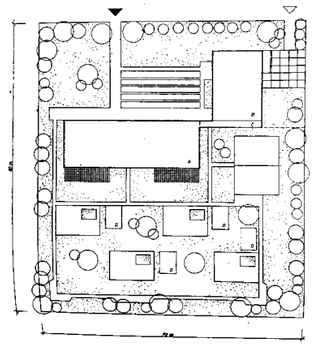


Figure A1.10 | Type project of kindergarten for 120 children according to the typification directive (*Výstavba školských zařízení*, 1973)

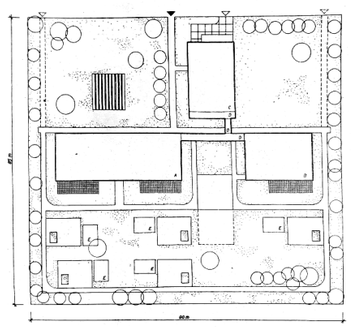


Figure A1.11 | Type project of kindergarten for 150 children according to the typification directive (*Výstavba školských zařízení*, 1973)

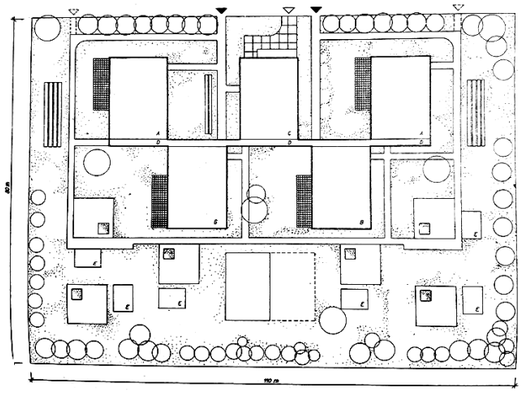


Figure A1.12 | Type project of kindergarten for 180 children according to the typification directive (*Výstavba školských zařízení*, 1973)

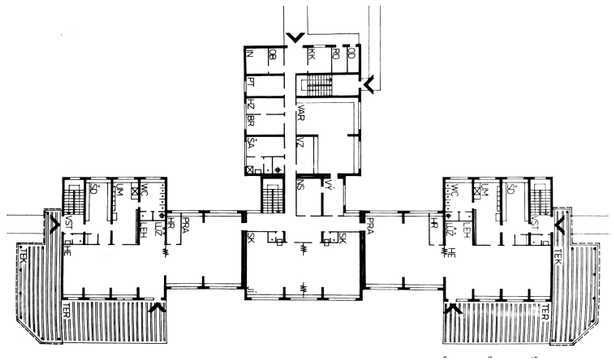


Figure A1.13 | Type project of kindergarten for 120 children according to the typification directive (*Výstavba školských zařízení*, 1987)

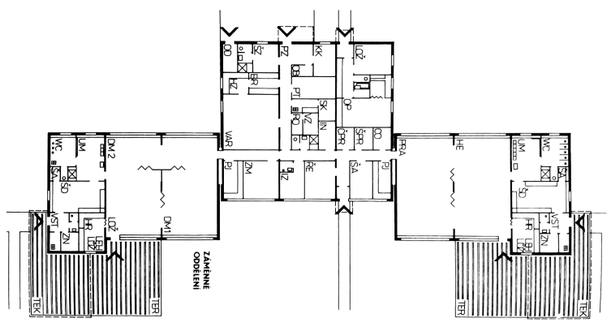


Figure A1.14 | Type project of kindergarten for 30 children and nursery for 20 children according to the typification directive (*Výstavba školských zařízení*, 1987)

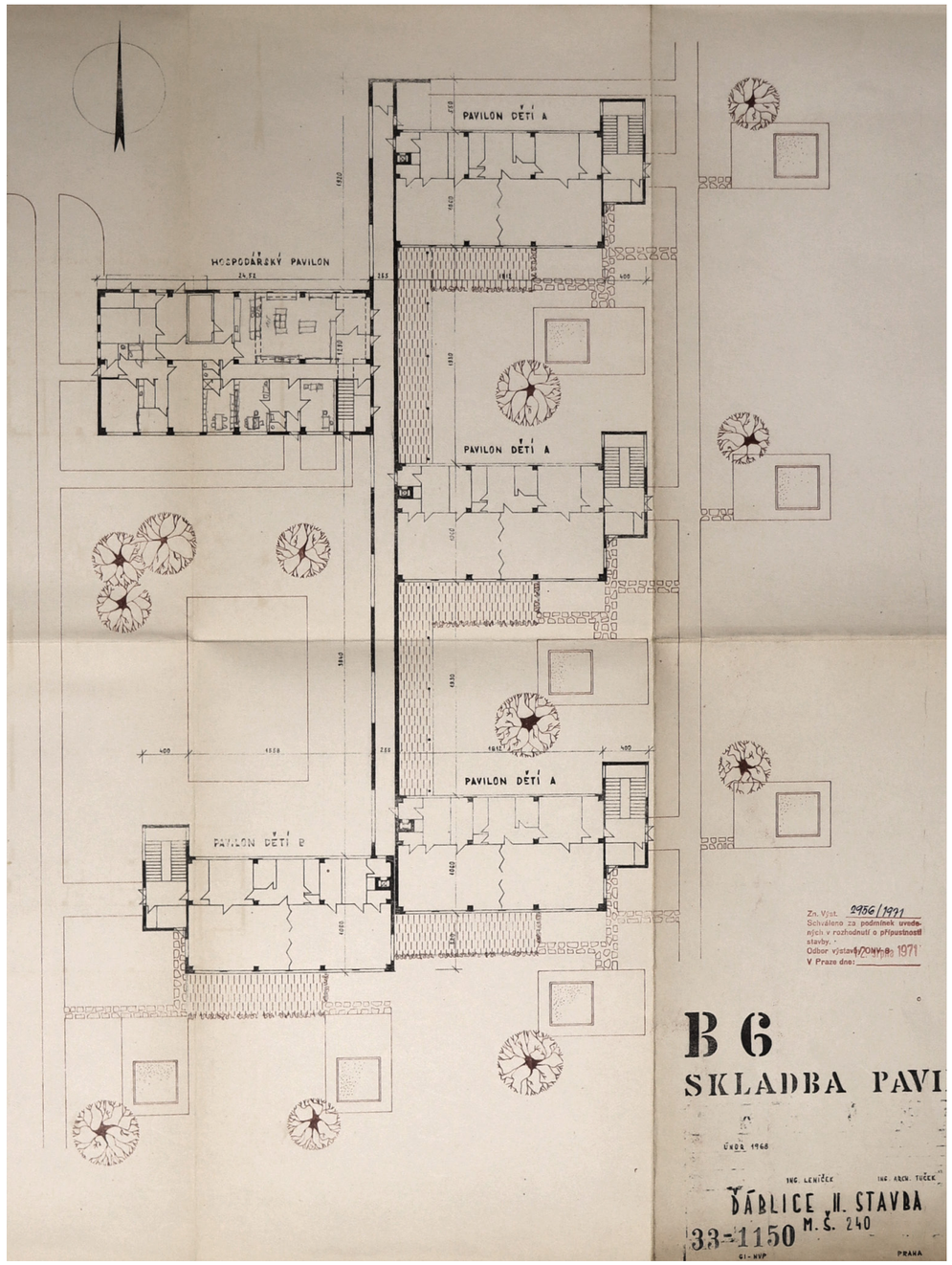


Figure A1.15 | Existing kindergarten project (*Kindergarten Floor Plan*, 1968)

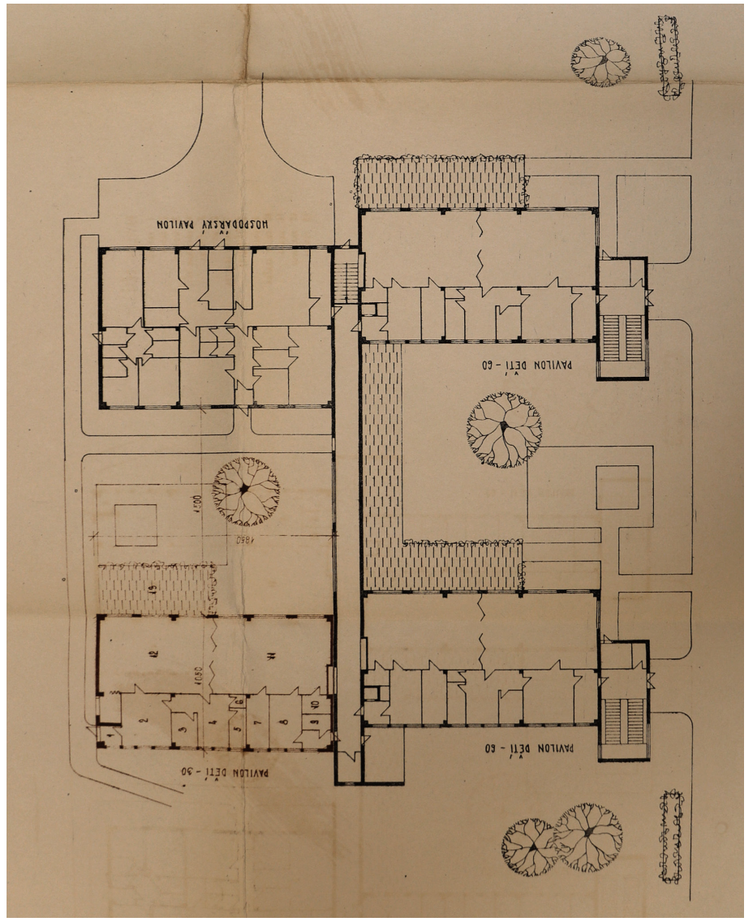


Figure A1.16 | Existing kindergarten project (*Kindergarten Floor Plan*, 1974)

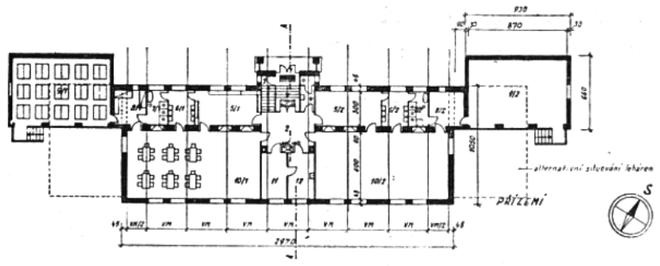


Figure A1.17 | Kindergarten for 60 children, type projects produced by Study and Typification Institute in 1958, B. Kodera (Balcárek & Storch, 1958)

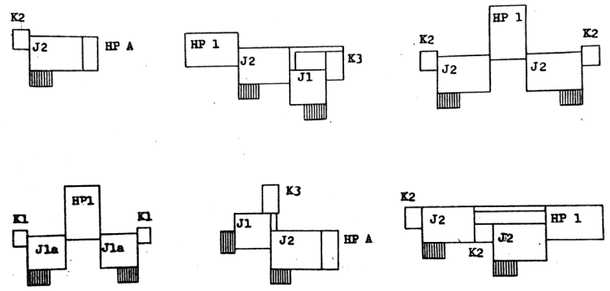


Figure A1.18 | Compositional possibilities of typified objects of the nursery (Černý, 1963)

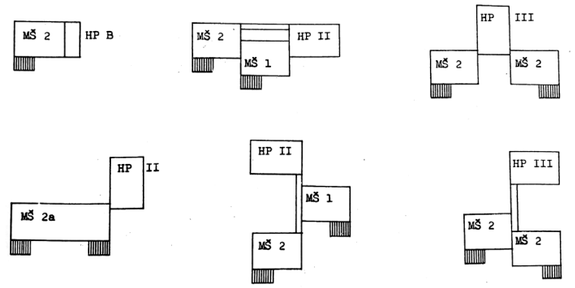


Figure A1.19 | Compositional possibilities of typified objects of the kindergarten (Černý, 1963)

