

SOS CHILDREN VILLAGE, BARISAL

By

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A thesis submitted to the Department of Architecture in partial fulfillment of the
requirements for the degree of
Bachelor of Architecture

Architecture
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Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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Ethics Statement

SOS children's village is a safe home for many underprivileged and orphan children. This organization has its structured values and programs. The organization is not only the solution of basic needs but also facilitates children's developmental stages. My main intention was to design the village in such a way so that it can serve the host community and community people can take the children as their children. On the other hand, facilitate child developmental stages through play spaces.

Abstract

Every child has the right to quality care. Quality alternative care means a safe and caring environment for the child to grow. Society differentiates the child as abandoned, orphan, helpless, poor, and so on. Some organization works for their betterment. SOS is one of them and runs charity concerns and mainly orphanages worldwide. Generally, SOS looks for individual donors from across the world to sponsor a newly admitted child and the donor supports the entire expenses of a kid till he/she grows up. SOS orphanages are called 'SOS Village ' and the houses are called "home". The homes consist of 8-10 members including a care giver. The system of SOS village is structured with rigid rules and norms. The challenge of this project is to connect them with the community and creating a child friendly space so these child can grow up just as another child in society.

Keywords: child friendly space; community space; community involvement; play spaces; child developmental domain; connecting path ways.

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Chapter 1

[Introduction of the project]

1.1 [Project Brief]

Name of the project: SOS Children's village

Project type: Orphanage academy

Location: Besides Barisal-bhola highway

Site area: 9.5 acres

1.2 [Background of the project]

SOS Children Village was founded by Herman Gmeinier in 1949 in Austria. It is the largest private child welfare organization, working in 133 countries and territories around the world. And their philosophy is somewhat different than the image of any typical orphanage that comes into mind. He was committed to helping children in need, who have lost their homes, families, and social security after the Second World War. It has been functioning of four basic principles (a) mother, (b) brother and sister, (c) the house, (d) the village. In brief SOS village try to build families for children in need help them, shape their futures and share in the developments of their community.

1.3 [Aim of the project]

The project aims to ensure these orphans a better future, a healthy family environment, and self-dependent. The project is about creating a platform where every child is equal. The orphans have a chance of sharing and companionship of real family life. The project is not confined to the accommodation and education only, but to provide a safe, playful environment and shelter for the distress. The ultimate challenge is to create an environment

that can enlighten the children where they will grow during learning, playing, working, even when they are just little kids. On the other hand, the village will create various opportunities for the community around the site.

1.4 [Reason for choosing the Site]

The site of the project is situated just beside Barisal-Bhola highway, near Barisal University. The name of the area is known as chandrapara. The area of the site is approximate 9.5 acres. The maximum part of the site is surrounded by green land and trees. The only part of the site is connected to the main road, which is easily accessible. The other selected site is situated beside the Kirtonkhola River but no entry from the main road. The SOS children's village has its own set of programs which they followed everywhere. On the other strives program varies from one another due to site consideration. The site is located in a remote area where community space is needed. The site also demands a social center for the people who lived there and an educational institute also needed.

