GUIDELINES FOR THE DESIGN OF CENTRES FOR STREET CHILDREN

Architecture for Education ED/ERD/EAR - UNESCO
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## BIBLIOGRAPHY
Designing Centres for Street children

This paper has been elaborated by the Educational Architecture department (ED/ERD/EAR), UNESCO, Paris as part of the 'Educational Buildings and Equipment series. It hopes to address particular problems associated with educating street children - children who have not only fallen out of the formal education system but have been separated from their families (often spending all, or most, of their time on the street) and find themselves excluded by society at all levels. An educational programme needs to be developed that is compatible with their specific learning needs and will ultimately enable their reintegration into society. The environment in which these activities take place should be carefully considered and designed so as to complement the learning process as best as possible.

About the author

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B. BRINK spent 9 months working in INDIA for the People's Participation Programme (NGO), on a low income housing project in a squatter settlement in the suburbs of Bombay. She has worked in architectural practices in London an Paris and most recently has been working as a consultant architect in the Architecture for Education Sector, UNESCO Paris, under the supervision of Rodolfo ALMEIDA

The opinions in this paper are not necessarily those of UNESCO

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Basic education is more than an end in itself. It is the foundation for lifelong learning and human development on which countries may build, systematically, further levels and types of education and training." (Article 1.4 of the Universal Declaration of Human Rights, 1948).

In 1990 - 128 million children not enrolled in school. In year 2000 numbers are likely to reach 162 million of which 2/3 are girls (Education for All: Status and Trends, 1993, UNESCO, Paris.)

STATEMENT OF INTENT

This paper aims to provide suggestions and ideas on the provision of educational spaces for street children. It is directed towards any person(s) and/or organisation(s) working with these children and hopes to serve as a stimulus and reference, providing a wide range of economic, realistic and innovative approaches to how existing and/or new build structures might be treated, adapted or arranged to make them function as efficiently, in terms of user's needs, as possible.

There are a number of projects currently being carried out in Africa, Asia and South America that address problems such street children face. Research has been carried out to try and understand street children better, to find out what their living conditions are, what effect these exceptional circumstances have had on their thought processes and attitudes towards life and society, and what their priorities and desires are.

The general consensus is that approaches should be flexible and adaptable to meet the wide range of different needs of these children including the provision of social and psychological guidance and support. Special care should be taken to gain the child's confidence by creating non-intimidating, informal environments where the children feel comfortable and secure.

'Education for All'

Education is often considered to be the key to development and a basis for improving quality of life. For education to have a significant impact on human development it should be accessible to all members of society. Unfortunately many are deprived of this basic right.¹

The world conference on 'Education for All' was held in Jomtien, Thailand in 1990. It was sponsored by UNESCO, UNICEF, UNDP and the World Bank. It served as a forum for sharing experiences and research findings, to highlight the importance of basic education, and to establish and forge commitment from member countries in providing basic education for all.

Education is a means of investing in society. It can have major influences upon cultural, social and economic characteristics of people and communities, ultimately contributing to productivity and economic growth at local, national and global levels. Education can improve relationships and understanding between different cultures through understanding, by individuals, of their own culture. Education should be a continual process, where learners acquire new skills and knowledge that enable them to control their own lives and reach their full potential, not an end goal to be quantified by a certificate or diploma. The ability to adapt to different situations and potentially generate change or new ideas is a valuable quality that can contribute to society and human development and can be learnt given the presence of an appropriate and supportive learning environment.

¹ In 1990 - 128 million children not enrolled in school. In year 2000 numbers are likely to reach 162 million of which 2/3 are girls (Education for All: Status and Trends, 1993, UNESCO, Paris.)
Quality of Education

Quality of education is dependant on a wide range of factors - financial resources, public awareness, and public interest and commitment, to name but a few. Limited resources need to be concentrated on interventions that improve learning in the most effective way. In monograph II of the conference on 'Education for All', held at Jomtien, Thailand in 1990 (pp:27-31) the author suggests 5 principal inputs that contribute to improvement of learning:

<table>
<thead>
<tr>
<th>INPUT</th>
<th>notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Curriculum</td>
<td>Where subject matter relates to children's lives, and teaching is paced according to their needs and abilities</td>
</tr>
<tr>
<td>2 Learning materials</td>
<td>Teaching aids and materials should be carefully selected as they can facilitate learning.</td>
</tr>
<tr>
<td>3 Instruction time</td>
<td>Increasing time spent teaching children usually leads to better results</td>
</tr>
<tr>
<td>4 Quality teaching</td>
<td>Teaching should be of a high quality but should also relate to the children's lives and abilities.</td>
</tr>
<tr>
<td>5 Pupil's learning capacity</td>
<td>Children need to be in good health both physically and mentally in order to attain their maximum potential</td>
</tr>
</tbody>
</table>

This paper puts forward the notion of a sixth input:

| 6 Learning environments      | The arrangement and treatment of spaces in which learning/teaching take place can influence performance |

Learning environments

A carefully developed educational approach/philosophy, and a good understanding of the target population, with its needs and priorities, are clearly imperative when developing an educational brief. So too is a good understanding of the environment in which these activities take place. Appropriate and carefully considered spatial organisation and design can complement and facilitate implementation of an educational programme. Scale, colours, treatment of surfaces, materials, and the interrelation and connection between spaces can all change the way in which ideas are exchanged and how the users feel and hence behave.

Quality in architecture and planning

Building designer, community and target population should work together, combining their specialised knowledge to develop a more comprehensive project. Quality in architecture and planning is achieved by understanding, not ignoring the constraints imposed by the site and its surroundings, the local climate, the availability of building materials and labour, and the availability of reliable financial institutions and resources. The designer's role is to provide technical advice and support, indicating potential problem areas and proposing effective and appropriate solutions to these problems so as to develop a coherent project that complements the educational brief. It is not simply a question of specifying what spaces are required. The interrelation of these spaces, their treatment and placement on site all influence the way in which a building functions.
Organisation of Paper

Section A suggests ways in which a sustainable educational project might be developed.

Sections B and C introduce the reader to street children and some current educational approaches adopted by organisations working with such children.

Section D gives some basic information about the importance of physical comfort in built environments.

Section E proposes a wide range of services and activities that might be made available to street children as part of their rehabilitation and reintegration into society.

Section F puts forward design ideas and examples, suggesting ways in which indoor and outdoor spaces might be treated and designed for the proposed range of activities. They are not radical, complex, design solutions but hope more to serve as a thought provoking check list for any person building from scratch, or adapting from an existing structure, a centre for street children.

Section G sites 3 hypothetical examples of centres for street children and presents a conceptual model for each indicating the functional relationships between different activities.

Provisions offered to street children vary greatly according to need and available resources. No single prototype would satisfy all these provisions. It is hoped that the three examples given in this section cover some of the more typical needs.

Example 1 - Centre that provides residential facilities
                      2 - Centre that provides health care.
                      3 - Centre that provides vocational training.
Before developing a project proposal it is important to establish a clear plan of action - a strategy that will allow the project to run as efficiently and effectively as possible from the start.

For example:

A Conception
Determine principal aims of project.

B Feasibility & Detailed Studies
Research, investigate and make brief selective studies to establish if project is likely to meet aims set up in stage A. Avoid taking research and design too detailed a level hence discovering that project is not viable.

C Development of Project Options
From the information gathered in stage B develop several sketch plans. The proposals that appear viable on initial scrutiny can be selected for detailed design.

D Development of Proposals
Develop physical design and financial and administrative organisation. Process should be linked as closely as possible to implementation, even running alongside once project is in progress.

E Project Implementation
Put theories into action. First phase of implementation should start as soon as possible, preferably before proposals are too developed, thus facilitating process of modification.

F Project Evaluation
Continually evaluate project, making changes where appropriate with a view to successful continuation of project over time.
PROJECT APPROACH AND OBJECTIVES

For a project to be successful it should be sustainable over time. If external expertise and resources have been employed during initial stages of project, care should be taken to ensure that the project can continue and hopefully develop even when this external support has been withdrawn.

A sustainable plan of action is particularly important for educational programmes where a range of different services are offered to children of different age groups. There will be no definable end to the programme - new children will enter the system while others complete it. To stop a child midway through this process will deny them chances they may otherwise have had to compete successfully in the 'outside world'.

INPUT REQUIRED TO MAINTAIN A SUSTAINABLE PROJECT

- Educational and building design expertise -> LOCAL +/or EXTERNAL
- Building facilities maintenance programmes
- Local labour
- Training programmes
- Continual project evaluation, reflection and modification
- Research and recording of project's progress
- Co-ordination and collaboration between Government, NGO's and Community
- Government commitment
- Sufficient and sustained funding
- Community, family and child interaction and participation
- Maximum Public awareness through media support and information campaigns etc.
- Human resource development

A • Conception
B • Feasibility & Detailed studies
C • Development of project options
D • Development of Proposals
E • Project implementation
F • Project evaluation

‘Basic education should be pursued not merely as a sectoral target, but as an integral part of human development’
(William H. Draper III, Administrator, UNDP)
Flexibility is a very important consideration when developing an informal education programme. The provisions are likely to be wide and varied and directed towards a diverse group of children. For this reason an adaptable programme needs to be developed that can address all these different needs as best and most efficiently as possible, allowing for possible changes in the future.

For example:

- **Is the timetable flexible?**

**AN IDEAL SITUATION**
Centre is open 24 hours a day and children can come at any time during the day or night, choosing activities or services that best suit their needs.

**SHIFT ORGANISATION**
Shift systems are used in many countries. For example a centre might have two shifts, one in the morning and one in the afternoon. Children can choose to come at the time that suits them best. In this way the same set of resources and equipment can be used by twice as many students.

- **Is educational curriculum flexible?**

**WIDE RANGE OF AVAILABLE SERVICES AND ACTIVITIES**

**MANY ACTIVITIES AND SERVICES AVAILABLE**
By offering a wide range of activities and services the children can select according to their needs and wishes.
Does building design allow for flexibility and adaptability?

If resources and spaces are limited it will be advantageous to have areas that can be used for different activities. For real flexibility to be achieved quick changes should be possible without undue disturbance to the rest of the building and its users. This can be achieved in a number of ways.

**MOVEABLE PARTITIONS / SCREENS**

Flexibility can be achieved by having moveable partitions and/or screens that open out or enclose spaces.

**ROOM SHAPE**

Square or L shaped rooms allow for more flexibility in arrangement and organisation of furniture and hence internal space.
2

PROJECT OBJECTIVES

FURNITURE DESIGN
Flexibility can be achieved by careful furniture design.

Modular furniture can be arranged in many different configurations.

Furniture that is stackable +/- or easy to move allows for quick changes in room layout thus accommodating different activities more easily.

Furniture that can be used in different ways will allow for more versatile classroom planning.
2

PROJECT OBJECTIVES

Is project realistic and appropriate?

To be successful, a project proposal should be realistic and appropriate. There is no sense in developing a project whose objectives cannot be met. At best this might result in a less successful project but at worst may mean that the project needs to be abandoned and all the work and money carried out and invested so far would be wasted.