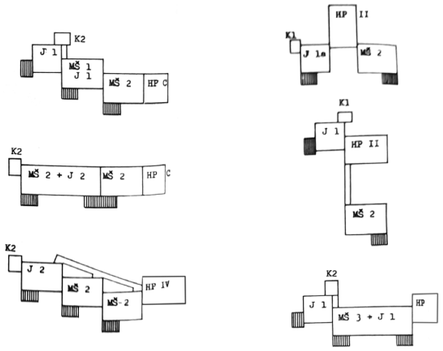


Figure A1.20 | Compositional possibilities of typified objects of the kindergarten (Černý, 1963)

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Figure A2.01 | Map of school facilities in Bohnice 1:10000 created by P. Malinská (2024) based on the cadastral map (*Katastrální Mapa ČR*, 2024), digital technical map (*Digitální Technická Mapa Prahy*, n.d.), and The Diverse Prague (*The Diverse Prague*, 2022)

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Figure A2.02 | Map of school facilities in Braník 1:10000 created by P. Malinská (2024) based on the cadastral map (*Katastrální Mapa ČR*, 2024), digital technical map (*Digitální Technická Mapa Prahy*, n.d.), and The Diverse Prague (*The Diverse Prague*, 2022)

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Figure A2.03 | Map of school facilities in Břevnov 1:10000 created by P. Malinská (2024) based on the cadastral map (*Katastrální Mapa ČR*, 2024), digital technical map (*Digitální Technická Mapa Prahy*, n.d.), and The Diverse Prague (*The Diverse Prague*, 2022)

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Figure A2.04 | Map of school facilities in Černý Most 1:10000 created by P. Malinská (2024) based on the cadastral map (*Katastrální Mapa ČR*, 2024), digital technical map (*Digitální Technická Mapa Prahy*, n.d.), and The Diverse Prague (*The Diverse Prague*, 2022)

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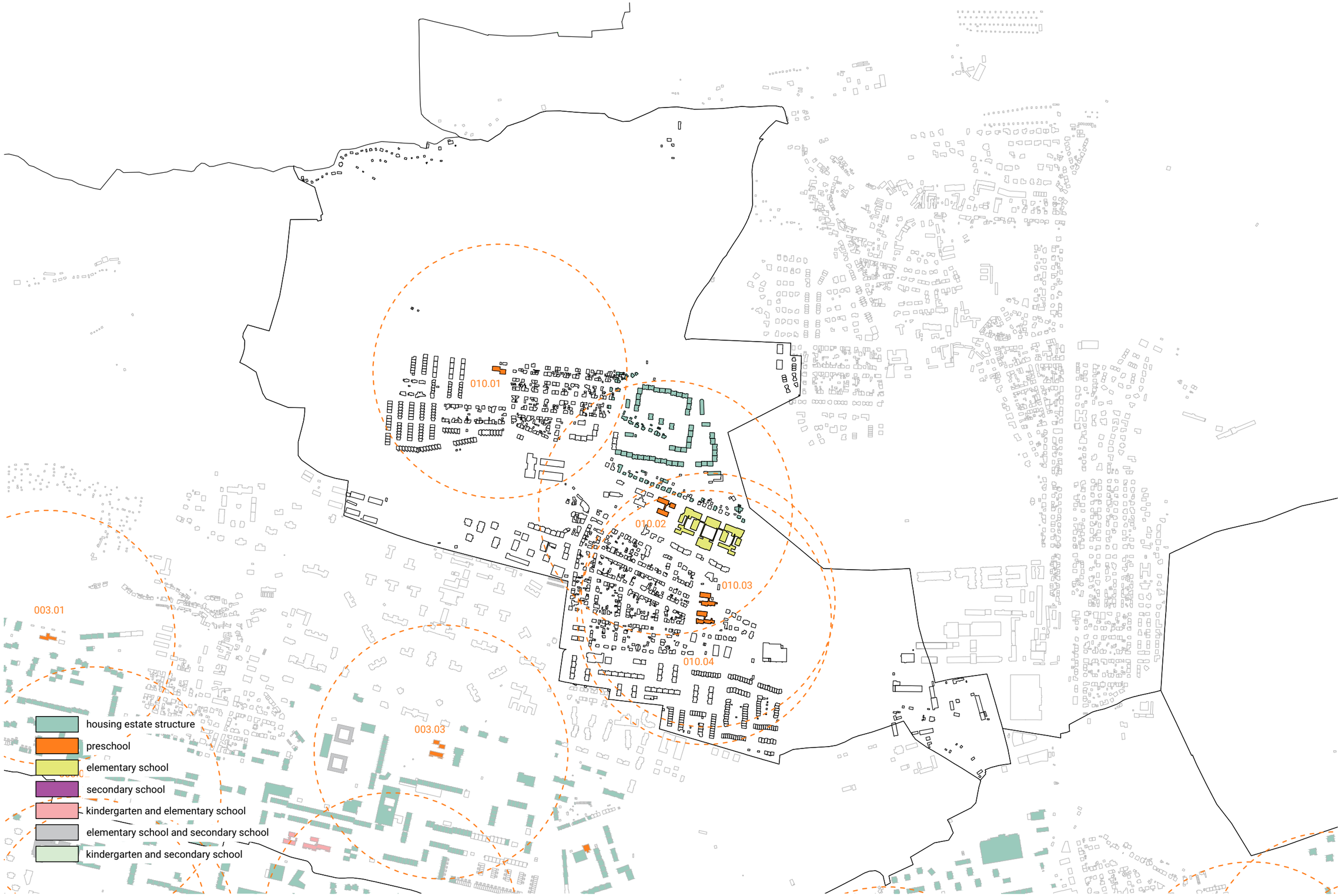

Figure A2.05 | Map of school facilities in Čimice 1:10000 created by P. Malinská (2024) based on the cadastral map (*Katastrální Mapa ČR*, 2024), digital technical map (*Digitální Technická Mapa Prahy*, n.d.), and The Diverse Prague (*The Diverse Prague*, 2022)

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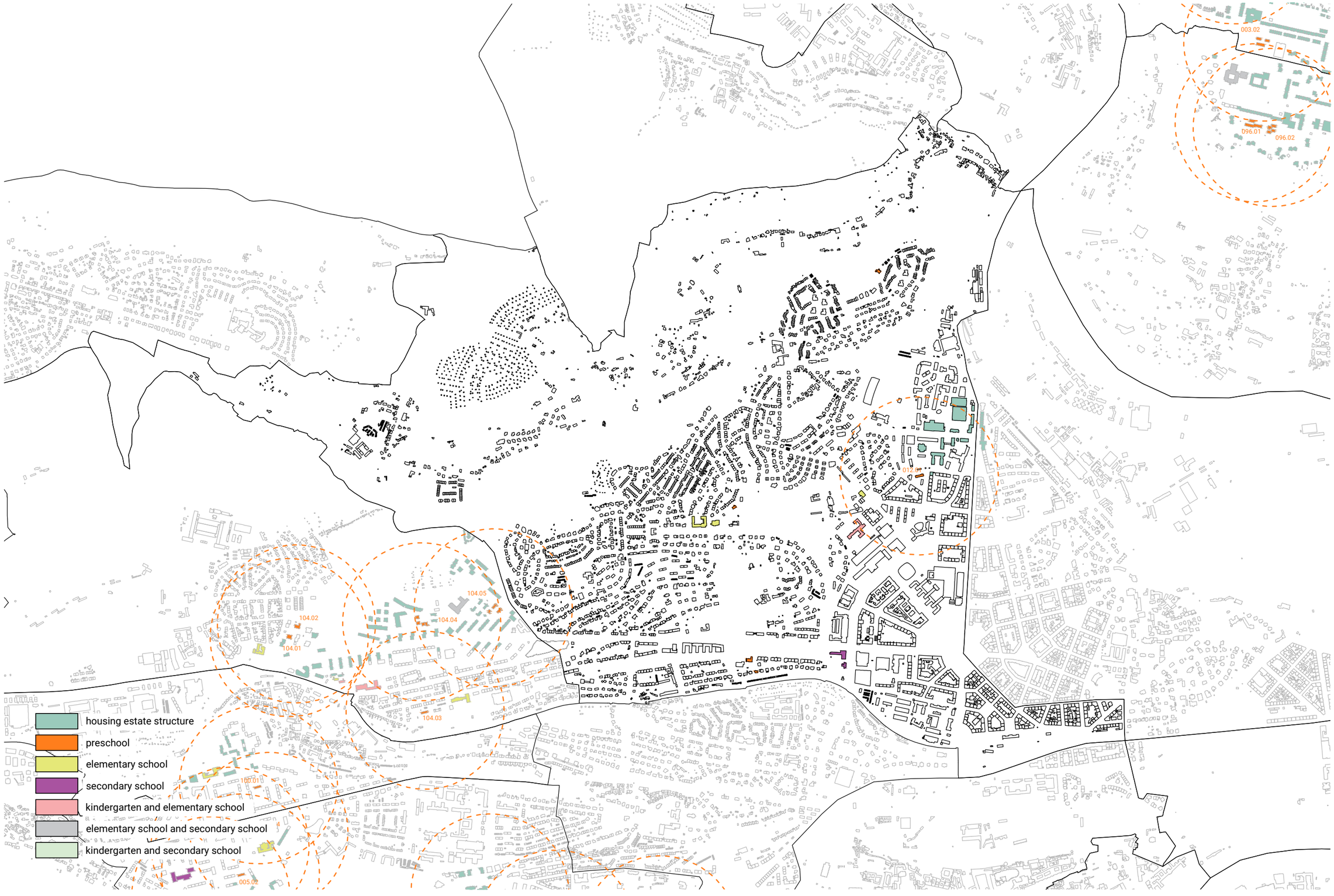

Figure A2.06 | Map of school facilities in Dejvice 1:10000 created by P. Malinská (2024) based on the cadastral map (*Katastrální Mapa ČR*, 2024), digital technical map (*Digitální Technická Mapa Prahy*, n.d.), and The Diverse Prague (*The Diverse Prague*, 2022)