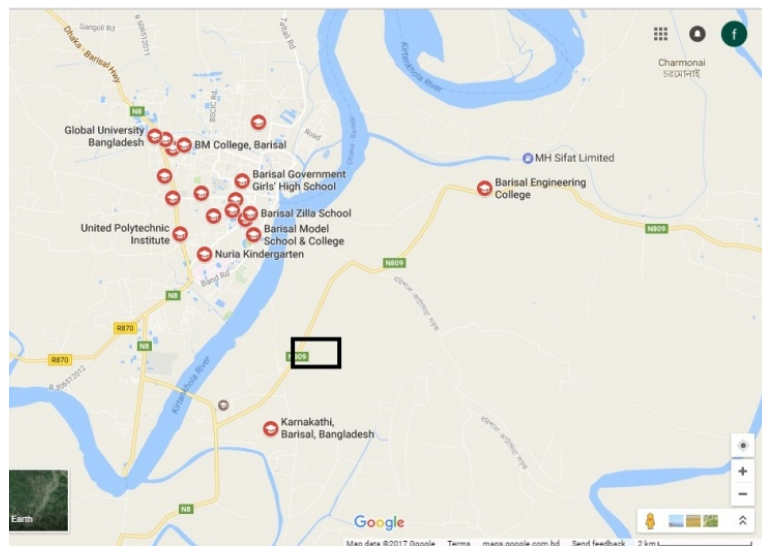


Image 1: educational institute around the site

Source: Google map

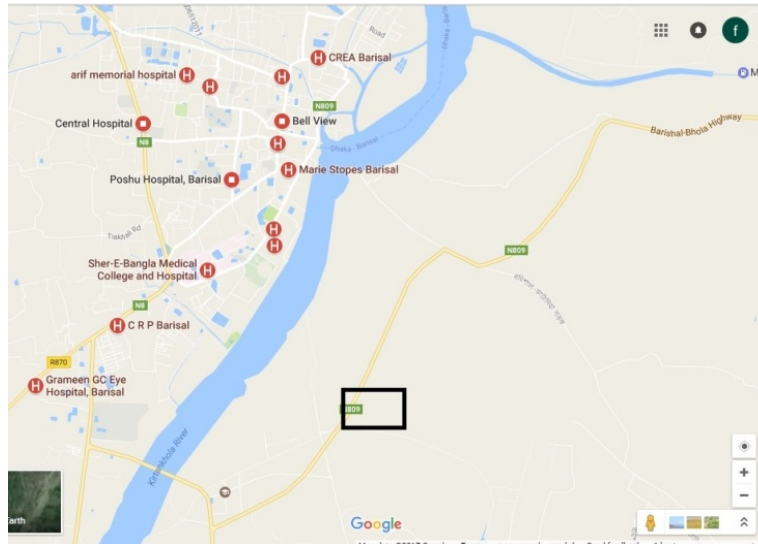


Image 1: health care facilities around the site

Source: Google map

These images show that all the educational and health care facilities are the opposite of the site. So, if the project will provide the facilities, which will help the people.

1.5 [Key functional elements]

- The Residential Building
- The Primary School
- Social Center
- Administration Area
- Common Facilities
- Community Housing
- Multipurpose Hall

Chapter 2

[Literature Review]

2.1 [SOS Structure]

After the liberation war, the Austrian philanthropist Dr. Hermann Gmeiner spread his organizational hand to Bangladesh. Finally, they start their work with the help of the Ministry of Labour and the social welfare of Bangladesh. A humanitarian crisis always has a bad impact on children. On the other note, every child needs parental assistance to grow up properly. Orphan children never get the chance to get a family. SOS children's village creates the opportunity to facilitate the orphans with families and child basic rights.

Concept of parents:

As an ideal concept, the parent who more closely fits the child's idea of what parents should be at that time of his/ her life will be favorite parents. And usually, it's the mother. The reasons are in favor of choosing a mother instead of a father for the care of children in SOS Shishu poribar or SOS children's villages.

The mother is the woman who is trained to do such jobs as mentioned, so they can give full-time to the children in the orphanage. They must also necessarily be amicable and kindhearted by nature and love children.

The mother:

Young children usually think of "mother" as a person who does things for them, who takes care of their physical needs, who gives them affection and attention, who is almost always happy and in good humor, who tolerates a great deal of childish mischief, and who comes to their aid in times of trouble. In the case of orphans, even if they have lost their mother at a very early age will look up to persons possessing such qualities, as a child would to his natural mother.

Contribution of the family to the development of children:

Brothers & Sisters: family-ties grow naturally-10 to 12 children of various ages and sexes live together in the same family, always staying together. These children and their SOS-mother build emotional ties that last a lifetime.

The House: Each family creates its own home. The house is the family's home, with its unique feeling, rhythm, and routine. Under the roof, children enjoy a real sense of security and belongings. Children grow together, sharing responsibilities, and all the joy and sorrows

of daily life. With individual kitchen, living space, and households the house is run by the mother independently under the guidance and help of the village director, who is the father figure for the children

The Village: the SOS family is a part of the community. SOS families live together, forming a supportive village environment where children enjoy a happy childhood. The families share experiences and offer one another a helping hand; they also live as integrated and contributing members of the local community. Through his /her family, village, and community, each child learns to participate actively in society. The village has several houses, its community center, elementary school, and other facilities.