Points to consider at all stages of a project:

- **Target population**
- **Financial framework**
- **Project site**
- **Expertise, experience and commitment**

**a • Target population**

It is important to have a good understanding of the target population i.e. who they are, where they live, how they live, their cultural, social and religious traditions, their social status, their material needs, their psychological needs, their physical condition etc. as defined by themselves.

**b • Financial framework**

Early on in the project it is important to establish who will be responsible for financing the project and whether the necessary authority, personnel and finance management is available to implement a successful project that will be sustainable.

Points to consider:

- **Where is money coming from?**

Some possibilities:
- Local government
- International organisations
- NGO’s
- Local community organisations
- Religious organisations
- Individual private donors
- Private business sector

- **What makes up capital costs and recurring costs**

![Diagram of capital and recurring costs](derived-from-SHEATH-VICKERY:pp36)
2. PROJECT OBJECTIVES

- Has a project cost plan been made?

<table>
<thead>
<tr>
<th>Cost Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site location</td>
<td>In centre of cities, land prices will be greater than in the suburbs</td>
</tr>
<tr>
<td>Land tenure</td>
<td>Existing land tenure and ownership of the site will affect the overall cost of the project. E.g. Government owned land is not part of the 'free' market and hence not subject to the same fluctuations as the 'free' land market, where prices can be disproportionately high (DAVIDSON &amp; PAYNE pp7, 23).</td>
</tr>
<tr>
<td>Infrastructure</td>
<td>Absence of basic infrastructure i.e. electricity, gas, water, etc. may reduce land costs but installing these facilities is expensive and overall costs may not end up being less</td>
</tr>
<tr>
<td>Site characteristics</td>
<td>Clearing obstacles or filling in land is expensive and will add to overall land costs</td>
</tr>
<tr>
<td>Labour</td>
<td>Labour forms approximately 25% of total costs (HAMEL pp7)</td>
</tr>
<tr>
<td></td>
<td>Costs can be reduced by promptly awarding contracts</td>
</tr>
<tr>
<td>Materials</td>
<td>Material costs include transportation costs. Using local materials is advantageous as transport costs are reduced.</td>
</tr>
<tr>
<td></td>
<td>Purchasing in advance and in bulk can reduce costs.</td>
</tr>
<tr>
<td>Building maintenance</td>
<td>Investing in quality building materials may be more expensive but can reduce costs in the long term as building maintenance will be reduced.</td>
</tr>
<tr>
<td></td>
<td>Continual maintenance of buildings and equipment can increase their life span considerably</td>
</tr>
<tr>
<td>Furniture and equipment</td>
<td>Furniture and equipment represent a significant percentage of total building costs - approx. 20-30% of total building costs (HAMEL pp23)</td>
</tr>
<tr>
<td>Curriculum plan</td>
<td>Costs will vary according to what services are being provided and the child/staff ratio</td>
</tr>
<tr>
<td>Salaries</td>
<td>Salaries represent the most significant percentage of educational costs (approx 80-90%) (SHEATH &amp; VICKERY pp37)</td>
</tr>
<tr>
<td>Training</td>
<td>Training schemes may seem an expensive luxury but can contribute to the overall success of a project</td>
</tr>
<tr>
<td>Equipment, teaching aids and supplies</td>
<td>These will vary according to the services provided. Larger centres will cost less per pupil as facilities can be shared</td>
</tr>
</tbody>
</table>
2 PROJECT OBJECTIVES

c • Project Site

In most cases information concerning the project site can usually be obtained by discussing with the relevant central or local government agencies or by referring to metropolitan and local planning proposals (DAVIDSON & PAYNE:pp22).

- **What are the site's building and/or land characteristics?**

Points to look out for:

**Area and layout**
- How big is site?
- What shape is it?

**Buildings on site**
- Are there any existing buildings on the site?
- What condition are they in?
- Could they be incorporated into project design?

**Ground soil conditions**
- What are existing ground soil conditions?

**Topography and vegetation**
- What are existing natural landscape features?

**Infrastructure**
- WATER-drinking &/or other?
- ELECTRICITY?
- GAS?
- RUBBISH DISPOSAL?
- SEWAGE DISPOSAL?
- What infrastructure already exists on site?
The provision of basic education for all depends on political commitment and political will backed by appropriate fiscal measures and reinforced by educational policy reforms and institutional strengthening (Article 8, World Declaration on education for All).

Where is site located?
Points to look out for:

Accessibility

Site boundaries

- Is site accessible by foot? By car? By bus? By truck? etc.
- What activities take place on neighbouring sites?

Proximity to public facilities

- Are there any facilities near by that could be used by children as part of teaching programme?

Expertise, experience and commitment

An informal education project requires a wide range of expertise and experience - educational, administrative, financial, building/construction, design - as well a commitment from all participants.

Expertise may be found locally or externally:

Local? → In the long term, local expertise is desirable so that project can be sustained over time without being dependent on external expertise.

External? → External expertise may be required initially, during early design and implementation stages of project.
2

PROJECT OBJECTIVES

*Is project modifiable?*

Throughout project there should be a continual process of **evaluation** to see if project aims are being met. On the basis of any findings made during this process, the project should be adapted and modified wherever appropriate.

**How can problems be identified?**

**Research & Observation**

Research takes time which costs money. However, if possible, it should be included in the programme as it will be beneficial to the project. Time spent reflecting and synthesising information can highlight strengths and weaknesses of project which in turn will give ideas for possible modifications to project.

**Communication**

For a project to succeed there should be continual process of communication between all people involved, at all levels:

i.e. between:

- Educators
- Children
- Personnel
- Local community
- Local government
- Supporting financial institutions,

In this way any problems arising can be identified as soon as possible and dealt with in an appropriate way.

**How can modifying be made simpler?**

**Step by step approach**

Carrying out many small rapidly set up operations that can be quickly assessed will help to meet specific needs more immediately; it will also be easier to make modifications and adaptations to project (3 UNESCO pp36).
ANALYSIS OF TARGET POPULATION

1 • URBAN CHILDREN IN DISTRESS
2 • RESEARCH METHOD AND APPROACH

1 URBAN CHILDREN IN DISTRESS

There are numerous terms used to describe urban children in distress, who live on the street, most of them derogatory. For example: gamin (urchin) and chinches (bed bugs) in Colombia; marginais (marginals) in Brazil; resistoleros (little rebels), in Honduras; scugnizzi (spinning tops) in Italy; bui doi (dust children) in Vietnam; Saligoman (nasty kids) in Rwanda; poussins (chicks) or moustiques (mosquitoes) in Cameroon; and ma/a pipe (pipe sleepers) in parts of South Africa.

In 1993 it was estimated that there were over 100 million children throughout the world struggling for survival with no adult support, protection or provision and no or very little education.

Street Children is a term used to describe a particularly vulnerable group of children who spend all or most of their time on the street and have fallen outside any social, educational and reinsertion institution.

The above definition is a broad one that does not distinguish between those children who live totally alone, spending all of their time on the street and have lost all contact with their families, and those that live and work on the street but maintain regular contact with their families.

For example:

A Completely abandoned child 
child that lives and works on the street and has no contact with his or her family

B Child 'OF' the street child that lives on the street but maintains regular or irregular contact with the family

C Child 'IN' the street child that lives with family, on the street, and most probably works on the street as well, contributing to the family income

Source-BARRETTE:pp6

What should every child have a right to?

CHILDREN SHOULD HAVE ACCESS TO:

• Health care
• Education
• Training
• Leisure activities
• Food
• A place to live

CHILDREN SHOULD HAVE A RIGHT TO:

• Be listened to
• Play and have hobbies
• Be different
• Express themselves
• Organise themselves
• Work without harassment
• Information
• Recourse to justice in case of difficulties

(BARRETTE:pp6)
Children turn to the street for a complex variety of reasons. In most cases the children are voluntary runaways escaping from problems within the family.

**ROOT CAUSES (society)**
- Economic problems (most common)
- Social changes i.e. rapid urbanisation, high population growth, high unemployment etc.
- Cultural changes - as a result of social changes i.e. material goods key to recognition of social acceptance
- Political unrest
- Natural disasters, i.e. drought, floods, earthquakes etc.

**UNDERLYING CAUSES (community)**
- Inadequate employment opportunities
- Uneven distribution of resources, services and opportunities i.e. land ownership
- Poor working conditions
- No access to basic services i.e. housing, transport, water, electricity etc.

**IMMEDIATE CAUSES (family)**
- High unemployment levels
- Large and poor families
- High divorce/separation rate i.e. single head of house
- Low educational achievement (parents and children)
- Alcoholism
- Abuse in the home, both physical and mental
- Lack of care affection and emotional support

**COMMON RESULT**
- Children run away from home to escape abuse
- Children have to work to contribute to family income
- Children are rejected by their families

Source - derived from Barrette: pp25-29

**How old are street children?**

Ages of street children vary from anything as young as 5 years (this is rare), up to 18/20 years (after which they are considered to be adults)

**A**
- Completely abandoned child
  - Ages 9 -> 17
  - Most predominant ages 13 -> 15

**B**
- Child 'OF' the street
  - Ages 8/9 -> 14
  - Most predominant ages 10 -> 12

**C**
- Child 'IN' the street
  - Ages 8/9 -> 14
  - Most predominant ages 10 -> 12

Source - SZANTON BLANC: pp33
1

URBAN CHILDREN IN DISTRESS

'Whilst street boys are highly visible, street girls are difficult to locate; they exist none the less. Through basic interviews and assessment of 10 such street girls, it became clear that these girls are very independent and more than capable of looking after themselves.' (Children's Rights Ministry:1994)

Street children are predominately boys. Girls are to be found on the street as well, though to a lesser extent. In many cultures both the family's and girl's reputation are at risk if girl is allowed to 'roam' without adult supervision. Those girls that do leave their families are very commonly driven to prostitution, so find themselves in an 'institution', off the street.

Brazil - 10% girls & 90% boys
(SZANTON BLANC:pp 61)

India - 2.1% girls & 97.5% boys
(SPARC:pp65)

Kenya - 9% girls & 91% boys
(SZANTON BLANC:pp 236)

Philippines - 37% girls 63% boys
(SZANTON BLANC:pp 324)

Street children are engaged in a variety of work activities. Research has shown that there are surprising similarities between the work activities carried out by street children all over the world. The small variations there are seem to reflect the economic development of the country i.e. whether economy is agriculturally or industrially based. (SZANTON BLANC:pp 326)

Some common examples of work activities:

**VENDING**
Selling inexpensive items for a small profit
- Newspapers
- Lottery tickets
- Flowers
- Food (snacks)
- Fruit
- Chewing gum
- Biscuits
- Food (snacks)
- Fruit

**SERVICES**
- Factory work
- Work
- Deliveries
- Porters
- Washing cars
- Parking/guarding cars
- Restaurant work
- Rag picking
- Shoe shining
- Shop assisting
- Domestic work

**OTHER**
Often marginal activities that are hard to quantify
- Begging
- Stealing (petit theft)
- Stealing (gangs)
- Selling drugs
- Prostitution

Source - SZANTON BLANC:pp324
1

URBAN CHILDREN IN DISTRESS

The children get up at day break. Around 6 am they have breakfast if they have any money and then go to their workplace (the post office, the central market, the Memling Hotel, the main station or the Onatra Port). They stop work between midday and 2 pm and get together to play or rest on the pavement. Those who do the washing up or work as porters or shoe shiners can hardly even take a midday break. When the shops and markets close the children go off to the Victoire roundabout (In Kinshasa (Zaire) - VELIS:pp53).