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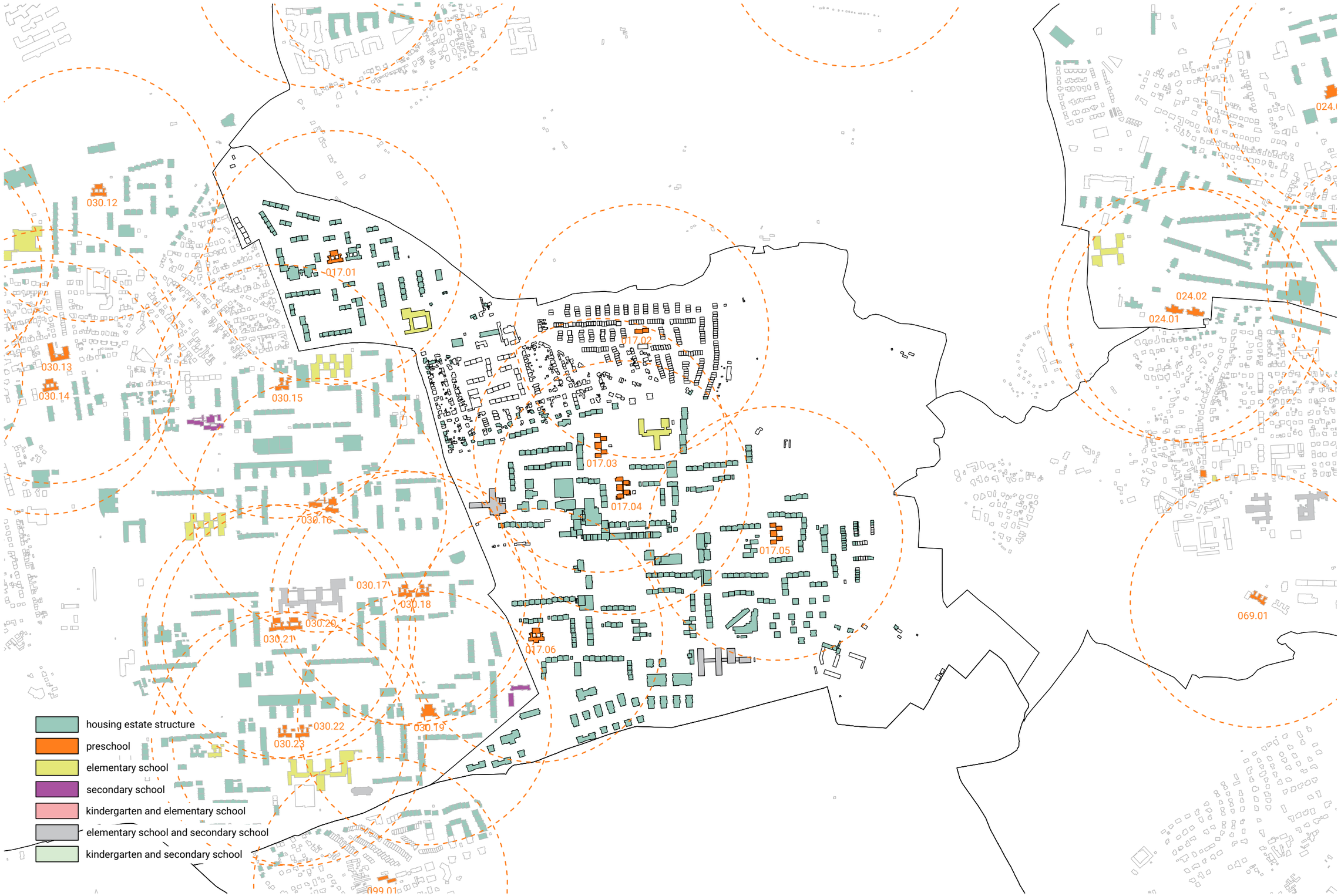

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Figure A2.07 | Map of school facilities in Háje 1:10000 created by P. Malinská (2024) based on the cadastral map (*Katastrální Mapa ČR*, 2024), digital technical map (*Digitální Technická Mapa Prahy*, n.d.), and The Diverse Prague (*The Diverse Prague*, 2022)

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Figure A2.08 | Map of school facilities in Hloubětín 1:10000 created by P. Malinská (2024) based on the cadastral map (*Katastrální Mapa ČR*, 2024), digital technical map (*Digitální Technická Mapa Prahy*, n.d.), and The Diverse Prague (*The Diverse Prague*, 2022)

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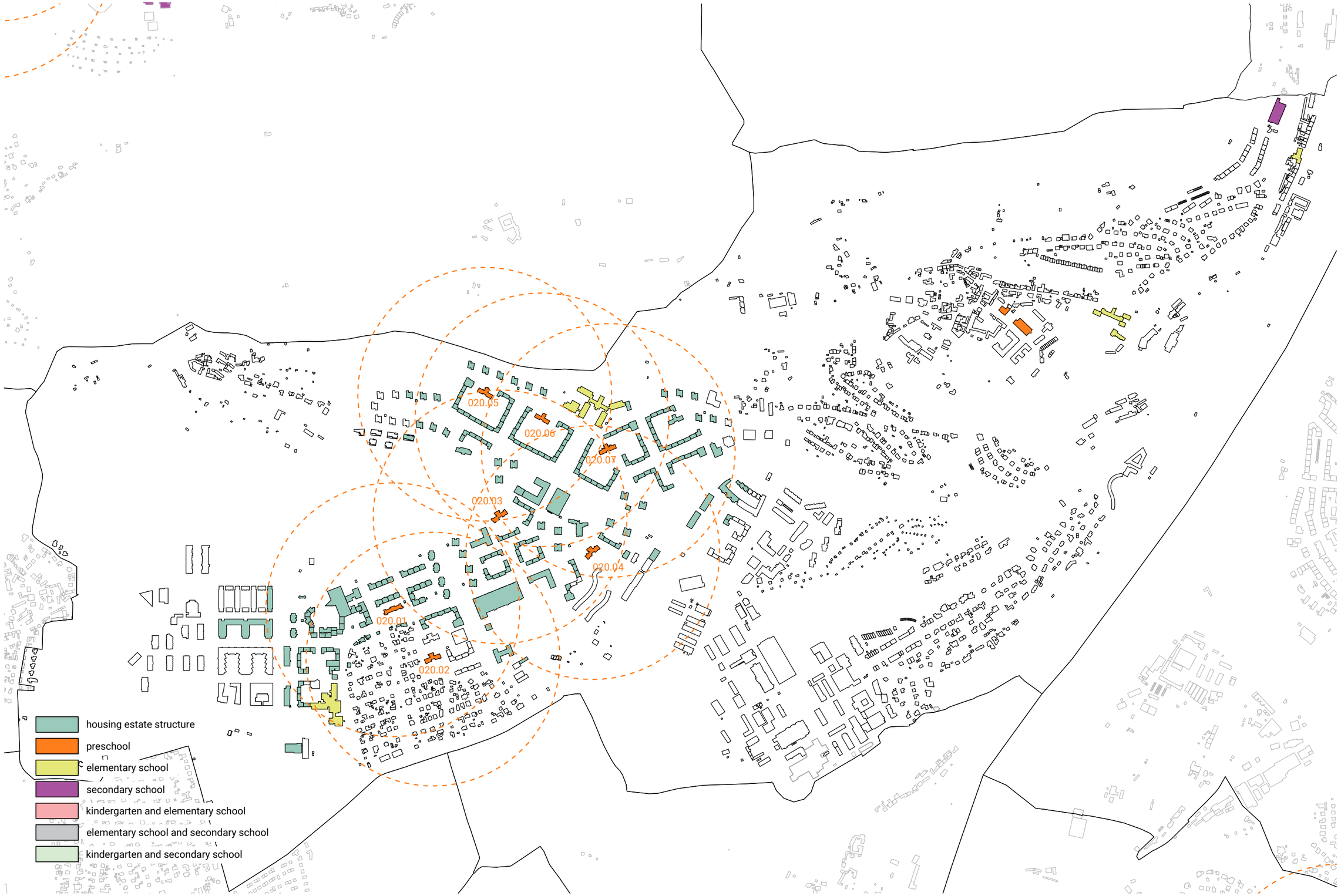

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Figure A2.09 | Map of school facilities in Hlubočepy 1:10000 created by P. Malinská (2024) based on the cadastral map (*Katastrální Mapa ČR*, 2024), digital technical map (*Digitální Technická Mapa Prahy*, n.d.), and The Diverse Prague (*The Diverse Prague*, 2022)

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Figure A2.10 | Map of school facilities in Hodkovičky 1:10000 created by P. Malinská (2024) based on the cadastral map (*Katastrální Mapa ČR*, 2024), digital technical map (*Digitální Technická Mapa Prahy*, n.d.), and The Diverse Prague (*The Diverse Prague*, 2022)

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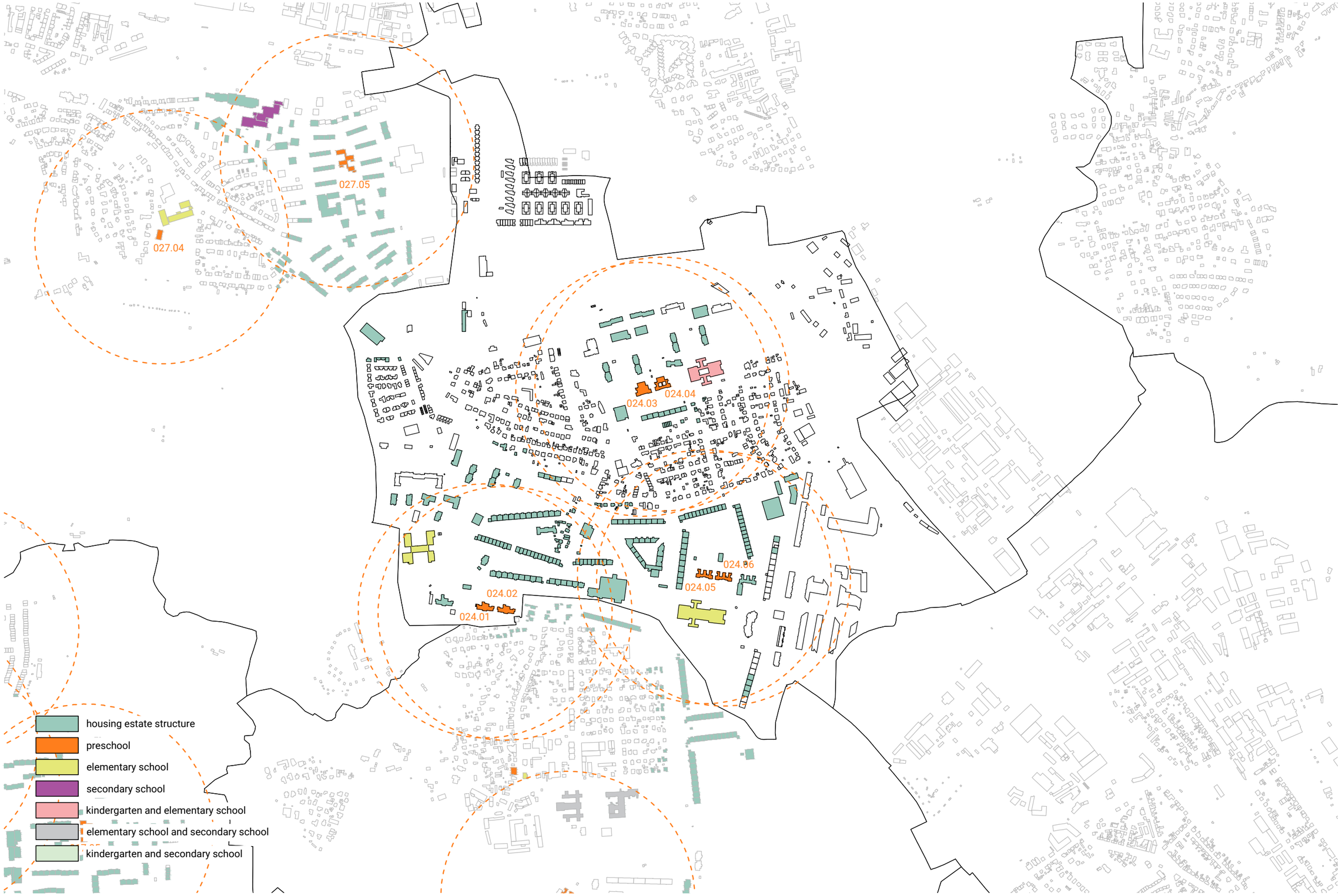

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Figure A2.11 | Map of school facilities in Horní Měcholupy 1:10000 created by P. Malinská (2024) based on the cadastral map (*Katastrální Mapa ČR*, 2024), digital technical map (*Digitální Technická Mapa Prahy*, n.d.), and The Diverse Prague (*The Diverse Prague*, 2022)

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Figure A2.12 | Map of school facilities in Horní Počernice 1:10000 created by P. Malinská (2024) based on the cadastral map (*Katastrální Mapa ČR*, 2024), digital technical map (*Digitální Technická Mapa Prahy*, n.d.), and The Diverse Prague (*The Diverse Prague*, 2022)

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Figure A2.13 | Map of school facilities in Hostivař 1:10000 created by P. Malinská (2024) based on the cadastral map (*Katastrální Mapa ČR*, 2024), digital technical map (*Digitální Technická Mapa Prahy*, n.d.), and The Diverse Prague (*The Diverse Prague*, 2022)