2.2 [Children Developmental Domain and activities study]

Children holistic development depends on four developmental domains. These are cognitive development, creative development, and socio-emotional development, Physical development. A successful space for children need to has the potential of exploring development related activities. Also called "Development in Context" or "Human Ecology" theory, Ecological Systems Theory, originally formulated by 'Urie Bronfenbrenner' specifies four types of nested environmental systems, with bi-directional influences within and between the systems. The four systems are Microsystems, Meso-system, Exo-system, and Macro-system. Each system contains roles, norms, and rules that can powerfully shape development. The Ecology of Human Development has had widespread influence on the way psychologists and others approach the study of human beings and their environments. As a result of this influential conceptualization of development, these environments — from the family to economic and political structures — have come to be viewed as part of the life course from childhood through adulthood.

Psychological stages (based on age groups)

Trend & activity



Figure 1: Children age specific activities

Source: Google image and montage by author

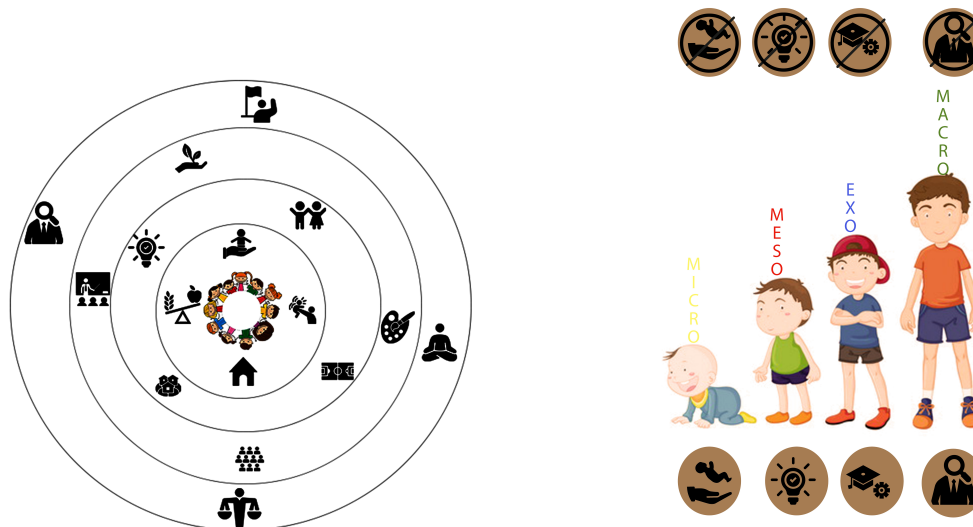


Figure 2: Children developmental stages age specific need

Source: Google image and montage by author

Chapter 3

[Site Analysis]

3.1 [Location of the Site]

Project location: SOS Children Village, Barisal

Division name: Barisal division

Population: 2300771 (2011)



Image 3: location map of Barisal in Bangladesh

Source: Google



Image 4: location map

Source: Google map

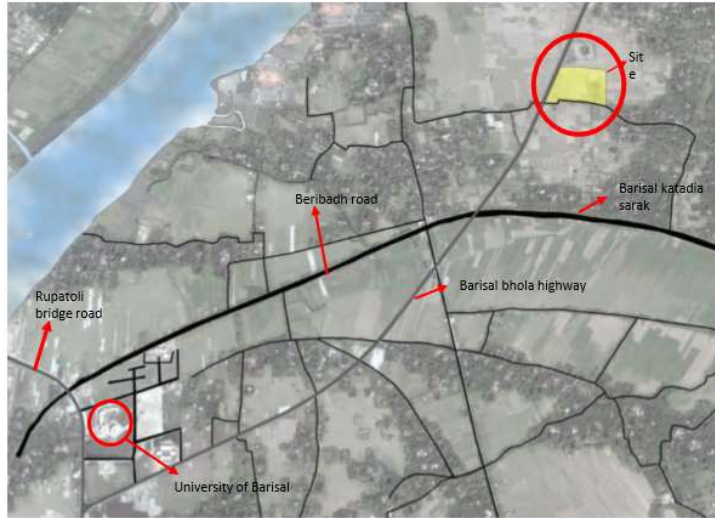


Figure 3: road map and site location

Source: Google map and illustration work by author

Area: The area of the site is 7.5 acre.