HOW STREET CHILDREN IN NAMIBIA PRIORITISE THEIR SPENDING
(TACON:pp17). - These findings should only be taken as a very general indicator as street children, very often, will give the answers they think people want to hear rather than what they really feel (SWART:pp4).

How many hours a day do street children work?

It is impossible to be very precise about how many hours street children work a day as their working hours are usually sporadic i.e. vendors will work as and when there is a demand for the products they are selling.

Some approximate examples of hours spent working by street children in different countries:

<table>
<thead>
<tr>
<th>Country</th>
<th>Hours</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRAZIL</td>
<td>20+48h</td>
<td>5% work more than 10 hours a day</td>
</tr>
<tr>
<td>INDIA</td>
<td>25+30d</td>
<td>50% work more than 8 hours a day</td>
</tr>
<tr>
<td>PHILIPPINES</td>
<td>6+14h</td>
<td>(average 6 hours/day)</td>
</tr>
</tbody>
</table>

Source - SZANTON BLANC:pp 64,181,186,350
1

URBAN CHILDREN IN DISTRESS

'Hygiene is poor and the many injuries caused by physical violence or accidents during their dangerous lives on the street often become infected (...) They are at high risk from sexually transmitted diseases, notably AIDS, about which they are ill informed.' (VELIS:pp61)

'Hungry children do not learn well. Hungry and unhealthy children are more likely to drop out of school than other children.' (Education for All. Monograph II:pp64)

'Research shows that in most cases the general health of street children is not good. Street children have lower average heights and weights than the overall child population indicating malnutrition. 'The root cause of many of their problems is malnutrition.' (MURRAY:pp31)

'Drug and solvent abuse is a major problem for many street children. The children inhale glue fumes to escape from reality, to dull their senses and shut out the cold, loneliness, fear, hunger etc. (SWART:pp84). In the long term smoking glue is damaging to the health. It attacks the respiratory system and can damage eye sight due to light penetrating into dilated pupils. Solvent abuse also causes rapid mood swing and inability to concentrate. (SWART:pp89)

Source - SWART:pp91

What hazards do street children face?

<table>
<thead>
<tr>
<th>Physical Hazards</th>
<th>Danger of Abuse and Exploitation</th>
<th>Psychological and Social Hazards</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Malnutrition</td>
<td>• Psychological abuse from employers, teachers, police etc.</td>
<td>• Lack of sufficient:</td>
</tr>
<tr>
<td>• Susceptibility to diseases</td>
<td>• Sexual</td>
<td>• Parental love and care</td>
</tr>
<tr>
<td>• Physical tiredness</td>
<td>• Physical abuse from police, peers etc.</td>
<td>• Control over decisions</td>
</tr>
<tr>
<td>• Lack of sleep</td>
<td></td>
<td>• Leisure time</td>
</tr>
<tr>
<td>• Skeletal deformations (porters)</td>
<td></td>
<td>• Personal satisfaction, variety and stimulation from work</td>
</tr>
<tr>
<td>• Accidents (factory workers, street vendors)</td>
<td></td>
<td>• Interaction with peers</td>
</tr>
<tr>
<td>• Infections (scavengers)</td>
<td></td>
<td>• Interaction with meaningful adults</td>
</tr>
<tr>
<td>• Sexually transmitted diseases (prostitutes)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Unhealthy, airless environments (factory workers)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source - SZANTON BLANC:pp351
URBAN CHILDREN IN DISTRESS

'Street observation showed that one of street children’s main survival strategies was lie telling in order to keep people at a distance, to generate handouts and to preserve a sympathetic view of their condition.' (SWART:pp4)

Authority figures in the community, such as magistrates, the police and social workers are inclined to view street children with disapproval and to take punitive action against them. The arrest and detention of street children is common.' (Agnelli:pp60)

Some common reasons:

- Malnutrition and poor health may be underlying factors for low school attendance (NKINYANGI & VAN DER VYNK:pp1)
- Time -> Children working too many hours, often during formal school hours can not find the time to attend school.
- Money -> many children are unable to afford school uniforms, text books and other learning materials
- The teaching curriculum is often unrelated to their lives, and does not cater to the special needs of these children

In general street children are distrustful of authority, particularly the police

'This is by Fontana (a shop in Hillbrow). The malunde run away from the police. The police is going to hit him with a stick.'

C 13 years

Source - SWART:pp109

Street children are frequently apprehended by the police.

COUNTRY

<table>
<thead>
<tr>
<th>INDIA</th>
<th>PHILIPPINES</th>
<th>NAMIBIA</th>
<th>KENYA</th>
</tr>
</thead>
<tbody>
<tr>
<td>N'OF CHILDREN APPREHENDED BY POLICE AT LEAST ONCE (aprox.)</td>
<td>40%</td>
<td>40-60%</td>
<td>24%</td>
</tr>
</tbody>
</table>

Source - SZANTON BLANC:pp124,237; TACON:pp24; SPARC:pp71

Table B.: SHOWS PERCENTAGES OF CHILDREN WHO HAVE, OR ARE ATTENDING SCHOOLS, IN VARIOUS COUNTRIES. (Approximate figures as children will often deny that they have stopped attending school).

Sources-TACON:pp17; SZANTON BLANC:pp115,224; SPARC:pp67

• Do street children attend formal schools?

The majority of children who are living and working on the street do not attend formal schools. Some may have been to school earlier on in their lives but have dropped out.

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>Street Children who HAVE been to school</th>
<th>Street Children who ARE CURRENTLY in school</th>
<th>Street Children who have NEVER been to school or are currently out of school</th>
<th>Literacy rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDIA</td>
<td>2.8%</td>
<td>11%</td>
<td>-</td>
<td>16%</td>
</tr>
<tr>
<td>PHILIPPINES</td>
<td>45%</td>
<td>58%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>NAMIBIA</td>
<td>48.1%</td>
<td>45.6%</td>
<td>-</td>
<td>68%</td>
</tr>
<tr>
<td>KENYA</td>
<td>67%</td>
<td>13%</td>
<td>20%</td>
<td>-</td>
</tr>
</tbody>
</table>

• Why do children drop out of school?

Table B.: SHOWS PERCENTAGES OF CHILDREN WHO HAVE, OR ARE ATTENDING SCHOOLS, IN VARIOUS COUNTRIES. (Approximate figures as children will often deny that they have stopped attending school).

Sources-TACON:pp17; SZANTON BLANC:pp115,224; SPARC:pp67
RESEARCH METHOD AND APPROACH

The first step is to establish contact with the children and to win their confidence. Twice a week, at night, the organisers of the project and helpers from ICBF (Instituto Colombiano de Bienestar Familiar) go out to visit the street children. At first the sharing of a few cigarettes or sweets and a simple ‘hi there’ are sufficient. Little by little, the adults try to entice the children to come to the Patio de Gamin, a Welfare Centre. (The Ciudad Don Bosco project, Medellin, Colombia Sited - 3 UNESCO:pp193)

As a result of being rejected by their families and society, street children are often mistrustful of authority. Discovering how they live, their likes and dislikes, their needs and priorities, requires specialised research approaches. Traditional methods (i.e. questionnaires and formal interviews etc.) are not usually appropriate. It has been found that these children will often give you answers that they think you want to hear, sometimes even elaborating on their hardships in life to impress the interviewer. (DALLAPE:1988)

It is impossible to participate fully in children’s lives as this would involve living in dustbins, sniffing glue, begging etc. One is never truly in their position. In order to find out more about the way they live it is necessary to combine various information gathering techniques.

For example:

Information about street children can be gathered by approaching, observing and having a dialogue with:

1. The street children
2. The local community
3. Other organisations working with street children

Each group will reveal different bits of information that in combination can provide an insight into the lives of street children.

STREET CHILDREN
Establish needs and priorities of street children through:
- Informal talks - group and individual
- Observation
- Drawing techniques

LOCAL COMMUNITY
Establish views and available resources (human and material) within the community through:
- Interviews
- Questionnaires
- Observation

OTHER ORGANISATIONS
Exchange and share information through:
- Talks
- Meetings
- Seminars
- Conferences
Formal interviewing was impossible for three reasons. Firstly, the children hesitated to trust information to authority figures, and formal interviewing implied authority. Secondly, their concentration spans were low due to inhaling glue fumes or to poor health. And lastly, discussions were continually interrupted by the children dashing off to guide cars into parking bays or to beg for money. (SWART: pp4)

Group discussions can yield information on many aspects of the children's lives giving a broad overview of the children's street lifestyle, beliefs, feelings, hopes and needs. In combination with individual discussions and observation a reasonably accurate impression can be gained about these children. Drawings done by the children can provide a valuable additional perspective on their lives (SWART: pp2). Drawings may reveal information about the children that they would otherwise be unwilling or unable to communicate.

Observation is an important means of discovering daily routines, community responses to street children and the way street children interact with each other. It can be used to check the accuracy of statements made by street children (SWART: pp5).

How should street children be approached?

By meeting the children in their own environment it is possible to understand a little about their day to day lives. Below are some hints as to how street children might best be approached:

- Meet to children in their own environment at a time that is convenient to them (i.e. not when they are working).
- Give them your full attention and listen carefully to what they have to say.
- Make contact with the child casually i.e. attract their attention by doing something unusual - playing a game, singing etc.
- Do not treat them with fear
- Treat them as equals, avoid persuading, convincing, patronising them

Source - BARRETTE: pp92
Basic education should be provided to all children; (...) undeserved groups - the poor, street and working children... should not suffer any discrimination in access to learning opportunities. (Article 3 - World Declaration on Education for All)

It was concluded (Grand Bassam Conference, Africa 1985) that the placement of street children in formal institutions for rehabilitation served no useful purpose. Although it suits society to have children out of sight, the repressive strict character of such institutions is considered to contribute to the children's isolation rather than to promote their reintegration into society. (Ahua and Yacouba:pp24)

What does project hope to achieve?

When working with street children the ultimate hope is that they will eventually, through a supportive assistance and learning programme, become respected, integrated members of society with rights opportunities and a future.

How can street children be reintegrated into society?

- Prepare children for prison release
- Widen children's range of experiences
- Promote public awareness
- Reduce time spent by child in the street
- Change attitudes of society towards street children
- Change attitudes of street children towards society
- Encourage community participation and interaction
- Exploit positive aspects of the street (space, facilities etc.)
- Generate funds (to maximise organisation's independence)
- Get administrative balance right - maximum production / minimum administration
- Better understand and address children's real needs
- Improve self esteem - give child a role + purpose, responsibility, and moral support
- Stop exploitation - Inform children of their rights and how to exercise them
- Child participation - allow beneficiaries to play key role in their own development
- Put to good use qualities required to survive on the street (intuition, practical intelligence, boldness, capacity for organisation, imagination, quick wittedness)
- Assist children in obtaining administrative documents i.e birth certificates, national identity cards etc.
**What role can educators play in project organisation?**

The fundamental role of educators is to act as 'facilitators', not 'instructors', assisting and supporting street children wherever appropriate, in the process of becoming integrated, respected members of society, with rights opportunities and a future.