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Figure A2.14 | Map of school facilities in Chodov 1:10000 created by P. Malinská (2024) based on the cadastral map (*Katastrální Mapa ČR*, 2024), digital technical map (*Digitální Technická Mapa Prahy*, n.d.), and The Diverse Prague (*The Diverse Prague*, 2022)

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Figure A2.15 | Map of school facilities in Jinonice 1:10000 created by P. Malinská (2024) based on the cadastral map (*Katastrální Mapa ČR*, 2024), digital technical map (*Digitální Technická Mapa Prahy*, n.d.), and The Diverse Prague (*The Diverse Prague*, 2022)

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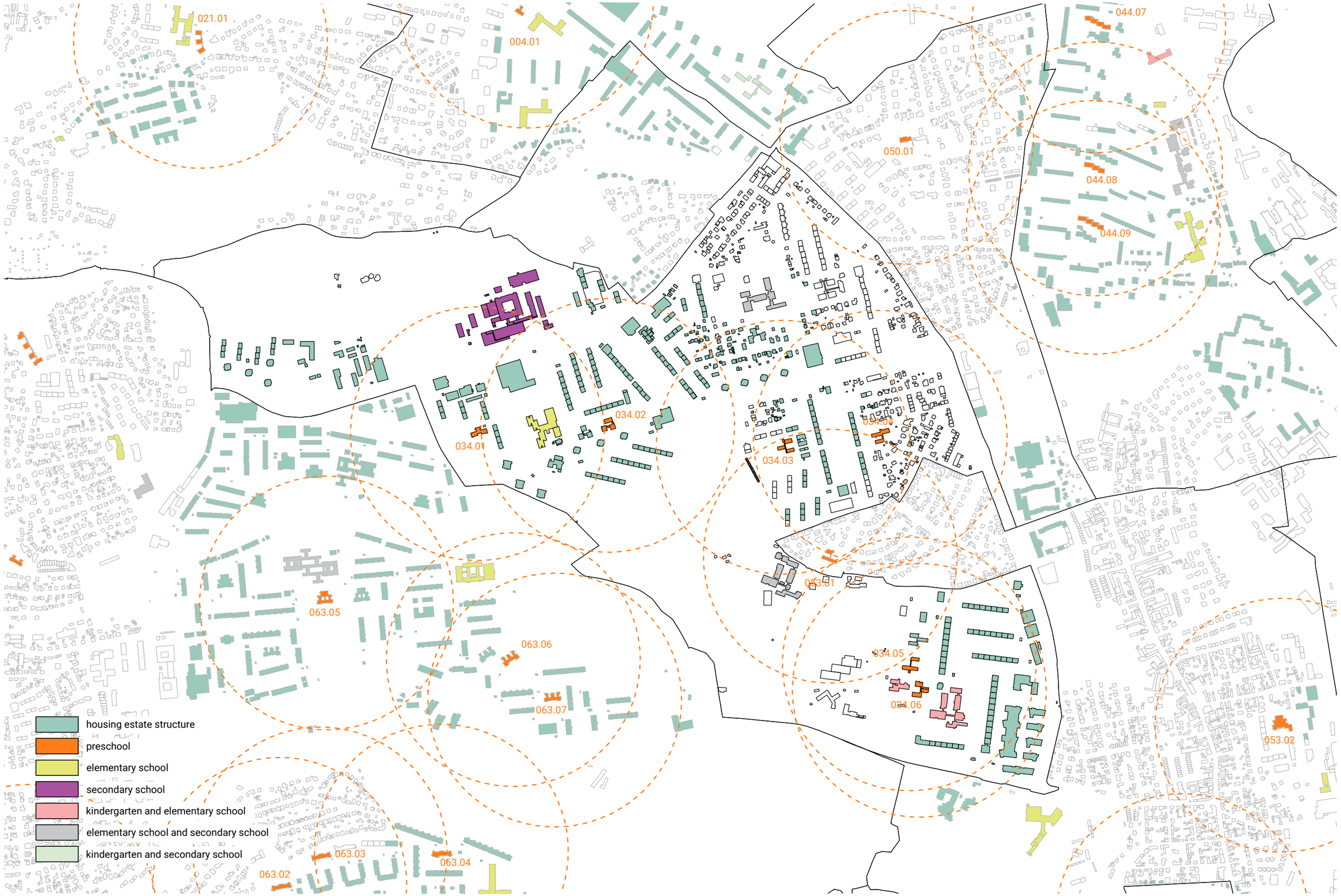

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Figure A2.16 | Map of school facilities in Kamýk 1:10000 created by P. Malinská (2024) based on the cadastral map (*Katastrální Mapa ČR*, 2024), digital technical map (*Digitální Technická Mapa Prahy*, n.d.), and The Diverse Prague (*The Diverse Prague*, 2022)

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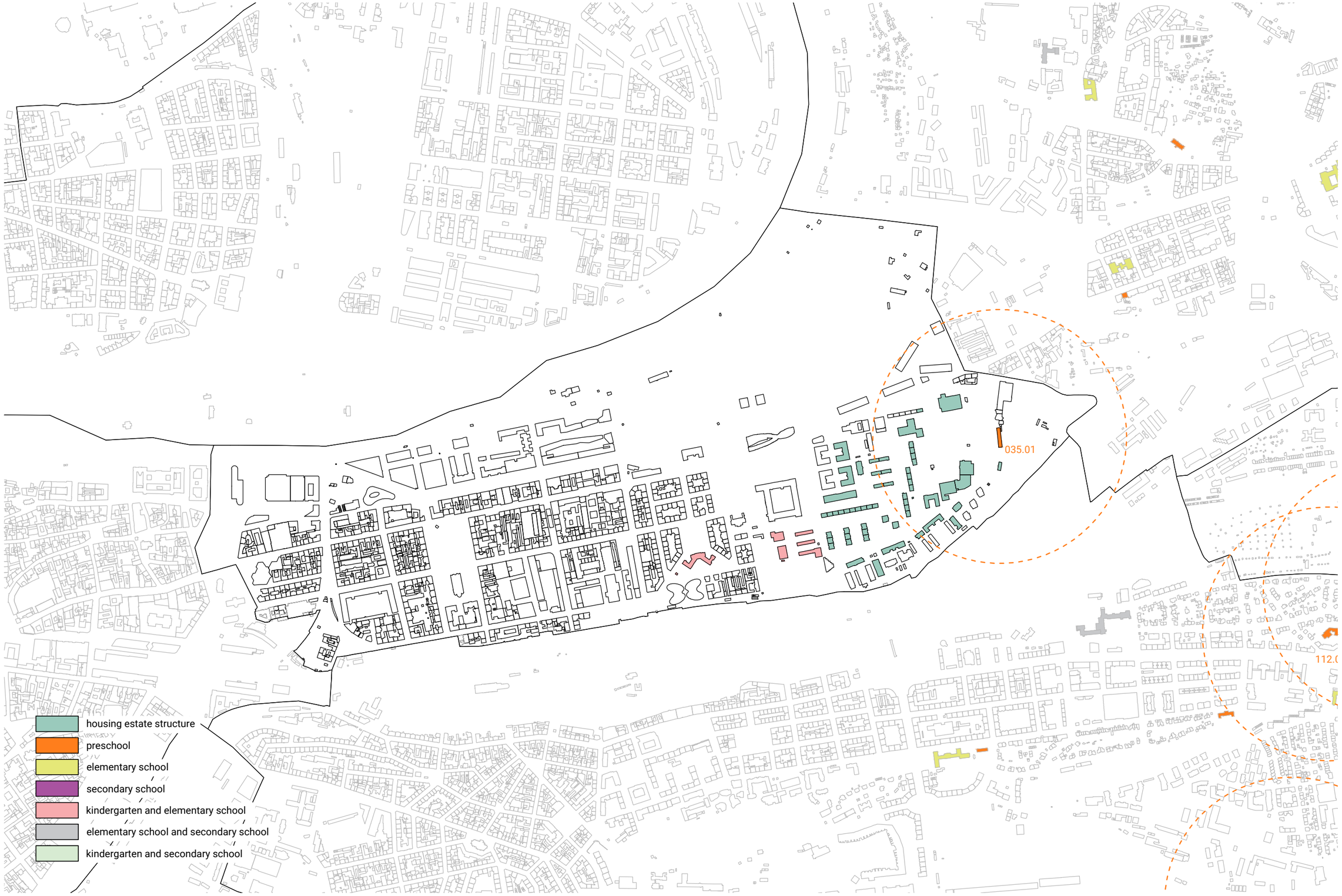

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Figure A2.17 | Map of school facilities in Karlín 1:10000 created by P. Malinská (2024) based on the cadastral map (*Katastrální Mapa ČR*, 2024), digital technical map (*Digitální Technická Mapa Prahy*, n.d.), and The Diverse Prague (*The Diverse Prague*, 2022)

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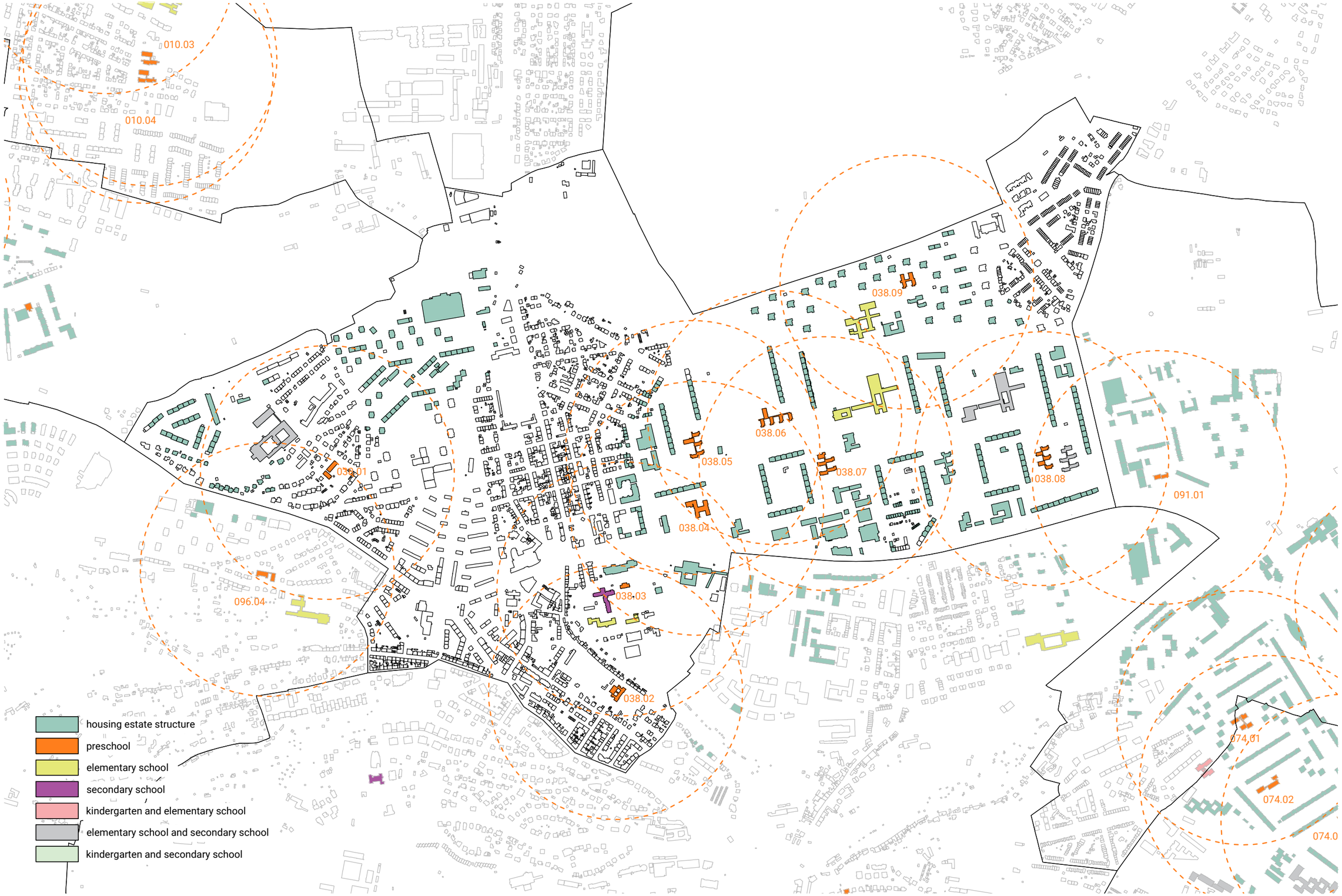