Access: The site has 40 feet Barisal - Bhola highway on the west side. This is the only connecting road to the site.

Utility and services: The site will be served by different facilities like electricity, gas, water, telephone etc as it lies beside the road.



Image 5: site image from highway

Source: author, taken in 2017

3.2 [Temperature reading]

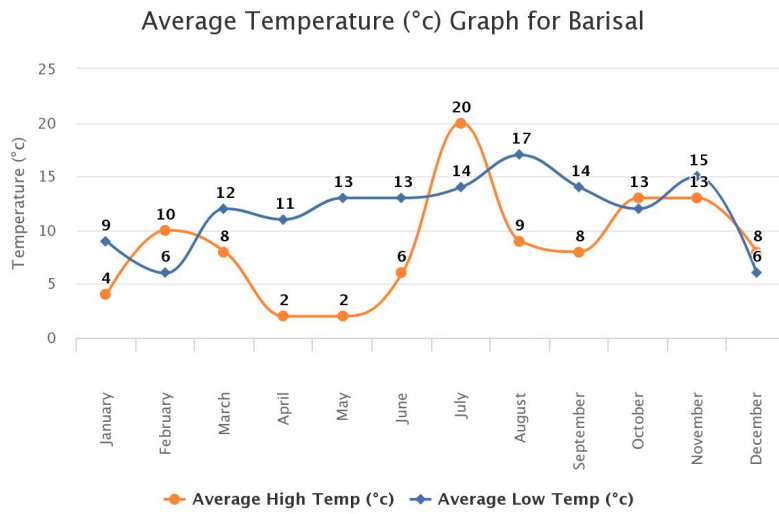


Image 6: temperature reading of Barisal area in degree Celsius

Source: Google

3.3 [Rainfall reading]

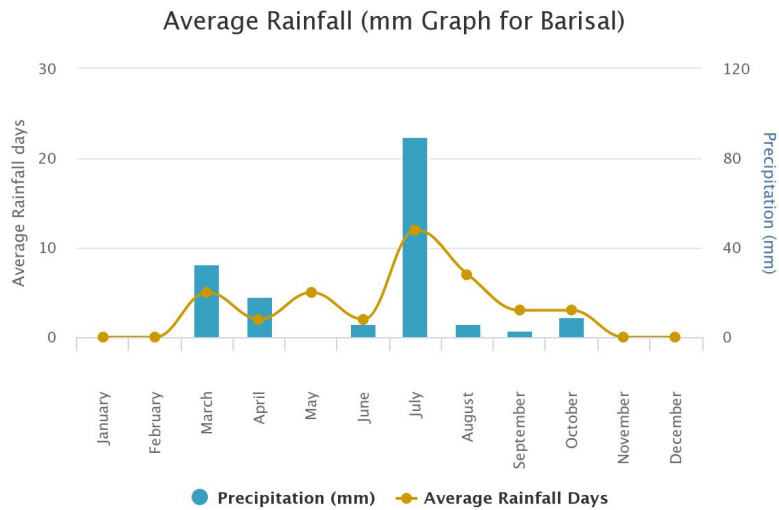


Image 7: rainfall reading of Barisal area in mm

Source: Google

3.4 [Site and surroundings]



Image 8: site and surrounding in Google map

Source: Google Earth

3.5 [Road network]