*How can educators achieve these aims?*

Educators should:

- Act as 'facilitators' not as 'instructors':
  -> provide children with information and support wherever necessary and /or helpful

- Not behave in authoritarian manner

- Always be available

- Be a source of encouragement, protection and affection

- Be reliable and consistent

- Be fair + sympathetic

- Be open-minded and non judgmental (no moralising)

- Be flexible and adaptable

**What teaching method should be adopted?**

The teaching method and approach should compliment project aims enabling project to run as efficiently and effectively as possible

*How can teaching method achieve these aims?*

- **Step by step approach** - Constant revaluation and assessment of project -> continually changing system to meet needs

- **Team work** -Between child, educator and family

- **Reciprocal teaching** - Child -> child education (other children are well placed to understand their peers)

- **Creative teaching** - Positive use of peer pressure
  - Education conducted through dialogue (improve communication skills)
  - Role playing - i.e. through theatre
  - Recreational activities and sport
  - Qualifications not so important as commitment

- **Personalised teaching** - To meet each child's individual needs
### What role can children play in project organisation?

The children should be allowed to participate and collaborate in decision making with a view to developing a project that is appropriate and relevant to their real needs.

Allowing children to have a say in how project is and will be organised will help them to feel more involved and therefore more committed to the project.

### How can children be allowed to participate?

- **Involve the children in decisions concerning the educational, technical and professional training programmes**

  For example:

  - Hold meetings between children and staff to discuss future course of project
  - Allow children to choose which educators they would like to collaborate with
  - In a centre where meals are provided allow children to draw up food menus, participate in meal preparation, including ordering/buying of food and cleaning of kitchen
  - Allow children to decide how to dress
  - Where workshop activities are available, allow children to decide on what types of objects to make and what to do with finished product i.e. are they to be sold or used in centre etc.

- **Involve children in the upkeep of school facilities and equipment, including general maintenance of building(s)**

  - **Involve children in administration and fund-raising**

    For example:

    - In Bolivia (ENDA-Bolivia project) they have set up micro co-operatives, tiny businesses adapted to the experience of street children. These 'youth stores' stock various items i.e. shoe polish, toothbrushes etc. The children themselves are responsible for stocking the store and dealing with suppliers etc. (3 • UNESCO:pp102)

- **Introduce reciprocal teaching**

  - In a similar way to 'child to child' teaching, peer counselling works on the assumption that street children are their own best confidants. Children who have already come to terms with and resolved some of their difficulties can be trained in basic counselling techniques. Having actually '-lived' similar problems to other street children they may be able to communicate more successfully with them. Their shared experiences and language, can lead to greater understanding and complicity. (3 • UNESCO:pp132).
4
LOCAL COMMUNITY

'The process of designing learning opportunities with a development project should be interactive, with local groups and agency staff learning from each other (...) With more imaginative planning, development interventions could provide significant learning opportunities which in turn could enhance the empowerment of the communities concerned'.

(Education for All. Monograph II: pp66)

To provide basic education for all (...) new and revitalised partnerships at all levels will be necessary: partnerships between education and other government departments including planning, finance, labour, communications and other social sectors; partnerships between government organisations, the private sector, local communities, religious groups and families.

(Article 7 - World Declaration on Education for All)

---

**What role can community play in project organisation?**

'Get the community behind you and you will find that you have tapped into an immense fund of creativity and resourcefulness.'

(Paalang Pang-Tao street children project, Manila, Philippines. Source 3 • UNESCO: pp228)

From project conception a dialogue should be initiated between project organisers and the local community

- **What are the advantages of community participation?**

  - Participation can help restore or build feelings of ownership, pride and accomplishment and will help to ensure that project is appropriate to the general needs of the community.
  - Members of the local community will be able to provide information on how things function, politically, socially and financially, at a local level.
  - Continual input by the community before and after project implementation is important if project wishes to be sustainable.
  - As 'street children' are often looked upon by society as outcasts, involvement by the community in the project can improve general public awareness to the realities of the problem.
  - Pooling of resources => socio-economic improvement for all.
    - Local community can make available facilities that can be used by the children, equally the 'street child' educational institution may have facilities that can be used by the community.

- **How can community participation be achieved?**

  'Bosco has developed as a community based project involving society at large and using the services available within the community. This involves identifying the measure of responsibility of every member of the community for the growth and development of each street child and for the prevention of delinquency and other related problems. This is achieved by action at different levels'

(Bosco Yuvodaya street children project, Bangalore, India. Sited 3 • UNESCO: pp215)

For example:

<table>
<thead>
<tr>
<th>City level</th>
<th>National level</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Action committees of Government Organisations</td>
<td>• National forum</td>
</tr>
<tr>
<td>• Action committees Non Government Organisations</td>
<td>• Justice forum</td>
</tr>
<tr>
<td>• City corporation</td>
<td>• Organisations working for policy implementation and transformation</td>
</tr>
<tr>
<td>• Government departments for women and children, education, youth services, and labour</td>
<td>• Media and publicity i.e. national rallies and campaigns</td>
</tr>
<tr>
<td>• Individual citizens</td>
<td>• Private businesses</td>
</tr>
<tr>
<td>• Media and publicity i.e. local rallies and campaigns</td>
<td>• Religious groups</td>
</tr>
</tbody>
</table>
How often has the reader found themselves working in dwindling light without really noticing. Suddenly when the lights in the room are turned on again it seems impossible to imagine having been able to work in the poorly lit conditions present a few moments earlier. Our bodies adapt and adjust but the overall effect, if we continue working in these hostile conditions for too long, can be detrimental. If we are too hot we become lethargic and lose concentration; if we are too cold, our bodies stiffen up; if the light is too bright or too dull we get sore eyes and heads; if it is too noisy, we can’t hear and lose concentration; if our chairs or tables are too big or too small we get pains...etc.

Creating an environment where the users feel physically comfortable is important to their productivity. Building design influences the way users feel both physically and psychologically. Sizes of rooms, interior decoration (i.e. use of different materials and colours) can change the ‘ambience’ of a room and hence change how the user feels i.e. comfortable and secure, or intimidated and threatened...etc.

What is meant by Anthropometrics?

'Anthropometrics is the science of measurement of the human body and its movements in space.' (NEUFERT:pp9)

Body ratios tend to be very similar in different countries (EB-18:pp1) This has allowed researchers to develop a system of proportion whereby measurements of all parts of the body can be deduced from the standing height alone. These measurements and ratios should be taken into account when designing furniture so that it is comfortable for its users.
## THERMAL COMFORT

### Physical Comfort

<table>
<thead>
<tr>
<th>Zone</th>
<th>Solar Load</th>
<th>Rain</th>
<th>Shading</th>
<th>Ventilation</th>
<th>Orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WARM HUMID</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equatorial Lowland</td>
<td>load on: roof in day</td>
<td>heavy and noisy</td>
<td></td>
<td></td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>walls early AM</td>
<td></td>
<td></td>
<td></td>
<td>W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>E</td>
</tr>
<tr>
<td>Tropical Lowland</td>
<td>load on: roof in day</td>
<td>heavy and noisy</td>
<td></td>
<td></td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>walls early AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>INTERMEDIATE SAVANIAH</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>load on: roof and walls</td>
<td>not a significant</td>
<td>horizontal horizontal</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>design aspect</td>
<td>vertical</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>HOT ARID</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inland</td>
<td>load on: roof in summer</td>
<td>high thermal</td>
<td>Cool 7am vertical vertical</td>
<td>facing prevailing wind</td>
<td></td>
</tr>
<tr>
<td></td>
<td>high thermal capacity</td>
<td>S-wall load in winter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>S-wall load in winter</td>
<td>not a significant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>design aspect</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>COOLER-UP-LAND</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equatorial</td>
<td>not a significant control aspect</td>
<td>wind driven rain</td>
<td>Summer W</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>not required</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TROPICAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooler</td>
<td>not a significant control aspect</td>
<td>wind driven rain</td>
<td></td>
<td>Winter</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>not required</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TEMPERATE or SUB-TROPICAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>not a significant control aspect</td>
<td>wind driven rain</td>
<td></td>
<td>Snow in winter</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>not required</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: UNESCO: pp7
A How can buildings be kept cool?

**Hint**
- Look at traditional buildings to see what building techniques and materials have been used in the past

- **Exclude direct sunlight**

  - Overhanging eves
  - Thick walls and roof
  - Sun screens
  - Orientate building to reduce sun load
  - Planting to shading

- **Maximise natural ventilation**

  - Air movement through building
  - Planting can divert breezes into buildings
  - Open planning to catch prevailing winds
  - Orientate building to catch prevailing winds
  - Shade from tree cools air
How can buildings be kept warm?

Principal Methods

- Trap direct sunlight
- Minimise natural ventilation
- Insulate walls and roof from cold
- Orientate building to maximise solar heat gain
- Low floor to ceiling height to reduce volume

- Keeping buildings warm by avoiding heat loss

![Diagram showing ways to keep buildings warm](image-url)
Noise - unwanted sound - can interfere with verbal communication. At low levels it can be disturbing or annoying and at very high levels it can damage the hearing. Different activities are affected by noise in different ways i.e. reading requires a quieter environment than workshop activity.

*Sound absorbing materials (especially on ceilings)*  
* Dense material partitions*  
* Double partitions (a cupboard has two partitions and could serve as an acoustic buffer)*  
* Avoid air passages, between rooms*

Source - VIROCHSRI & XANTHARI, 1977

**How can external acoustic problems be controlled?**

Source - EB N° 1
4
LIGHTING COMFORT

Good lighting conditions in learning, recreational or working environments are required for users to see properly and feel comfortable. Continual straining of eyes in dimly lit rooms can eventually cause permanent damage to the eyes (FR N°12).

**What conditions affect lighting comfort?**

**N.B.**
Lighting comfort should always be considered in conjunction with thermal comfort:

- Large windows/Openings allow natural light in, they can also let in direct sunlight (causing temperature rises and hence discomfort in hot climates), or they let out warm air (causing temperature drops in cold climates).
- By carefully planning size and location of openings, light can be let in with out significant changes in temperature.