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Figure A2.18 | Map of school facilities in Kobylisy 1:10000 created by P. Malinská (2024) based on the cadastral map (*Katastrální Mapa ČR*, 2024), digital technical map (*Digitální Technická Mapa Prahy*, n.d.), and The Diverse Prague (*The Diverse Prague*, 2022)

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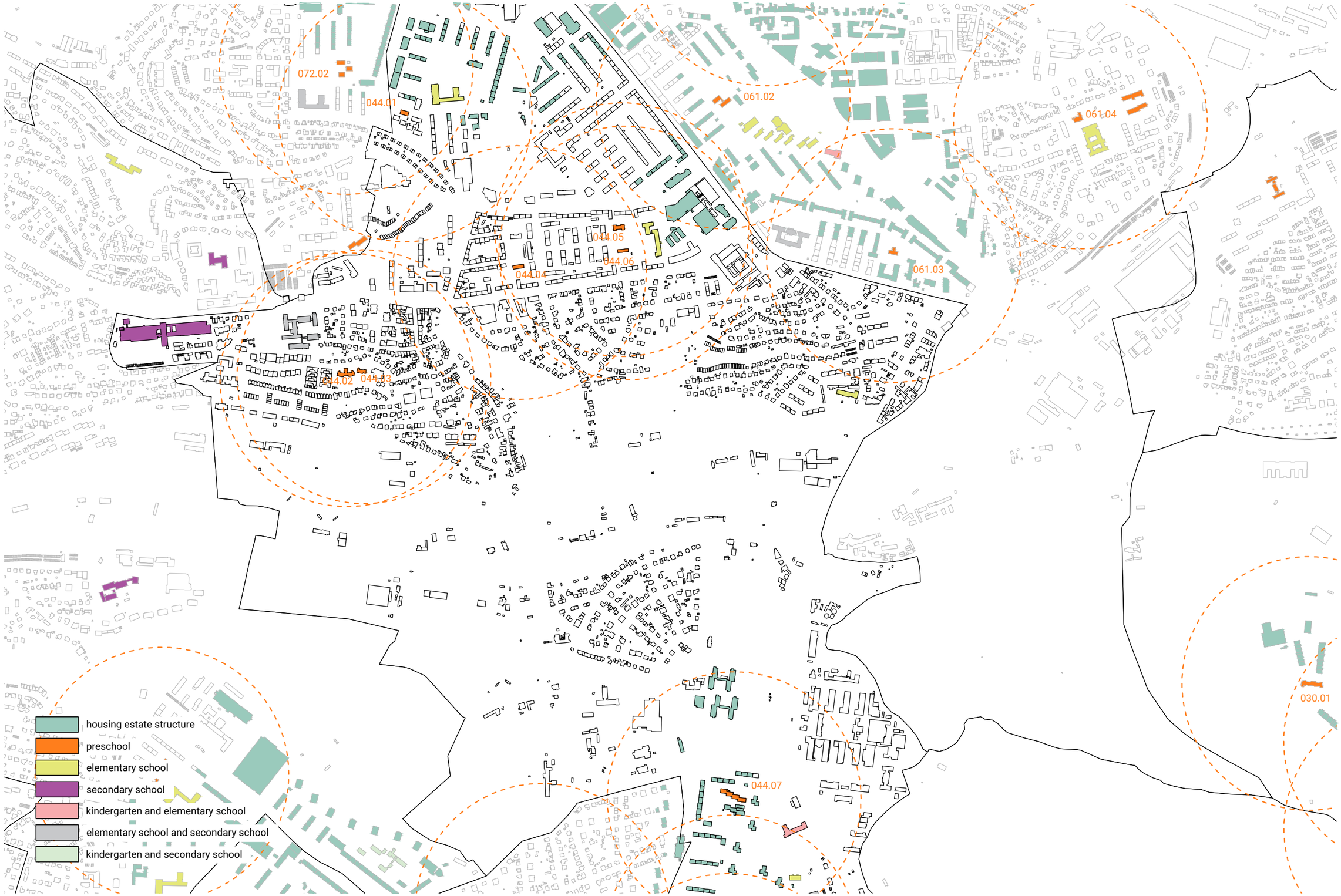

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Figure A2.19 | Map of school facilities in Krč (north) 1:10000 created by P. Malinská (2024) based on the cadastral map (*Katastrální Mapa ČR*, 2024), digital technical map (*Digitální Technická Mapa Prahy*, n.d.), and The Diverse Prague (*The Diverse Prague*, 2022)

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Figure A2.20 | Map of school facilities in Krč (south) 1:10000 created by P. Malinská (2024) based on the cadastral map (*Katastrální Mapa ČR*, 2024), digital technical map (*Digitální Technická Mapa Prahy*, n.d.), and The Diverse Prague (*The Diverse Prague*, 2022)

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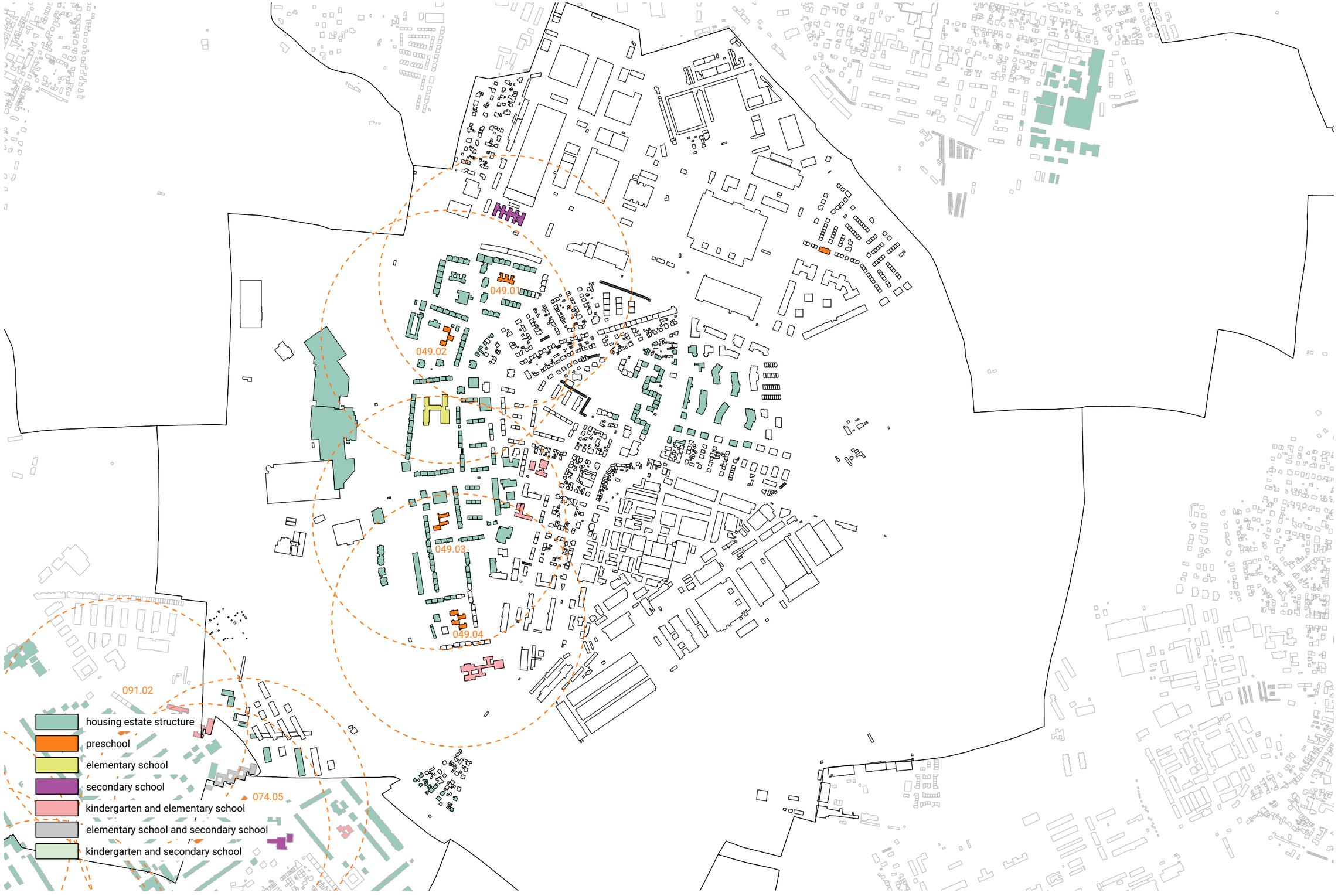

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Figure A2.21 | Map of school facilities in Letňany 1:10000 created by P. Malinská (2024) based on the cadastral map (*Katastrální Mapa ČR*, 2024), digital technical map (*Digitální Technická Mapa Prahy*, n.d.), and The Diverse Prague (*The Diverse Prague*, 2022)

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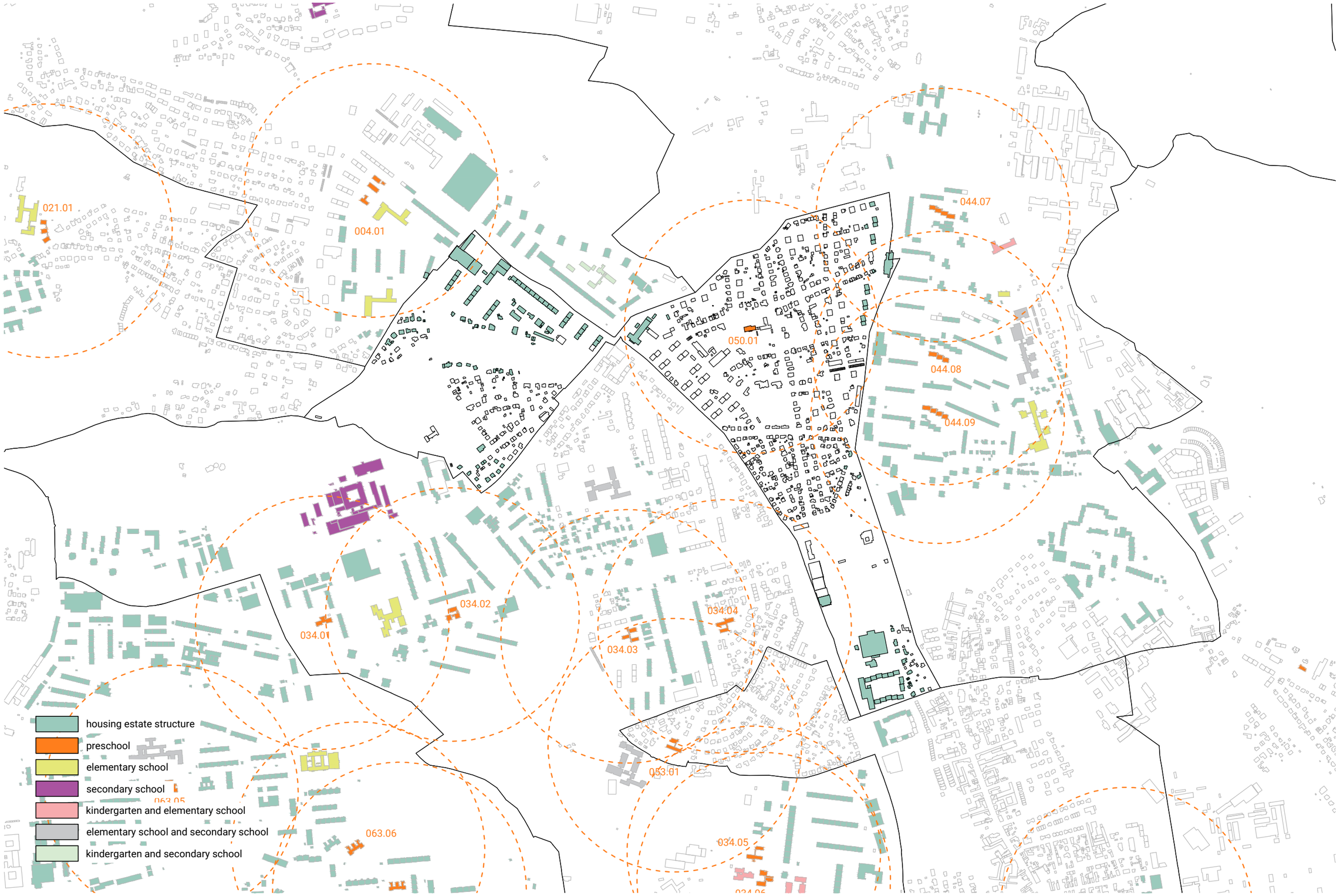