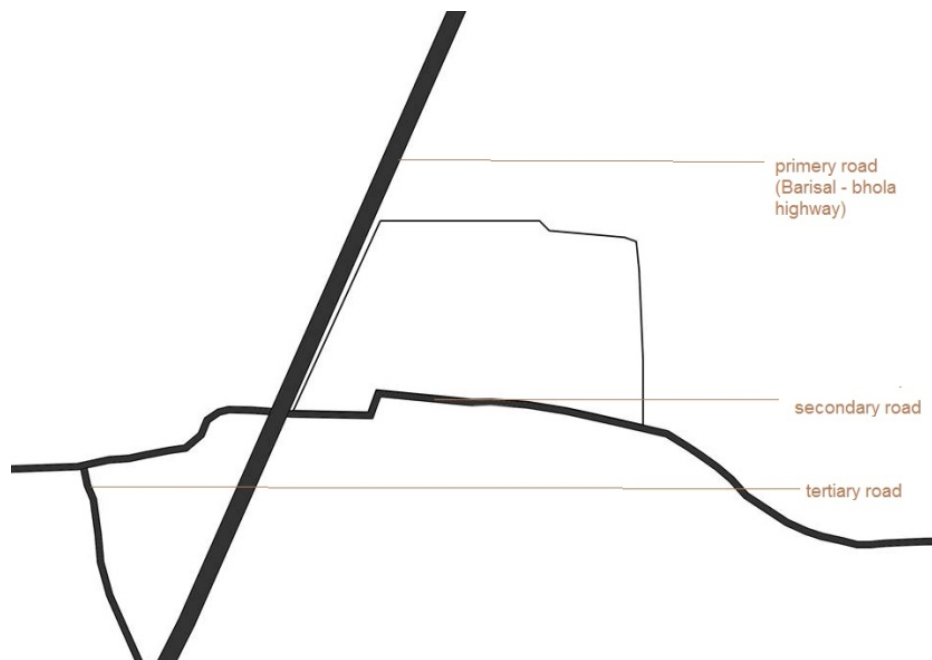


Figure 4: road network around the site

Source: Prepare by author



Image 9: image of the site from road

Source: Author, 2017

The site is situated beside a highway and near from Barisal University. Other than that there are secondary and tertiary pedestrian roads.

3.6 [Topography]

The site is surrounded by agricultural land, green field and trees. The place is isolated from chaos.



Image 10: image of the site from different angle

Source: author 2017

Chapter 4

[Case Study]

4.1 [SOS Children village Bagura]

Design Criteria: Central courtyard surrounded by 10 family houses admin, school, college & social center located near the entry. Community houseguest & aunts' rooms & multipurpose hall located beside the admin director's house for maintaining privacy. youth hostel & staff quarter at the rear side.

Style: The site is 5 acres in size and has 2 levels natural contours used to create landscape at different levels Steps are for sitting by mothers & children, enhances community bonding



Image 11: image of the School area of Bagura SOS children village

Source: Google image

Scale: One/two-storied buildings have created an example to intimate & domestic scale. Pitched roof was design to scale down heights. The green area is created in different layers for children's scale.

Circulation: Pathways connect all functions of the whole village is pedestrian zed Different levels of walkways breaks monotony changes vision Defines individual space

Hierarchy of open space: Courtyard connects all houses, with connecting path way. There was also variation of open spaces.

Gathering spaces for formal & informal chats >community spaces

Individual playground >sports

Public square >courtyard > slot & niches



Image 12: image of the connecting path ways area of Bagura SOS children village

Source: Author, 2017

4.2 [Orphanage of Ramu]

Style: The orphanage located in Chittagong, Ramu. The project measure 3 acres and it is a small site. Project created on flat land but in between the nature. Roof style is flat. The whole area is surrounded by green.



Image 13: image of the entrance of Ramu Orphanage

Source: Google image

Circulation: Pathways connects all spaces from all sides and pedestrian accessibility design in beautiful manner, which defines individual spaces.

Hierarchy of open space: The link between indoor and outdoor was very nice. Open courtyard defines the front and back of the building

A view of open space: Gathering spaces for formal & informal chats >community spaces