<table>
<thead>
<tr>
<th>Illumination levels (lux)</th>
<th>Contrast</th>
<th>Glare</th>
</tr>
</thead>
<tbody>
<tr>
<td>The illumination level (lux) ➔ the amount of light reaching a given area</td>
<td>Objects are seen by contrast between the tasks areas and their surroundings</td>
<td>Glare is caused by sharp differences in brightness and can result in discomfort to the eyes</td>
</tr>
<tr>
<td>Desirable illumination levels will vary according to the activity i.e. higher illumination levels are required for finer tasks</td>
<td>The greater the contrast the more visible the object</td>
<td>For example</td>
</tr>
<tr>
<td><strong>For example</strong></td>
<td></td>
<td>For example</td>
</tr>
<tr>
<td>Multi purpose room ➔ 100 lux</td>
<td>White chalk writing on a blackboard is easier to see than coloured chalk</td>
<td>Small windows in a large dark wall ➔ blinding bright light</td>
</tr>
<tr>
<td>Workshops ➔ 215 ➔ 323 lux</td>
<td></td>
<td>Naked light bulb reflecting on shiny surface</td>
</tr>
<tr>
<td>Administration ➔ 215 lux</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Circulation &amp; toilets ➔ 106 lux</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class room ➔ 200 lux</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: UNESCO: pp14

**How can glare be reduced?**

Glare can be reduced by:

- Painting internal surfaces around small windows, cracks etc. in light colours thus reducing contrast levels
- Increasing the size of windows
- Shading naked light bulbs
**PROPOSED SERVICES / ACTIVITIES**

1 • SERVICES / ACTIVITIES - some examples

---

**The proposed range of activities listed below have been subdivided into 7 sections to simplify the organisation of this report.**

<table>
<thead>
<tr>
<th>1 • Organisation of centre</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A • ADMINISTRATION AND RECEPTION</strong></td>
</tr>
<tr>
<td>• General administration and secretarial work</td>
</tr>
<tr>
<td>• Filing office work/information</td>
</tr>
<tr>
<td>• Promoting public awareness</td>
</tr>
<tr>
<td>• Holding meeting between staff members</td>
</tr>
<tr>
<td>• Holding meetings with people from outside organisation</td>
</tr>
<tr>
<td>- Parents</td>
</tr>
<tr>
<td>- Members of local community</td>
</tr>
<tr>
<td>- Government representatives</td>
</tr>
<tr>
<td>- Police</td>
</tr>
<tr>
<td>• Interviewing future staff members (paid and volunteer)</td>
</tr>
<tr>
<td>• Monitoring project process</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2 • Upkeep of centre</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A • HOUSEKEEPING</strong></td>
</tr>
<tr>
<td>• Preparing meals</td>
</tr>
<tr>
<td>• Cleaning centre</td>
</tr>
<tr>
<td>• Laundry</td>
</tr>
<tr>
<td><strong>B • MAINTENANCE</strong></td>
</tr>
<tr>
<td>(inside and outside)</td>
</tr>
<tr>
<td>• Painting / decorating</td>
</tr>
<tr>
<td>• repairing damages i.e. to furniture and equipment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3 • Recreation and socio-cultural?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A • CELEBRATION</strong></td>
</tr>
<tr>
<td>• Birthdays</td>
</tr>
<tr>
<td>• Religious festivals/ceremonies</td>
</tr>
<tr>
<td>• National holidays</td>
</tr>
<tr>
<td><strong>B • PLAY</strong></td>
</tr>
<tr>
<td>• Board games</td>
</tr>
<tr>
<td>• Cards</td>
</tr>
<tr>
<td>• Educational videos</td>
</tr>
<tr>
<td>• Outings</td>
</tr>
<tr>
<td>• Camping, scouting, circus, theatre / variety show etc.</td>
</tr>
<tr>
<td>• Pool/billiards</td>
</tr>
<tr>
<td>• Television and video</td>
</tr>
<tr>
<td>• Team games -&gt; Relay races, sack races, tug of war, 3 legged race, etc.</td>
</tr>
<tr>
<td><strong>C • SPORT</strong></td>
</tr>
<tr>
<td>• Acrobatics</td>
</tr>
<tr>
<td>• Badminton</td>
</tr>
<tr>
<td>• Ball games</td>
</tr>
<tr>
<td>- Basket ball</td>
</tr>
<tr>
<td>- Football</td>
</tr>
<tr>
<td>- Table tennis</td>
</tr>
<tr>
<td>- Tennis</td>
</tr>
<tr>
<td>- Volley ball</td>
</tr>
<tr>
<td>• Hunning</td>
</tr>
<tr>
<td>• Swimming</td>
</tr>
</tbody>
</table>

'Essential learning tools (such as literacy, oral expression, numeracy, and problem solving) and the basic learning content (such as knowledge, skills, values, and attitudes) (are) required by human beings to be able to survive, to develop to their full capacities to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informal decisions and to continue learning.'

(Article 1 - World Declaration on Education for All)
### 4. Educational

<table>
<thead>
<tr>
<th>A • PERSONAL</th>
<th>B • SELF EXPRESSION &amp; COMMUNICATION</th>
<th>C • TRADITIONAL SCHOOL SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Hygiene</td>
<td>- Arts and crafts</td>
<td>- Literate / numeracy</td>
</tr>
<tr>
<td>- including personal</td>
<td>- Painting</td>
<td>- Reading, writing, and arithmetic</td>
</tr>
<tr>
<td>- Nutrition</td>
<td>- Sculpture</td>
<td>- General studies</td>
</tr>
<tr>
<td>- Health</td>
<td>- Theatre / Drama</td>
<td>- History</td>
</tr>
<tr>
<td>- abortion, contraception, drug dependence, sexually transmitted diseases, AIDS etc.)</td>
<td>- Role playing</td>
<td>- Geography</td>
</tr>
<tr>
<td>- First aid (staff and children)</td>
<td>- Music (group &amp; individual)</td>
<td>- Current affairs</td>
</tr>
<tr>
<td></td>
<td>- Singing</td>
<td>- Language</td>
</tr>
<tr>
<td></td>
<td>- Musical instruments</td>
<td>- Science(s)</td>
</tr>
<tr>
<td></td>
<td>- Percussion (innovation)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Dance</td>
<td></td>
</tr>
</tbody>
</table>

### 5. Special care

**A • MEDICAL CARE AND COUNSELLING**
- Basic medical treatment
- Providing free medicines
- Dental care
- Eye care (glasses)
- Immunisation/vaccination
- De worming
- Counselling - group/individual
- With children, parents
- Referral to big hospitals in cases of emergency

### 6. Vocational training, income generating

<table>
<thead>
<tr>
<th>A • AGRICULTURAL</th>
<th>B • SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Fruit tree farming</td>
<td>- Cooking</td>
</tr>
<tr>
<td>- Market gardening (vegetables)</td>
<td>- Courier service</td>
</tr>
<tr>
<td>- Rearing livestock i.e. goats, chickens, pigs etc. market gardening</td>
<td>- Domestic help</td>
</tr>
<tr>
<td>- Tree planting</td>
<td>- Hotel boy training</td>
</tr>
<tr>
<td></td>
<td>- Interior decorators</td>
</tr>
<tr>
<td></td>
<td>- Launders</td>
</tr>
<tr>
<td></td>
<td>- Massage</td>
</tr>
<tr>
<td></td>
<td>- Painting/decoring</td>
</tr>
<tr>
<td></td>
<td>- Receptionist</td>
</tr>
<tr>
<td></td>
<td>- Remunerative employment</td>
</tr>
<tr>
<td></td>
<td>- Typing</td>
</tr>
</tbody>
</table>
6. Vocational training, income generating ... cont.

<table>
<thead>
<tr>
<th>C • WORKSHOP ACTIVITIES (light - Art and Crafts)</th>
<th>D • WORKSHOP ACTIVITIES (heavy duty)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Book binding</td>
<td>• Car mechanics</td>
</tr>
<tr>
<td>• Cane work</td>
<td>- Car body work</td>
</tr>
<tr>
<td>• Candle making</td>
<td>- Car electric's</td>
</tr>
<tr>
<td>• Carpet weaving</td>
<td>- Car mechanics</td>
</tr>
<tr>
<td>• Ceramics and pottery</td>
<td>• Construction material product</td>
</tr>
<tr>
<td>• Door mat making</td>
<td>- Brick making</td>
</tr>
<tr>
<td>• Embroidery</td>
<td>- Block making</td>
</tr>
<tr>
<td>• Leather work</td>
<td>- Windows</td>
</tr>
<tr>
<td>• Lithography</td>
<td>- Doors</td>
</tr>
<tr>
<td>• Mat and carpet weaving</td>
<td>• Electric's</td>
</tr>
<tr>
<td>• Papier maché</td>
<td>- electronic, electricity</td>
</tr>
<tr>
<td>• Printing</td>
<td>- and house wiring</td>
</tr>
<tr>
<td>• Tailoring (uniforms), knitting</td>
<td>- Radio engineering</td>
</tr>
<tr>
<td>• Textile, weaving and spinning</td>
<td>- Refrigeration and air conditioning</td>
</tr>
<tr>
<td>• Toy making</td>
<td>• Metal work</td>
</tr>
<tr>
<td>• Woodcarving</td>
<td>- Iron moulding</td>
</tr>
</tbody>
</table>

7. Residential

- Sleeping
- Resting
- Cooking
- Eating
- Washing
- Laundry
The administrative provisions required to run a centre, working with street children will vary according to how project is organised and the scale of project. For smaller scale projects there may only need to be an office space where secretarial work takes place. For larger scale projects there will probably need to be provisions for holding meetings, organising fund-raising activities, and gathering and giving out information.

### Typical Provisions

<table>
<thead>
<tr>
<th>A</th>
<th>Office(s)</th>
<th>Basic administration and management of centre</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Meeting room(s)</td>
<td>Meeting place for staff, parents, members of the community, government representatives, police etc.</td>
</tr>
<tr>
<td>C</td>
<td>Resource centre</td>
<td>Focal centre where fund raising and public awareness takes place and where information can be gathered and dispersed</td>
</tr>
</tbody>
</table>

### Design Considerations

| A  | Office(s) | Basic administration and management of centre |

- Horizontal work surface(s)
- Lockable storage space for office equipment and personal
- Storage space for filing of records

Source - SPIEGLER: ppC9
'In November 1989, however, the Centre introduced a new and clearer accounting system so that information on any current operation could be readily unearthed. As a result of these modifications, the accounting, administration and management services have become less centralised, each department has been given greater autonomy and performance assessment has become much easier.' (Atelier Bon Conseil, Togo. Site 4-UNESCO:pp164)

**DESIGN CONSIDERATIONS**

**B - Meeting room(s)**

Meeting place for staff, parents, members of the community, government representatives, police etc.

- Design should allow for both informal, relaxing discussions (i.e. with families of children and children themselves) and formal meetings (i.e. with government representatives and other officials). There should be plenty of horizontal work surfaces

Examples of possible seating arrangements and conditions (NEUFERT:pp238)

**DESIGN CONSIDERATIONS**

**C - Resource centre**

Focal centre where fund raising and public awareness takes place and where information can be gathered and dispersed

- A resource centre could double up as a meeting room and place to receive visitors
## EXAMPLE

### Kitchen

**Sequence of activities**

For a kitchen to run efficiently there should be close connections between related activities that allow rational organisation of work.

### PURCHASE AND SUPPLY

**OF**
- Food
- Equipment
- Fuel

**ASSOCIATED ACTIVITIES**
- Ordering
- Delivering
- Carrying
- Measuring
- Weighing
- Paying

### STORING

**OF**
- Perishable foods - Meat, vegetables, fruit and dairy products etc.
- Non perishable foods - Flour, pulses, salt, oil etc.
- Utensils - Cooking, serving and eating equipment
- Fuel - Firewood, charcoal, gasoline, petrol etc.