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Figure A2.22 | Map of school facilities in Lhotka 1:10000 created by P. Malinská (2024) based on the cadastral map (*Katastrální Mapa ČR*, 2024), digital technical map (*Digitální Technická Mapa Prahy*, n.d.), and The Diverse Prague (*The Diverse Prague*, 2022)

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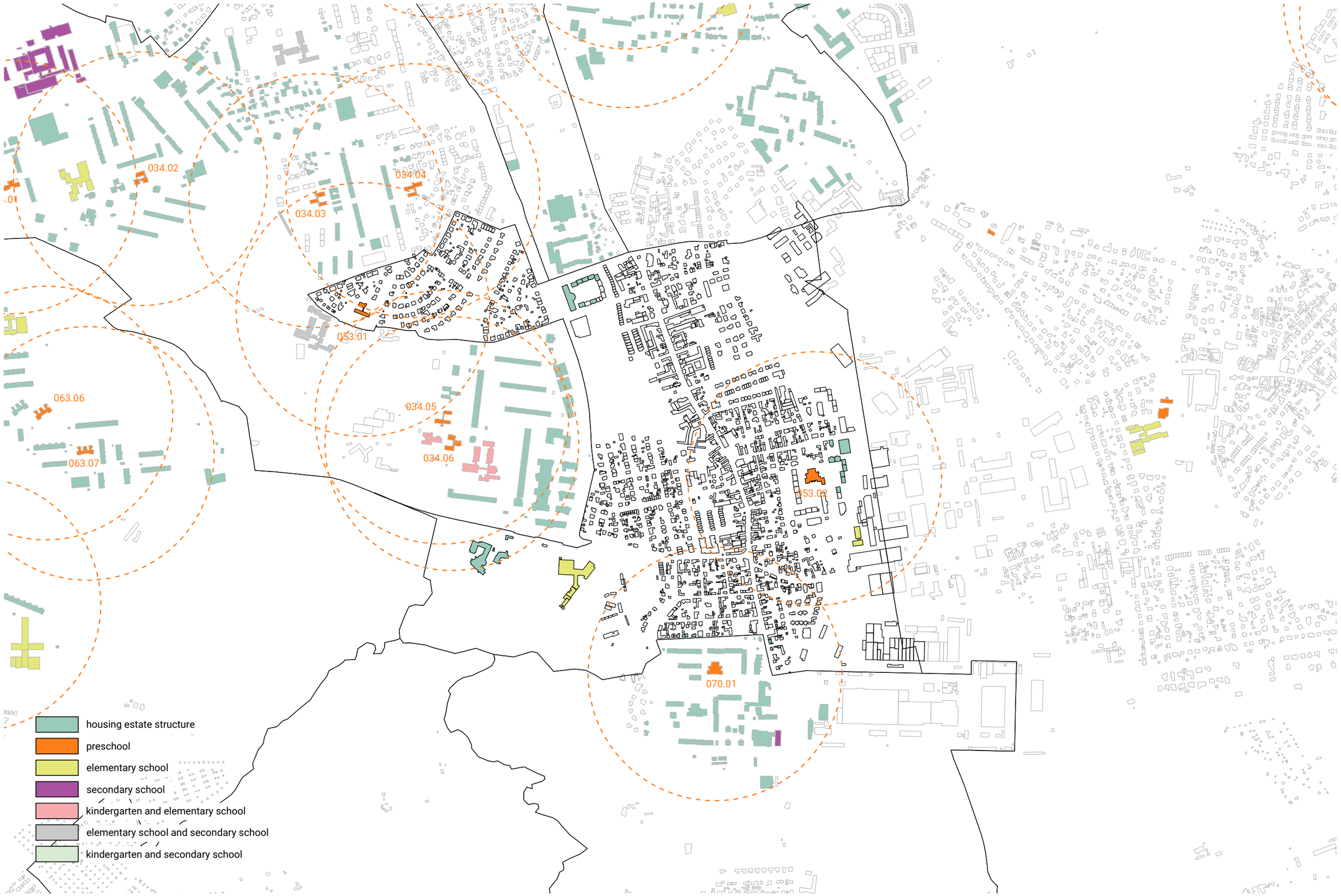

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Figure A2.23 | Map of school facilities in Libuš 1:10000 created by P. Malinská (2024) based on the cadastral map (*Katastrální Mapa ČR*, 2024), digital technical map (*Digitální Technická Mapa Prahy*, n.d.), and The Diverse Prague (*The Diverse Prague*, 2022)

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Figure A2.24 | Map of school facilities in Malešice 1:10000 created by P. Malinská (2024) based on the cadastral map (*Katastrální Mapa ČR*, 2024), digital technical map (*Digitální Technická Mapa Prahy*, n.d.), and The Diverse Prague (*The Diverse Prague*, 2022)

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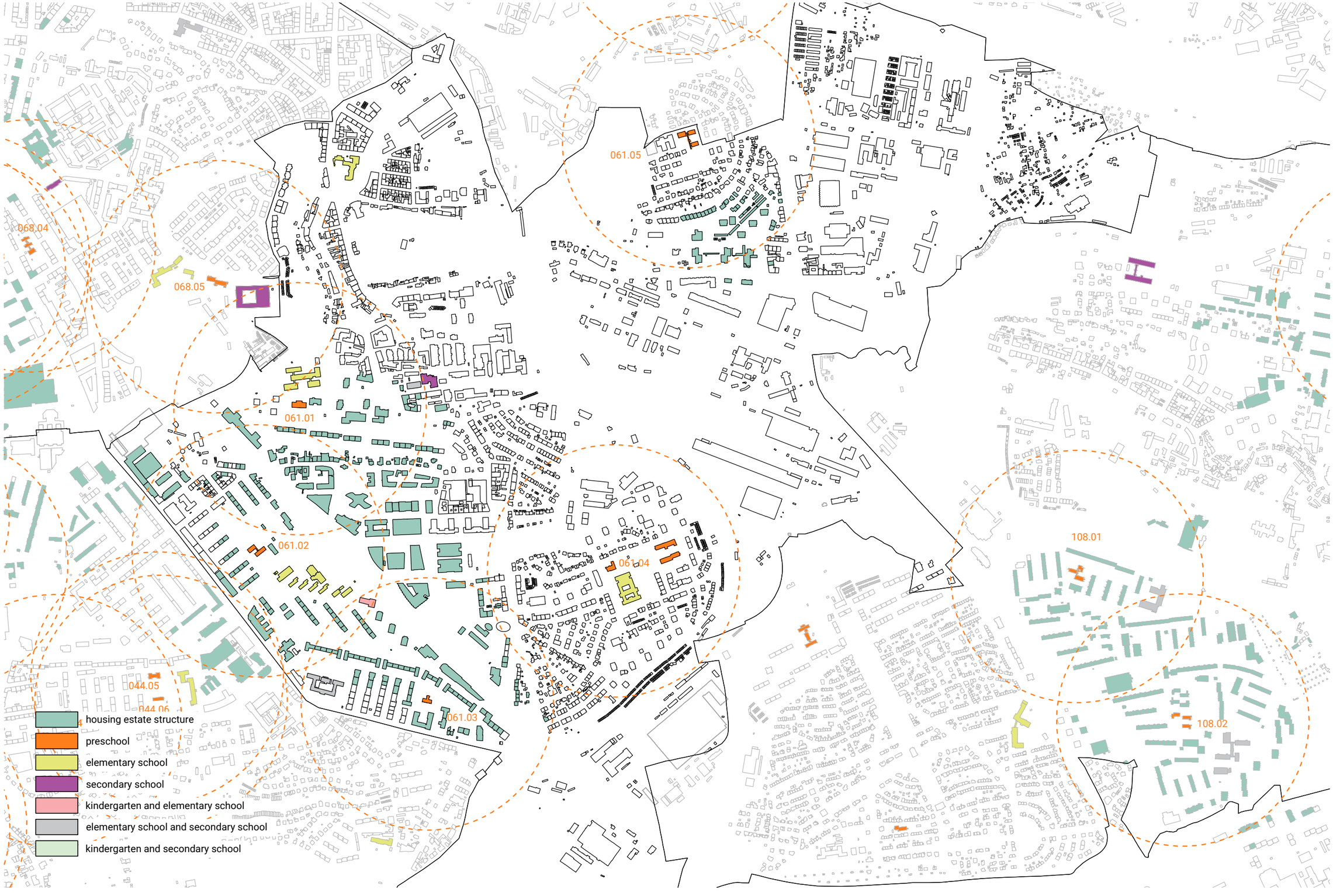

Figure A2.25 | Map of school facilities in Michle 1:10000 created by P. Malinská (2024) based on the cadastral map (*Katastrální Mapa ČR*, 2024), digital technical map (*Digitální Technická Mapa Prahy*, n.d.), and The Diverse Prague (*The Diverse Prague*, 2022)

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Figure A2.26 | Map of school facilities in Modřany 1:10000 created by P. Malinská (2024) based on the cadastral map (*Katastrální Mapa ČR*, 2024), digital technical map (*Digitální Technická Mapa Prahy*, n.d.), and The Diverse Prague (*The Diverse Prague*, 2022)

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Figure A2.27 | Map of school facilities in Motol 1:10000 created by P. Malinská (2024) based on the cadastral map (*Katastrální Mapa ČR*, 2024), digital technical map (*Digitální Technická Mapa Prahy*, n.d.), and The Diverse Prague (*The Diverse Prague*, 2022)