Individual playground >sports

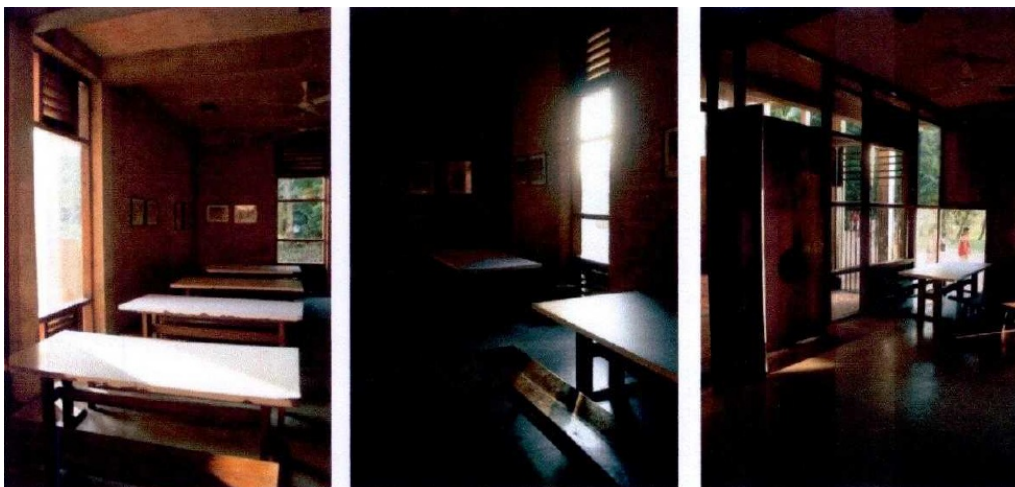


Image 14: image of the entrance of Ramu Orphanage

Source: Google image

Climatic aspects: To ensuring better wind flow in the inner space, orientation is considered in a very wise manner. Penetration of natural light is ensured by opening. The use of brick is also cost-effective and environmentally friendly. The structure of the building has load-bearing structure.

Chapter 5

[Program Development]

5.1 [Program Analysis]

Administration block	Reception, directors room asst. dir room conference room office room	1374 sft
Community space	Emergency medical centre waiting area exhibition space Medical facilities day care open spaces veranda	5470 sft
School	Class room Head master's room Teachers room Meeting room Library Lab	5712 sft
Community house Stuff residence	Guest house Aunts house Community house Multipurpose hall Directors residence	4384 sft
Family House	Children' s bedroom Mothers bedroom Dining Kitchen Toilets Veranda	2090 sft

Table 1: Conceptual space requirement

5.2 [Program elements analysis]

Administration building: this building provides all the necessary information about the village. It deals with all sorts of information, admission, elements of business administration and also provides us a visitor center. It is designed as the primary point to the entry of the campus.

Social center: Other than residential and educational purposes there are other requirements, characterized as a medical facility, daycare, and other vocational learning classes. The building is designed to meet all the needs of both community people and outsiders.

The academy building: a substantial distinguished structure. This is one of the most prominent facilities a visitor sees on entering the campus. It will be the functional heart of the village, housing not only the classrooms, books, computer labs, seminar rooms, and library as the first phase of academic growth. In design, we favor the idea of a spacious, attractive entrance through a court, which would serve as the venue for school meetings, possibly a daily morning meeting. Because the school building is designed as such, it with a swirl of varied school activities. All the rooms will be oriented in the north-south direction for proper ventilation and view.

Multipurpose Hall: the multipurpose is designed to serve as the main space for all the school performances and music and drama performances and also public lectures. The entry foyer is kept wide enough to make the entry grand and comfortable.

The common area: the building community housing and dining will be located adjacent to the central green space of the academy building. Daily breakfast, lunch, and dinner for all the officers and staff (both school and social center) will be served here and considered as one of the main social activities. The building would be designed to permit for dining and also for other related purpose Community houses: the community houses will include the staff,

guests, and aunt's area surrounding the common dining. The houses will be connected by walkways and stairs. Basically to enhance

Residence: the residence is designed for a total of 8- 10 people which include 8-9 children and a mother. The main idea was to create a cluster of 4 houses served by a common courtyard. There are a total of 14 houses divided into 4 clusters of which 2 are a group of 4 and the other 2 groups of 3 houses as required. The houses are designed keeping the privacy factor in mind. Also, each room provided considering the ventilation and the design pattern of the local houses.