### FOOD PREPARATION

**ASSOCIATED ACTIVITIES**
- Preparing ingredients
  - Cleaning and peeling fruit and vegetables (can be done outside equally well as inside)
  - Cleaning and chopping meat (should be done away from other areas of food preparation)
- Mixing ingredients
  - Weighing
  - Measuring
  - Mixing
- Cooking prepared ingredients
  - Baking
  - Boiling
  - Frying
  - Grilling
  - Stirring
  - Mixing
  - Managing stoves

### SERVING

**ASSOCIATED ACTIVITIES**
- Transferring food to smaller pots
- Keeping food warm
- Carrying food to tables
- Transferring food onto plates

### EATING

**ASSOCIATED ACTIVITIES**
- Transferring used plates to washing up area
- Washing
- Stacking
- Drying
- Putting away
- Rubbish disposal

### CLEARING + WASHING UP

**ASSOCIATED ACTIVITIES**
- Disposing of kitchen waste
- Composting perishable kitchen waste

### CLEANING

**OF**
- Kitchen Equipment and fittings
- Kitchen and dining area

### WASTE DISPOSAL

**ASSOCIATED ACTIVITIES**
- Disposing of kitchen waste
- Composting perishable kitchen waste

Derived from THEDE:1991
### EXAMPLE

<table>
<thead>
<tr>
<th><strong>Kitchen</strong></th>
<th><strong>Comments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Design and planning considerations</td>
<td>Whether food preparation is carried out by street children themselves or by staff members, the design should be simple and practical, allowing for quick and efficient preparation of food in a comfortable, well-ventilated, easy-to-clean environment.</td>
</tr>
</tbody>
</table>

| **STORAGE AREA** |
| Storerooms should be close to both delivery and food preparation areas. They should be organised according to their contents. i.e. shelf widths and depths should correspond to size of the objects they will be carrying, thus maximising the efficient use of space. |

| **PREPARATION AREA** |
| Most of the food preparation will take place inside the kitchen, though some activities i.e. drying onions, chillies etc. or cleaning grains and pulses, can be done outside. The whole activity of food preparation can be made easier by having plenty of work surfaces at levels which are comfortable to users, and close to cooking area. |

| **COOKING AREA** |
| Stove area is best placed in the centre of the kitchen area. It should be close to preparation work tops. Passages between work tops and stove should be wide enough to allow the easy movement of people while cooks are working. |

| **SERVING AREA** |
| The basic requirement for a serving area is a counter (large enough for plates, serving dishes etc.) which is close to cupboards containing eating and serving utensils. In centres serving more than 400 meals it is desirable to have a separate room from which food can be served. In smaller centres a serving area in the kitchen is perfectly adequate. Shutters to close off serving area is recommended if adjoining dining area is used for other activities during the day. |

| **OUTDOOR AREA** |
| An outdoor area is particularly important in hot climates, where traditionally much of general food preparation takes place (i.e. drying food, chopping wood, washing rice and beans, receiving supplies etc.) This area should have some protection from direct sun and rain. |

| **DINING AREA** |
| Size of dining hall will depend on how many children are eating. If there are many children it is advisable to eat in shifts so facilities can be shared. There should be doors leading directly outside in case of a fire. |

(Derived from THEDE:1991)
### EXAMPLE COMMENTS

**Kitchen**

**Storage design considerations**

- Storage space should be well organised so things are easy to find, if possible daylight should be provided especially if there is no electricity.
- Cleanliness is of utmost importance. A clean food store will minimise the possibility of vermin attacks -> food should not be stored directly on floors.

---

**NOTES**

- Utensils can be stored in lockable cupboards or on open shelves and racks. They should be near to cooking and serving area.
- Fridges and freezers are expensive to buy and run so may not be considered a priority. Solar power technology, however may be a viable solution and should be investigated. If fridges and/or freezers are kept in storage areas (rather than in kitchen) an electric socket should be provided.
- For larger centres a cold storage room may be required for storing meat. This space will need to be well insulated and easy to clean.
- Firewood store should be well ventilated and lockable, with access to outside shopping area.

(Source: THEDE pp.9)

---

*Metal grill or wooden frame used with hooks can be used for hanging utensils etc.*  
(Source: LOVE)
### Kitchen Design

**Example:**
- **Preparation of Ingredients**
- **Cooking Food**

**Comments:**
Kitchen design should take into account local traditions of food preparation and local climate. It is pointless having sophisticated kitchen equipment that cannot be repaired due to lack of spare parts. Similarly, if there is no electricity for artificial lighting and ventilation, subdividing a cooking area into small rooms will hamper natural cross ventilation and light.

**Passage Ways:**
Passage ways between work-top / cooking areas should be wide enough for people to pass by easily.

**Cupboards:**
Cupboards accessible from more than one side are practical for a kitchen dining area.
<table>
<thead>
<tr>
<th>EXAMPLE</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>kitchen</td>
<td>The most successful designs will be those that allow for flexibility in use</td>
</tr>
</tbody>
</table>

Room planning
EXAMPLE

kitchens
Case studies

COMMENTS

The examples sited below hope to serve as a guideline so the reader can have an approximate idea of how much space is required to serve a given number of meals. Room sizes will vary according to how many meals are prepared at any one time i.e. 100 meals prepared over 24 hours in several shifts will require less space than 100 meals prepared in one shift.

SERVES 50
(THBDE.ppp0)

SERVES 100 - Mwanga, AFRICA
(TI ICDC.ppp13)

SERVES 270 - Kenya, AFRICA
(Source-1OE BOSCH KEMPER)

Children eat together in a family like environment

0 1 2 3 4 5 metres
applicable to all plans on this page
<table>
<thead>
<tr>
<th>EXAMPLE</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>kitchens</td>
<td></td>
</tr>
<tr>
<td>Case studies</td>
<td></td>
</tr>
</tbody>
</table>

SERVES 250. Tanga, AFRICA  
(THEDE:pp15)

Children can help with the preparation of meals
Laundry

In a residential centre for street children there will need to be a laundry facility where clothes, bedding etc. can be washed. Children can be involved in this process as part of their rehabilitation.

Laundering could form part of educational syllabus vocational training

Typical sequence of activities in laundering process:

SORTING > REMOVING STAINS > MENDING > WASHING > RINSING > DRYING > IRONING > FOLDING

Depending on the local climate and customs, laundry can be done both indoors and outdoors

There is also an educational aspect to the way the children relate to their clothing (...) It is important to make them understand that what they wear forms such an essential element of their appearance (Horgares Don Bosco project, Buenos Aires, Argentina. Sited UNESCO:pp252)

THE FUNCTIONAL RELATIONSHIPS INDICATED BELOW ASSUME THAT IN THE MAJORITY OF CASES WASHING WILL BE DONE BY HAND

PRESSING AREA
- Articles are pressed, folded and stored in this area. Any items that are damaged can be mended here.
- There should be plenty of storage for laundered items and general equipment (pressing boards, irons etc.)
- Pressing area and drying area should be closely linked.

WASHING AREA
- Washing area should be directly linked to preparation area to avoid carrying dirty laundry any great distances.
- The sink area will vary according to local customs i.e. standing or squatting. For either condition, there should be a work top to one side and a draining surface to the other.
- Washing area should be easy to clean and durable, floor surface should be non-slip and sloping to a drain/channel or directly outside.
- Stoves may be required to heat water. Depending on the amount of laundry and local customs these might be built in boilers fired with wood, or gas or kerosene stoves on which a boiling pot can be placed

DRYING AREA
- Drying area can be inside or outside depending on the local climate. If inside there should be provisions to allow water to drain away i.e. sloping floor, drains channels etc.
- There should be plenty of hanging rails and racks. Lines can be strung up if more hanging lines are required

(PDerived from Hamel:pp35-36)
### Example

<table>
<thead>
<tr>
<th>Recreation</th>
</tr>
</thead>
</table>

Recreation is of vital importance when working with street children. It can be used as a way to make initial contact with street children by breaking down psychological barriers (i.e. mistrust, hostility etc.) It can also enhance their physical, social and emotional development. (EB N°19:pp2)

---

### Why is Recreation Important

#### Physical Development
- Physical skills
- Stamina
- Co-ordination
- Elegance of body movement

#### Social Development

By playing in groups children can learn to:
- Respect and trust each other
- Follow rules
- Share
- Cope with conflict situations

#### Emotional Development

Through recreation (group and individual) children develop:
- The ability to make decisions
- The ability to control aggression
- The ability to cope with personal challenges (self reward), thus improving their self esteem and confidence
- Improved attention spans and perseverance

(Source - EB N°19:pp2)

---

### Where Might Space for Recreation Be Located?

**Found space**
- The street → pavements, cul de sacs
- Vacant lots
- Parks or other open areas
- Sea, river, lake, beach etc.

**Designed space**
- Playing fields
- Adventure / creative playgrounds
- Children farms
- Gymnasiaum
- Swimming pools
- Mobile play / recreation van integrated with community facilities
- Markets places
- Town squares
- Museums
- Community centres
- School playgrounds or other sports facilities
- Religious centres
- Libraries
- Historical and/or tourist sites
- Shopping complexes

(Source - derived from EB N°19:pp3)
<table>
<thead>
<tr>
<th>EXAMPLE</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Out door recreation</td>
<td>Designed play space should not be 'over designed' such that it can only be used for a few specified activities. The best designs will be those that are adaptable, with simple interventions and some imagination, to a wide variety of games and activities.</td>
</tr>
</tbody>
</table>

**Ground shaping**

- Flat areas are best for active games particularly ball games.
- Natural changes in ground level can be used for seating or playing, as well as acting as wind screens and creating visual barriers.
- Existing vegetation should be incorporated into the design of recreational spaces wherever possible.
- Water is always popular in a play area.
<table>
<thead>
<tr>
<th>EXAMPLE</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Out door recreation</td>
<td></td>
</tr>
<tr>
<td><strong>Loose materials and construction</strong></td>
<td>Constructing objects out of scrap materials requires co-ordination, inventiveness, co-operation and patience. The possibilities for creative play, both individual and group, are endless.</td>
</tr>
<tr>
<td><strong>Sand</strong></td>
<td>Sand too has endless possibilities for creative play, both individual and group.</td>
</tr>
<tr>
<td><strong>Swings and climbing structures</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Innovative use of tyres for recreational purposes</strong></td>
<td></td>
</tr>
</tbody>
</table>
### EXAMPLE

**Out door recreation**

Recreational activities will vary from county to county according to local customs and traditions.

---

**EXAMPLE**

Recreational activities will vary from county to county according to local customs and traditions.

---

**COMMENTS**

1. 'On Friday afternoons we go to another school, the Sacred Heart College to swim and play football. The bus comes for us. STREETWISE does not have the sports field; there is no place' (SWART:pp123)

2. 'This is the bus full of boys. They are going to camp. They are all friends. They are very happy.' (VUSI, aged 13. SWART:pp124)

---

**Examples of sports field dimensions** (dimensions may vary according to local custom).

*Source-NEURERT:pp323-326*
### EXAMPLE

<table>
<thead>
<tr>
<th>In door recreation</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>COMMENTS</th>
</tr>
</thead>
</table>

Recreational activities offered by a centre for street children need not be especially elaborate. They are more about providing a space where children can come and play, relax, meet other children in an environment in which they feel comfortable and safe. A room that is used for general classroom teaching during the day may become a common room in the evenings.