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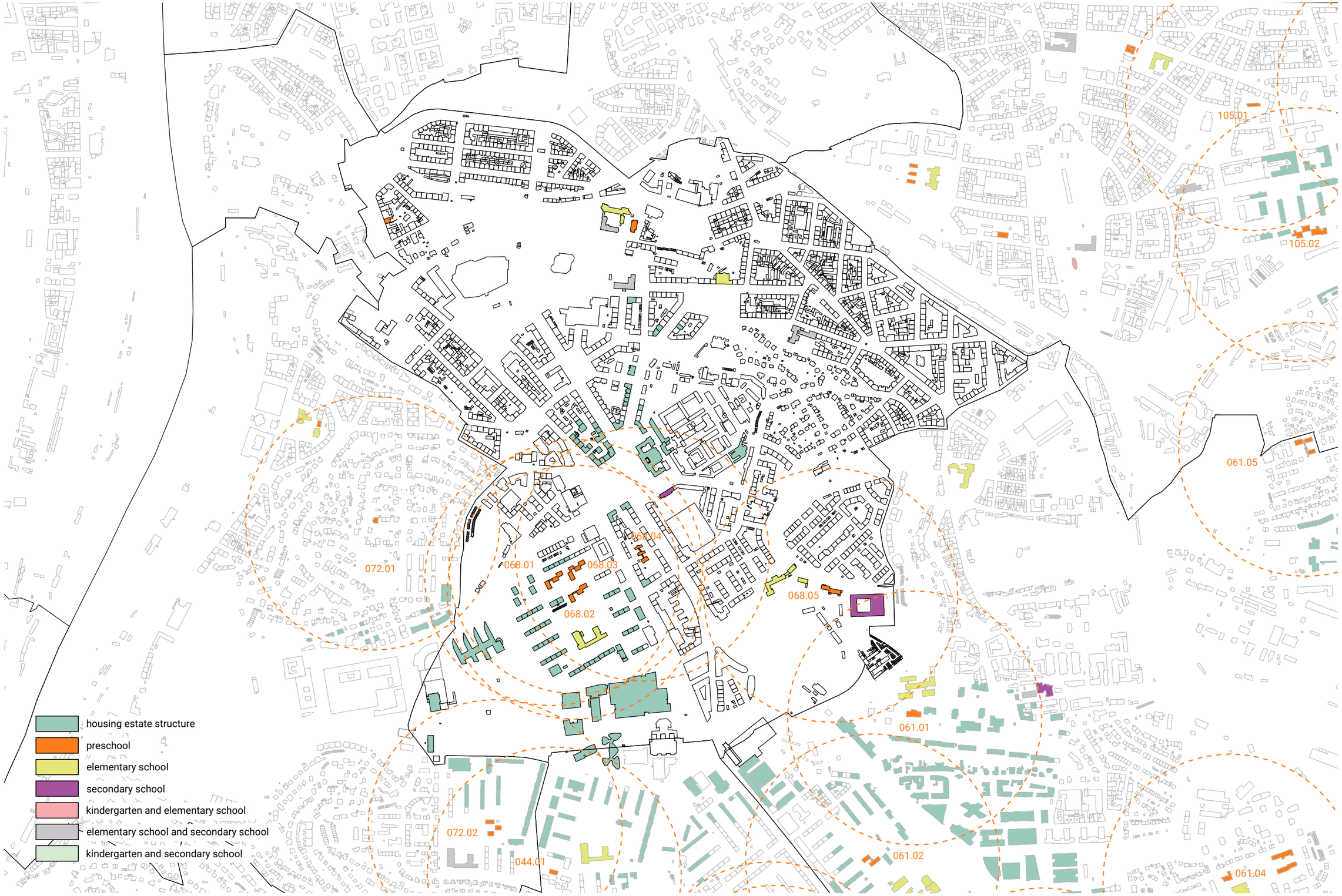

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Figure A2.28 | Map of school facilities in Nusle 1:10000 created by P. Malinská (2024) based on the cadastral map (*Katastrální Mapa ČR*, 2024), digital technical map (*Digitální Technická Mapa Prahy*, n.d.), and The Diverse Prague (*The Diverse Prague*, 2022)

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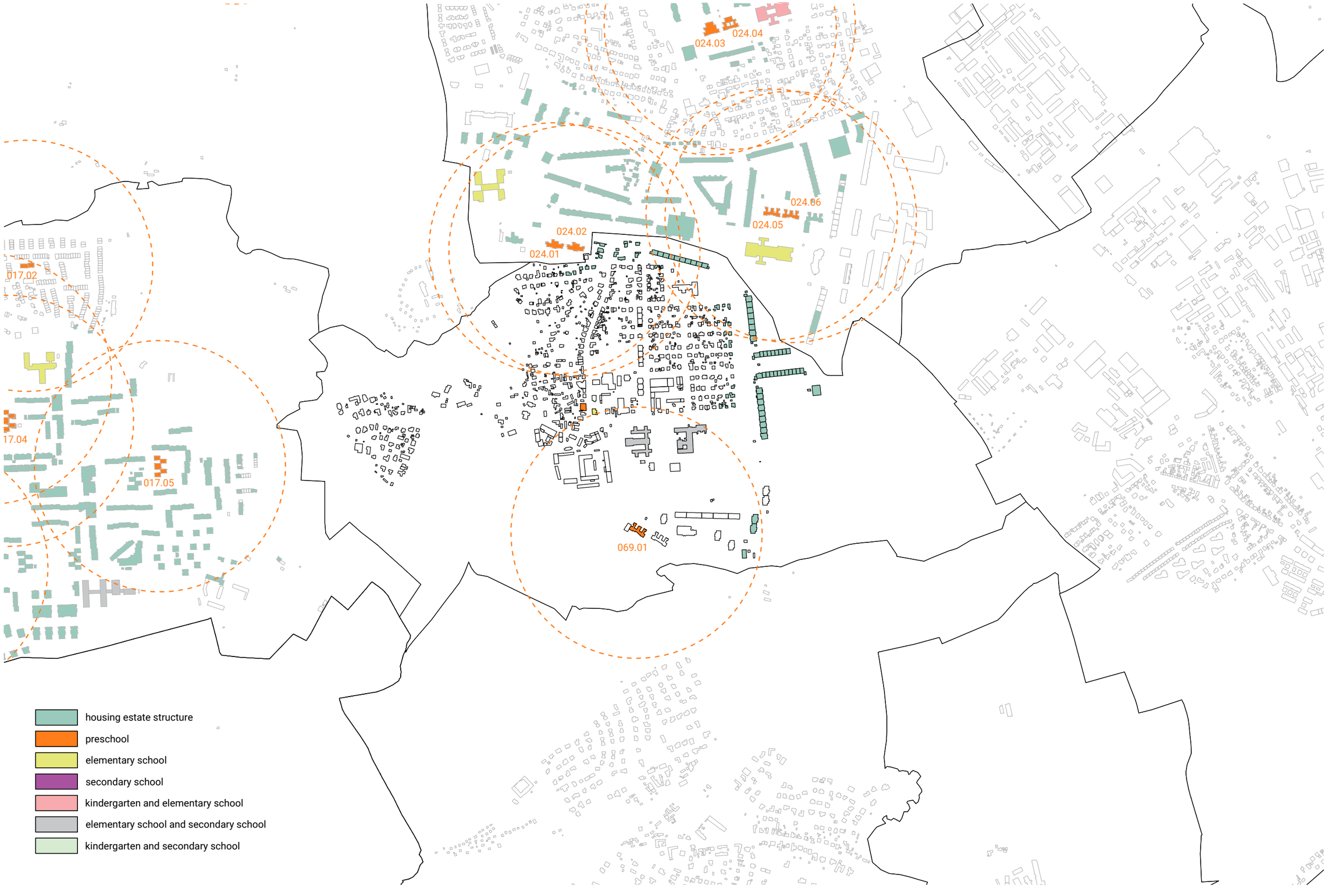

Figure A2.29 | Map of school facilities in Petrovice 1:10000 created by P. Malinská (2024) based on the cadastral map (*Katastrální Mapa ČR*, 2024), digital technical map (*Digitální Technická Mapa Prahy*, n.d.), and The Diverse Prague (*The Diverse Prague*, 2022)

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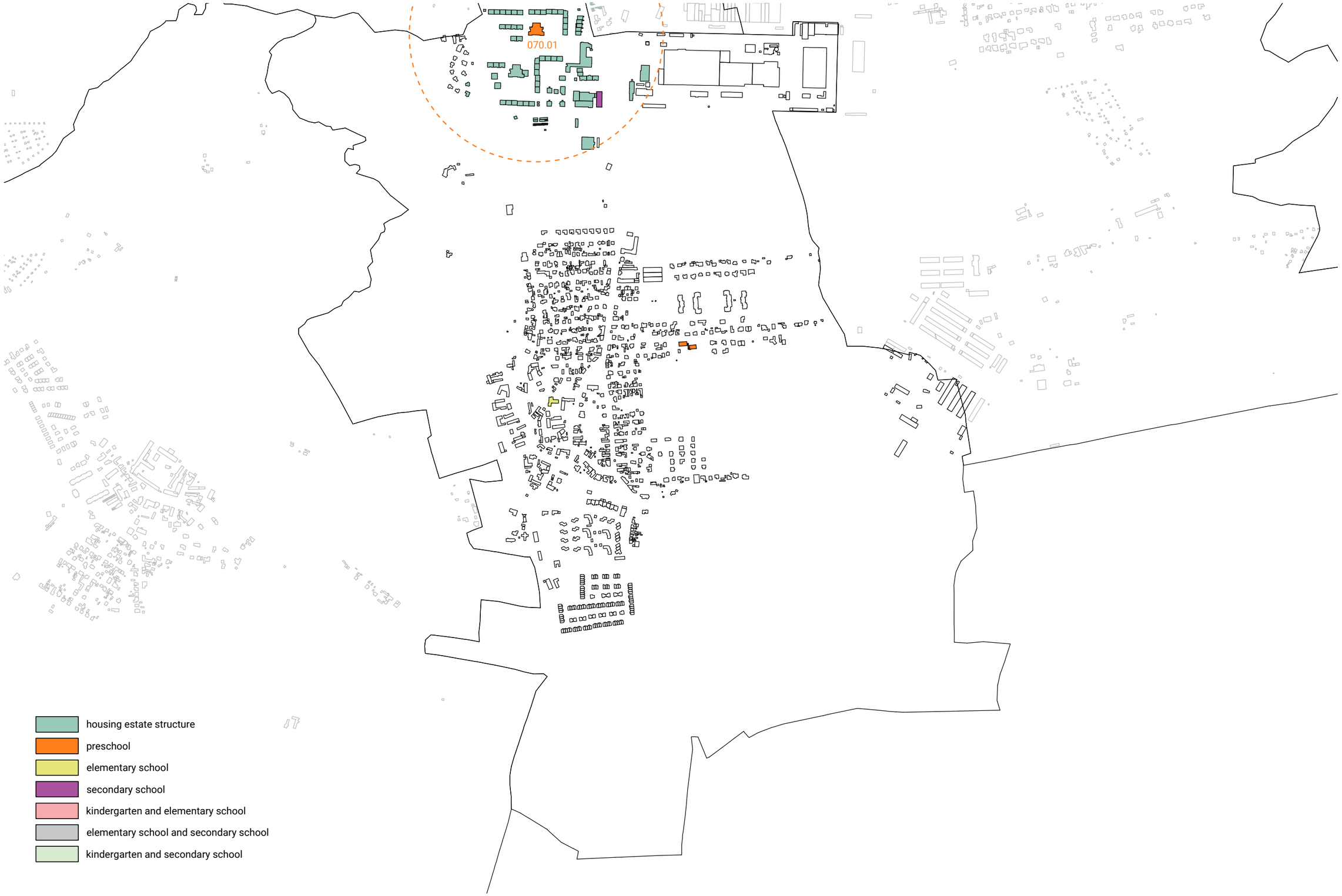

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Figure A2.30 | Map of school facilities in Písnice 1:10000 created by P. Malinská (2024) based on the cadastral map (*Katastrální Mapa ČR*, 2024), digital technical map (*Digitální Technická Mapa Prahy*, n.d.), and The Diverse Prague (*The Diverse Prague*, 2022)