5.3 [Conceptual space requirements]

Type of use	Required area/per room	Number of room	Total area
Administrative Block			
Directors room	160 sft	1	160 sft
Assistant room	150 sft	1	150 sft
Conference room	255 sft	2	510 sft
Office room	300 sft	2	600 sft
Kitchenette	80 sft	1	80 sft
Toilets	100 sft	2	200 sft
circulation			230 sft
total			1930 sft
Community space			
Waiting room	176 sft	1	176 sft
Medical facilities	500 sft	1	500 sft
Exhibition Space	1000 sft	2	2000 sft
Circulation	176 sft		176 sft
Day Care	522 sft	1	522 sft

Total			3374 sft
Community House			
Guest Room	290 sft	2	580 sft
Aunt's Room	133 sft	3	400 sft
Old mother room	250 sft	2	500 sft
Staff room	290 sf	2	580 sft
Circulation	390 sft		390 sft
Total			3374 sft
Primary School			
Class rooms	300 sft	10	3000 sft
Teacher's room	320 sft	1	320 sft
Head Master room	150 sft	1	150 sft
Library	750 sft	1	750 sft
Meeting room	620 sft	1	620 sft
Labs	300 sft	3	900 sft
Toilets	350 sft	2 block	700 sft
Circulation			1932 sft
total			8372 sft
Multipurpose hall			
Main Hall	1550 sft	1	1550 sft
Other facilities	300 sft	3	1500 sft
Total			3050 sft
Play space for children	1500 sft	1	1500 sft
Space for adolescent	2000 sft	2	4000 sft
Space for youth	10000 sft	1	10000 sft

Table 2: detail number of space and requirement

Chapter 6

[Design Development]

6.1 [Plan]



Figure 5: Master plan

Source: Author

1. Security block
2. Multipurpose and training Block
3. Primary school block
4. Residential Block
5. Library and Exhibition area
6. High School block
7. Community gathering space (field)



Figure 6: First floor plan

Source: Author

6.2 [Section]



Figure 7: Section AA'

Source: Author



Figure 8: Section BB'

Source: Author

6.3 [3 Dimensional views]



Figure 9: View of residential area from community space

Source: Author



Figure 10: Residential Blocks

Source: Author



Figure 11: View of primary school area from community space

Source: Author

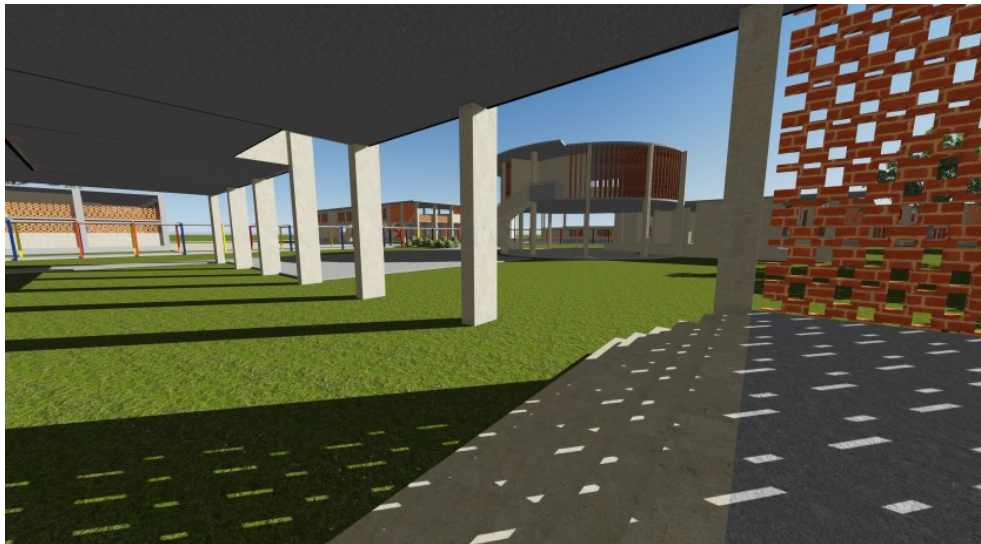


Figure 12: View of the exhibition space and the circular library

Source: Author



Figure 13: Children play space in between library and primary school

Source: Author

Conclusion

The journey through the project made me realize many things about children. Childhood is the most important time for a human being. Every human's basic learning, values, ethics, morals, responsibilities developed in this time. So not only basic needs children need to have a proper environment to grow. Only institutional education is not enough for a child to grow up as an educated person. Family and community also play a very important role to develop a human. These are very sensitive projects. My whole experience was amazing and has learned a lot about the lifestyle of underprivileged children and a very successful example of architecture and

orphanage. Finally, an important realization is through designed-space we can control our environment and its impact on society. If society gets privilege from space, only then does society spread hand to grow the space or institute.

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