---

The multi purpose centre at the Elig Essono chapel, fitted out with the help of the street children themselves, offers leisure and cultural activities (including a film club) (Hostel of hope Cameroon. Sited 3 • UNESCO:pp31)

*The various games (draughts, pétanque, awale, ludo etc.) all freely available to the children at the centre have the advantage of reassuring the young people, giving them confidence, allowing them to shrug off tensions and get to know each other.* (Equipe d’Action Socio-Educative en Milieu Ouvert EASEMO. Sited 3 • UNESCO:pp47)

---

Pool, billiards, snooker etc.

---

Ping pong can be enjoyed both inside and outside

Board games, cards etc.
- according to local custom

---

Centre might be place where children can relax and enjoy quiet games, watch television and meet other children in a safe environment.
EXAMPLE COMMENTS

- Traditional school subjects
- Self expression and communication
- Personal awareness

Associated activities

Street children are street-wise, sharp, and have plenty of independence. They may, however, have short attention spans due to poor health and/or inhaling of glue fumes (SWART:pp126). An educational programme needs, therefore, to be interesting, innovative, and most importantly, related to their every day lives so as to capture and sustain their imagination and commitment.

<table>
<thead>
<tr>
<th>TRADITIONAL SCHOOL SUBJECTS</th>
<th>SELF EXPRESSION AND COMMUNICATION</th>
<th>PERSONAL AWARENESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>- basic literacy and numeracy</td>
<td>- theatre / drama * music</td>
<td>- Nutrition</td>
</tr>
<tr>
<td>- general studies</td>
<td></td>
<td>- Health (including</td>
</tr>
<tr>
<td>- history</td>
<td></td>
<td>* basic first aid)</td>
</tr>
<tr>
<td>- geography</td>
<td></td>
<td>- Hygiene (including</td>
</tr>
<tr>
<td>- current affairs</td>
<td></td>
<td>* personal)</td>
</tr>
<tr>
<td>- language(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- science(s)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ASSOCIATED ACTIVITIES</th>
<th>ASSOCIATED ACTIVITIES</th>
<th>ASSOCIATED ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Reading</td>
<td>- Acting</td>
<td>- Observing</td>
</tr>
<tr>
<td>- Writing</td>
<td>- Dramatic presentation</td>
<td>- Listening</td>
</tr>
<tr>
<td>- Relaxing</td>
<td>- Role playing</td>
<td>- Reading</td>
</tr>
<tr>
<td>- Story telling</td>
<td>- Dressing up</td>
<td>- Writing</td>
</tr>
<tr>
<td>- Noting</td>
<td>- Making props</td>
<td>- Counting</td>
</tr>
<tr>
<td>- Typing</td>
<td>- Setting up props</td>
<td>- Measuring</td>
</tr>
<tr>
<td>- Dictating</td>
<td>- Dancing</td>
<td>- Note taking</td>
</tr>
<tr>
<td>- Browsing</td>
<td>- Singing</td>
<td>- Demonstrating</td>
</tr>
<tr>
<td>- Listening</td>
<td>- Percussion</td>
<td>- Discussing (group)</td>
</tr>
<tr>
<td>- Watching videos/TV</td>
<td>- Playing instruments</td>
<td>- Exchanging experiences</td>
</tr>
<tr>
<td>- Listening to radio</td>
<td>- Listening</td>
<td>- Role playing</td>
</tr>
<tr>
<td>- Measuring</td>
<td>- Composing</td>
<td></td>
</tr>
<tr>
<td>- Observing</td>
<td>- Relaxing</td>
<td></td>
</tr>
<tr>
<td>- Ordering</td>
<td>- Watching</td>
<td></td>
</tr>
<tr>
<td>- Classifying</td>
<td>- Observing</td>
<td></td>
</tr>
<tr>
<td>- Counting</td>
<td>- Discussing</td>
<td></td>
</tr>
<tr>
<td>- Manipulating</td>
<td>- Demonstrating</td>
<td></td>
</tr>
<tr>
<td>- Demonstrating</td>
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</tbody>
</table>

The approximate space required per child for general classroom activities is 1 -> 1.5m²/child

Source - HAMEL:pp21

Educational activities do not necessarily need to take place inside a 'classroom'
**EXAMPLE**

- Traditional school subjects
- Self expression and communication
- Personal awareness

**COMMENTS**

There is no reason why most of the activities indicated on the previous page cannot take place in the same room. There are many basic provisions in common i.e. horizontal and vertical work surfaces, storage etc. Providing there is enough space to move furniture around, a single room, plus outdoor space, should be able to accommodate a wide range of activities.

---

**PRINCIPAL FUNCTIONAL AREAS**

### WET AREA

Running water, a sink, and easy to clean work tops and floor, are desirable for many educational activities i.e. sciences, mathematics, arts and crafts - measuring liquid volumes, painting, clay work and cleaning equipment. A wet area can always be situated outside.

### OUTDOOR AREA

Depending on the local climate many educational activities can take place outside. In some cases it may even be advantageous to work outside i.e. messy work with clay and water etc. Shelter from direct sunlight (planting, pergola, veranda) is important for outdoor activities.

### QUIET AREA

A quiet area is good for individual and small group work/relaxation. It should have comfortable furniture and flooring that encourages lounging i.e. on rugs, cushions etc.

### GENERAL ACTIVITY

General activity area should be a large, open and adaptable to different activities, allowing for free body movement (drama, music), demonstration (sciences) and individual and group work.

---

**LIGHTING**

Good bright light is desirable for most educational activities but, direct sunlight should be avoided as it can cause discomfort to users. Small openings in dark walls should also be avoided as they cause glare → writing on blackboards becomes hard to see. For theatre activities, if possible, there should be the possibility of blocking out light. This can be done using screens, blinds, shutters etc.

**FLOORING**

Generally flooring should be easy to clean and particularly for arts and crafts should be non-slip. Sound absorbing floor finish that encourages lounging would be good for drama music activities.

---

**OTHER CONSIDERATIONS**

**DISPLAY / RESOURCE**

There should be provisions for displaying children's work (including work in progress). In this way they can be encouraged to be proud of their work and common ideas and experiences can be shared. Information relating to children's experiences and learning path, i.e. books, posters, maps etc. should be made available to children, either as part of general display or as a separate resource area.

**STORAGE**

There should always be provisions for both lockable and accessible storage i.e. cupboards, shelves and boxes for storing teaching equipment and materials (books, theatrical props, costumes, musical instruments, stationary and art equipment etc.) Materials and equipment that are in continual use should be easily accessible.
## EXAMPLE

### Traditional school subjects / general activities

<table>
<thead>
<tr>
<th>Room planning</th>
</tr>
</thead>
</table>

### COMMENTS

Research has shown that street children do not respond very well to structured teaching sessions (SWART:pp3). An informal educational approach is thought to be more appropriate, and should be complemented by careful design and planning of rooms in which these activities take place. Design should also provide for individual work as well as small and large interactive group work.

Examples of how different furniture layouts can change way in which a room is used:

---

### LIBRARY / RESOURCE AREA

A library or resource area can enhance and backup learning, especially if the books relate directly to what children have been learning. It can also serve as an area where children can relax i.e. read novels, browse through picture books, magazines etc.

- Shelves to display books
- Shelf unit serves as bench
### Example

<table>
<thead>
<tr>
<th>Traditional school subjects / general activities</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room planning</td>
<td>The most successful designs will be those that allow for flexibility in teaching group sizes and presentation of subject matter.</td>
</tr>
</tbody>
</table>

---

**Diagram:**

- Wooden crates can serve as shelves/storage space or seating.
- Fold-out table can be hidden away to free up usable floor space.
- Trestle tables of different sizes and boards can be combined in different ways according to need.
- Space divider doubles up as pin-up board and display shelf.
- Curtain serves as space divider.
- Shelves on wheels to allow easy movement.
- Wall display.
- Hooks on walls for hanging objects.
- Adjustable shelves.
- Noticeboard on cupboard doors.
- QUIET AREA: Comfortable floor surface to encourage lounging.
- GENERAL ACTIVITY AREA: Objects, shelves, and equipment.
- WET AREA: Washing facilities and storage.

---

*The school is designed to have a home-like rather than institutional atmosphere. The facilities found in the average home are more in evidence than the blackboards and desks of a traditional classroom. This in turn encourages the children to form quasi-family groupings in which tasks and responsibilities are assigned according to the abilities of each individual group member. While every effort is being made to improve the learning environment by making ample space and materials available, care has to be taken not to overwhelm the children by providing over-sophisticated facilities which, experience shows, can make children feel messy and alienated. Much of the equipment is made by the parents from materials acquired or recycled from the dumpsite. Only items that are absolutely essential are purchased.* *(Paarakalang Pang-Tao Children's project, PHILIPPINES. Sited 3* UNESCO, pp229)*
**EXAMPLE**

**Self expression and communication**

**Room planning**

**COMMENTS**

Drama and music can help children to understand themselves and others by reenacting personal experiences or fantasies. The children can be who they want to be and, in this way, can gain confidence and improve their ability to express themselves. Children can work together to design stage sets and make props (larger props could be made in adjoining workshops).

...the music classes are, in fact, essential to the overall educational method used by Bahay Tuluyan. Music plays an important role in Philippine culture and is recognised as being an extremely powerful medium of expression. Children can learn to play the flute and/or the guitar and they are encouraged to write their own songs and to teach others to do the same. (Bahay Tuluyan Street Children project, PHILIPPINES; Sited 3=UNESCO:pp131)
<table>
<thead>
<tr>
<th>EXAMPLE</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Horizontal work surfaces</td>
<td>Clever furniture design can increase flexibility of space</td>
</tr>
<tr>
<td>Design ideas</td>
<td></td>
</tr>
</tbody>
</table>

### Fold Out Table
- Can be folded up when not in use and free up usable floor space
- (HENNESSEY & PAPANEK: pp43)

### Table & Chair
- Cardboard tubes taped together form base for table or chair. Tubes can be painted different colours (HENNESSEY & PAPANEK: pp48)
Vertical display and storage

Wall space can be used for displaying work, it can also be used for storing smaller objects i.e. on narrow shelves, thus liberating usable floor space.

Vertical Display and Storage

There are endless possibilities for displaying and/or storing objects on and along walls (Derived from SPIEGLER: pp2)

Storage Ideas

- **Shelves** can serve as space dividers, mounted on wheels facilitates movement

- **Hanging Storage** can be folded up when not in use to save space (HENNESSEY & PAPANEK: pp85)

- **Crates** can be used for both general and individual storage. They could be painted different colours and personalised by child

- **Cans** tied together serve as storage space &/or space dividers (HENNESSEY & PAPANEK: pp96)
### EXAMPLE

<table>
<thead>
<tr>
<th>Health care</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typical provisions</td>
<td>Primary health care provisions for street children should cater to both their physical and psychological needs. Wherever possible, basic education and information on hygiene, health and nutrition should be given in conjunction with medical treatment.</td>
</tr>
</tbody>
</table>

#### TYPICAL PROVISIONS

**IN PATIENT CARE**

Inpatient care is required for more serious ailments needing specialized treatment and overnight supervision.