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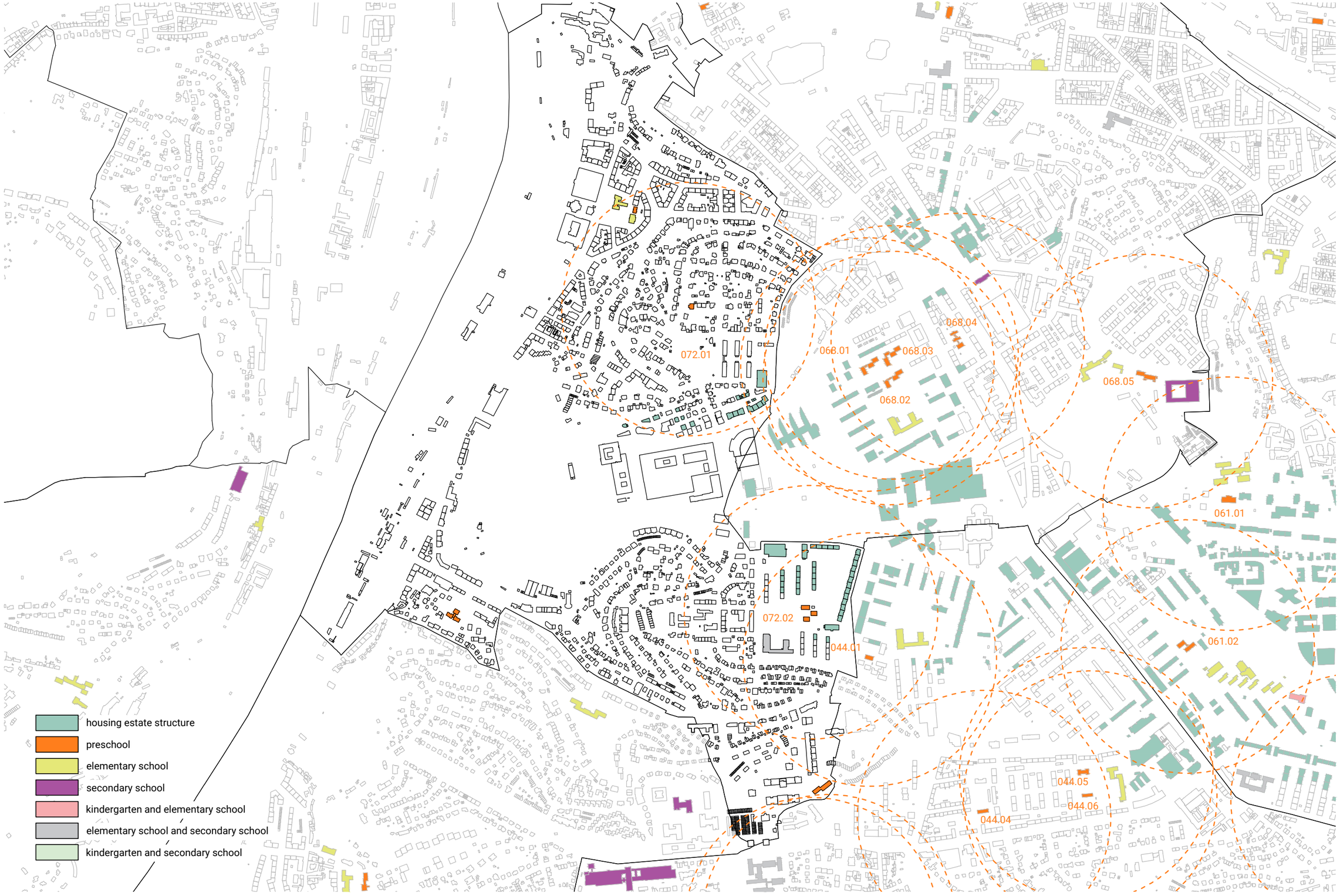

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Figure A2.31 | Map of school facilities in Podolí 1:10000 created by P. Malinská (2024) based on the cadastral map (*Katastrální Mapa ČR*, 2024), digital technical map (*Digitální Technická Mapa Prahy*, n.d.), and The Diverse Prague (*The Diverse Prague*, 2022)

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Figure A2.32 | Map of school facilities in Prosek 1:10000 created by P. Malinská (2024) based on the cadastral map (*Katastrální Mapa ČR*, 2024), digital technical map (*Digitální Technická Mapa Prahy*, n.d.), and The Diverse Prague (*The Diverse Prague*, 2022)

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Figure A2.33 | Map of school facilities in Řepy 1:10000 created by P. Malinská (2024) based on the cadastral map (*Katastrální Mapa ČR*, 2024), digital technical map (*Digitální Technická Mapa Prahy*, n.d.), and The Diverse Prague (*The Diverse Prague*, 2022)

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Figure A2.34 | Map of school facilities in Stodůlky 1:10000 created by P. Malinská (2024) based on the cadastral map (*Katastrální Mapa ČR*, 2024), digital technical map (*Digitální Technická Mapa Prahy*, n.d.), and The Diverse Prague (*The Diverse Prague*, 2022)

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housing estate structure
preschool
elementary school
secondary school
kindergarten and elementary school
elementary school and secondary school
kindergarten and secondary school

Figure A2.35 | Map of school facilities in Strašnice 1:10000 created by P. Malinská (2024) based on the cadastral map (*Katastrální Mapa ČR*, 2024), digital technical map (*Digitální Technická Mapa Prahy*, n.d.), and The Diverse Prague (*The Diverse Prague*, 2022)

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Figure A2.36 | Map of school facilities in Střížkov 1:10000 created by P. Malinská (2024) based on the cadastral map (*Katastrální Mapa ČR*, 2024), digital technical map (*Digitální Technická Mapa Prahy*, n.d.), and The Diverse Prague (*The Diverse Prague*, 2022)

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Figure A2.37 | Map of school facilities in Troja 1:10000 created by P. Malinská (2024) based on the cadastral map (*Katastrální Mapa ČR*, 2024), digital technical map (*Digitální Technická Mapa Prahy*, n.d.), and The Diverse Prague (*The Diverse Prague*, 2022)

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Figure A2.38 | Map of school facilities in Uhříněves 1:10000 created by P. Malinská (2024) based on the cadastral map (*Katastrální Mapa ČR*, 2024), digital technical map (*Digitální Technická Mapa Prahy*, n.d.), and The Diverse Prague (*The Diverse Prague*, 2022)

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Figure A2.39 | Map of school facilities in Újezd u Průhonic 1:10000 created by P. Malinská (2024) based on the cadastral map (*Katastrální Mapa ČR*, 2024), digital technical map (*Digitální Technická Mapa Prahy*, n.d.), and The Diverse Prague (*The Diverse Prague*, 2022)

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Figure A2.40 | Map of school facilities in Veleslavín 1:10000 created by P. Malinská (2024) based on the cadastral map (*Katastrální Mapa ČR*, 2024), digital technical map (*Digitální Technická Mapa Prahy*, n.d.), and The Diverse Prague (*The Diverse Prague*, 2022)

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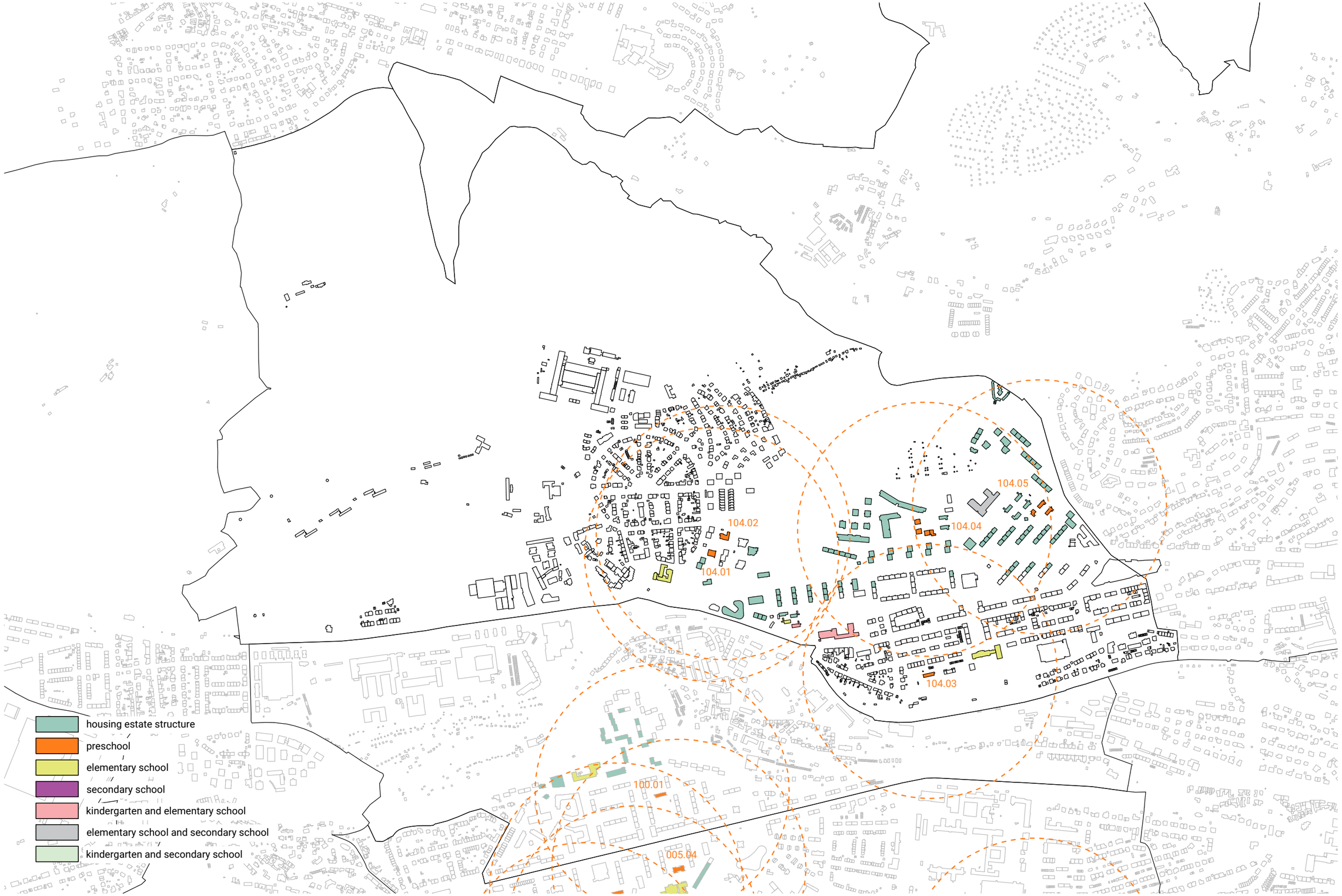

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Figure A2.41 | Map of school facilities in Vokovice 1:10000 created by P. Malinská (2024) based on the cadastral map (*Katastrální Mapa ČR*, 2024), digital technical map (*Digitální Technická Mapa Prahy*, n.d.), and The Diverse Prague (*The Diverse Prague*, 2022)

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Figure A2.42 | Map of school facilities in Vršovice 1:10000 created by P. Malinská (2024) based on the cadastral map (*Katastrální Mapa ČR*, 2024), digital technical map (*Digitální Technická Mapa Prahy*, n.d.), and The Diverse Prague (*The Diverse Prague*, 2022)

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Figure A2.43 | Map of school facilities in Záběhlice 1:10000 created by P. Malinská (2024) based on the cadastral map (*Katastrální Mapa ČR*, 2024), digital technical map (*Digitální Technická Mapa Prahy*, n.d.), and The Diverse Prague (*The Diverse Prague*, 2022)

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Figure A2.44 | Map of school facilities in Žižkov 1:10000 created by P. Malinská (2024) based on the cadastral map (*Katastrální Mapa ČR*, 2024), digital technical map (*Digitální Technická Mapa Prahy*, n.d.), and The Diverse Prague (*The Diverse Prague*, 2022)