**OUT PATIENT CARE**

- Basic first aid
  - Minor ailments: treatment and dressing of cuts, skin infections, colds, viruses, stomach infections, etc.
- Immunisation
  - Preventive treatment as well as curative health services should be provided in a health centre for street children.
- Dental care
- Eye care
- Basic health, nutrition and hygiene education
  - Basic education in health and nutrition could take place in a health centre. Practical demonstrations of ideas and principals will make learning much easier, especially when related directly to the children’s lives.
- Counselling
  - Street children face enormous pressures in their day to day lives, fighting for their survival and against social rejection and pressures. A common (resulting) problem is drug (mainly solvent) abuse which in turn is the cause of many of their emotional problems (UNESCO:pp132). In order to successfully rehabilitate these children their emotional problems need to be addressed. This can be done through group and individual counselling discussions between children themselves or between adults and children. Street children do not respond well to formal discussions (SWART:pp4). It may, therefore, be more appropriate to have counselling sessions in general activity rooms or even outside, in environments in which the children feel comfortable and familiar.

#### DESIGN CONSIDERATIONS

- Separate quiet and noisy areas
- Streamline flow of patients to avoid to and fro movements
- Maximise the number of children that can be treated by sharing facilities and spaces wherever possible
  - Allow for privacy
- Provide a relaxing atmosphere to put patients at ease
- If health centre is part of a general centre for receiving street children have some visual links between the two so that children do not feel isolated
### EXAMPLE

<table>
<thead>
<tr>
<th>Health care</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design and planning considerations</td>
<td>Children should be healthy before they can engage in any meaningful educational activities. Offering medical treatment and guidance is the starting point for many street children rehabilitation programmes. Once their immediate physical ills have been administered to, they can be phased into more a structured educational programme (SWART:pp106)</td>
</tr>
</tbody>
</table>

### MAIN ENTRANCE

The main entrance should be clearly visible and easily accessible to all patients and staff.

### RECEPTION & WAITING AREA

The reception area is where patients will be received and directed to waiting area or consultation and treatment rooms.
- Reception and waiting areas should be located near to each other.
- Reception should be closely associated with storage of patient's records.
- As a rule of thumb approximately 0.8m² should be allowed per person in waiting room area (TYAGI & RAJENDRA LAL:pp12).
- Waiting area should not be part of general circulation.
- Waiting area could be inside or outside i.e. under the shade of trees or on a veranda.

### RECORD STORAGE

- The record storage area is ideally associated with the reception area but not part of it. It should be extendible as patient documentation will increase over time.
- As a rule of thumb, approximately 1.4m² is required per 1000 patients. Record storage should be lockable (TUTT & ADLER:pp162).

### OFFICE

A health centre office space should be closely associated with the record storage. It should have its own self contained storage, some of which is lockable. There should be horizontal work surfaces for administrative work.

### TOILET AND WASHING

- If at all possible, separate toilets should be provided for staff, in, and out patients
- Toilet facilities should be placed so as to be convenient to use and easy to control.
- Staff toilets may be combined with a general sluice area
- Washing (shower) facilities are needed for in-patient care.

### STORAGE

There should be plenty of lockable storage in a health centre, both individual (i.e. in each room), and general. Provision should be made for storing medicines, linen, equipment, cleaning materials and disinfectants, and other miscellaneous items.

### CONSULTATION / MEDICAL TREATMENT

- Medical treatment room should allow for privacy. If more than one patient is to be treated at any one time, provisions should be made for screening off areas.
- Medical treatment requires its own associated storage for medication.
- Medical treatment room should be well lit preferably with natural lighting. In hot climates, there should be adequate cross ventilation so patients feel comfortable.

### CONSULTATION / EXAMINATION ROOM

- The consultation room can be used for medical examinations as well as counselling and demonstrations (for educational purposes).
- Consultation room should have its own lockable storage, a horizontal work surface and a couch/bed for lying down on.
- As a rule of thumb a floor area of approximately 13m² should be allowed for consultation/examination rooms (TYAGI & RAJENDRA LAL:pp14).
- The consultation room is best located near to where dispensing of drugs and immunisation takes place so that both functions can easily be performed by one person.
# EXAMPLE

<table>
<thead>
<tr>
<th>Health care</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some examples</td>
<td>Furniture arrangements will vary according to working method of individual staff members and general organisation of centre. When procuring furniture, careful note should be taken of existing built-in provisions to avoid ordering a surplus of furniture that would clutter up rooms.</td>
</tr>
</tbody>
</table>

---

Example based on a UNESCO / UNHCR model for Kampuchea.
AREA - 77m² (aprox.)
(Source-VICKERY 1988)

---

**Libya - Health centre**
AREA - 44m² (aprox.)
(Source-WIMBS)

---

**Libya - infirmary attached to a boarding school.**
AREA - 102m² including garden (aprox.)
(Source-WIMBS)

---

**Ljaje - health centre**
AREA - 107m² (aprox.)
(Source-Univ. of LUND)
## EXAMPLE

| Specialised workshops | Teaching the children a skill or a trade is a good way of assisting them in the process of rehabilitation. Not only does this produce immediate, visible results, but the objects made can also generate income for the children and/or prepare them for work, thus improving their self esteem and confidence (3 UNESCO: pp139) |

### COMMENTS

<table>
<thead>
<tr>
<th>PURCHASE AND SUPPLY</th>
<th>OF</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Materials</td>
<td></td>
</tr>
<tr>
<td>• Tools and equipment</td>
<td></td>
</tr>
</tbody>
</table>

#### ASSOCIATED ACTIVITIES

| • Ordering |    |
| • Delivering |    |
| • Carrying/movement of materials |    |
| • Measuring |    |
| • Weighing |    |
| • Paying |    |

<table>
<thead>
<tr>
<th>STORING</th>
<th>OF</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Raw materials</td>
<td></td>
</tr>
<tr>
<td>• Projects in progress</td>
<td></td>
</tr>
<tr>
<td>• Completed projects</td>
<td></td>
</tr>
</tbody>
</table>

#### ASSOCIATED ACTIVITIES

| • Safe storage or display |    |
| • Tools |    |
| • Basic hand tools |    |
| • Accessories and machining tools |    |
| • Collective and specialised tools |    |

<table>
<thead>
<tr>
<th>VOCATIONAL TRAINING</th>
<th>SUBJECTS-some examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Building</td>
<td></td>
</tr>
<tr>
<td>• Electric's</td>
<td></td>
</tr>
<tr>
<td>• General</td>
<td></td>
</tr>
<tr>
<td>• House wiring</td>
<td></td>
</tr>
<tr>
<td>• Car</td>
<td></td>
</tr>
<tr>
<td>• Radio</td>
<td></td>
</tr>
<tr>
<td>• Air-conditioning</td>
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<td>• Mechanics</td>
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<td>• Car</td>
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<td>• Metalwork</td>
<td></td>
</tr>
<tr>
<td>• Iron moulding</td>
<td></td>
</tr>
<tr>
<td>• Locksmith</td>
<td></td>
</tr>
<tr>
<td>• Welding</td>
<td></td>
</tr>
<tr>
<td>• Sheet metal</td>
<td></td>
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<tr>
<td>• Plumbing</td>
<td></td>
</tr>
<tr>
<td>• General</td>
<td></td>
</tr>
<tr>
<td>• Woodwork</td>
<td></td>
</tr>
<tr>
<td>• Carpentry</td>
<td></td>
</tr>
<tr>
<td>• Joinery</td>
<td></td>
</tr>
<tr>
<td>• Woodcarving</td>
<td></td>
</tr>
</tbody>
</table>

#### ASSOCIATED ACTIVITIES

| • Arriving/leaving (students) |    |
| • Changing |    |
| • Demonstrating |    |
| • Explaining |    |
| • Listening |    |
| • Fetching tools/equipment |    |
| • Sawing |    |
| • Filing |    |
| • Grinding |    |
| • Drilling |    |
| • Cutting |    |
| • Lathing |    |
| • Gauging |    |
| • Hammering |    |
| • Nailing |    |
| • Painting |    |
| • Polishing |    |
| • Finishing |    |

<table>
<thead>
<tr>
<th>DAY TO DAY CLEARING AND CLEANING UP + GENERAL MAINTENANCE</th>
<th>OF</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Workshop</td>
<td></td>
</tr>
<tr>
<td>• Equipment and machinery</td>
<td></td>
</tr>
</tbody>
</table>

#### ASSOCIATED ACTIVITIES

| • Clearing away |    |
| • Sorting through objects (i.e. those to be thrown away and those to be recycled) |    |
| • Sweeping |    |
| • Wiping |    |
| • Rubbish disposal |    |
| • Painting / decorating |    |
| • Checking equipment and safety devices |    |
| • Cleaning, oiling etc. machinery |    |

(Derived from UNESCO)
EXAMPLE

Specialised workshops
Design and planning considerations

COMMENTS

'There is a work force of twenty six technicians who provide the trainees with practical on-the-job tuition, and this practical instruction is backed up by theoretical sessions so the boys understand the basic underlying principals of their fields of training.' (Street Children project, The Boys' Society Of Sierra Leone. Freetown. SIERRA LEONE. Sited 3 UNESCO: pp148)

**BENCH AREA**

One of the most important pieces of furniture in any workshop is the work bench. The individual design of workbenches relates directly to the kind of work being carried out. The bench area should be in centre of workshop and easily accessible from machine and storage areas. (6 UNESCO: pp11; Building Bulletin 31: pp8)

**STORAGE AREA(S)**

Storage is a very important consideration in workshop design. As a general rule at least 20% of the total floor area should be allocated for storage. At least 3 different storage areas should be planned for:
- Large material store
- Projects in progress & finished projects
- Tool store

These stores should be in close proximity to bench area

**MACHINERY**

- Heavy machinery should be located as near services doors as possible
- Frequently used machinery should receive as much natural light as possible and be close to bench area
- Machines used for cutting stock should be located near material storeroom
- Smaller, moveable machines should be located along walls
- Furnaces, forges etc. should be located along outside walls so that exhaust fumes can be extracted more easily (4 UNESCO: pp35)

**TEACHING AREA**

In many cases the teacher needs an area in which he/she can address the whole group. Depending on the size of the workshop and the nature of the programme demonstration, explanations etc. may take place in the workshop or in an adjoining room or class room. Much of the teaching, however, will be more informal. The teacher will need to be available for small group and/or individual demonstrations and help. In this case the teacher should have a base from which he/she can easily supervise activities and to which children can come for help. It is useful to have tack-boards and/or blackboards around the workshop so that ideas can easily be explained using drawings of writing.

NATURAL LIGHT IS DESIRABLE
EXAMPLE

Specialised workshops
Furniture and equipment

'Centre has a full, well ordered main storehouse with a stock-holding area of 1500m². This is highly important, pedagogically speaking, as the young apprentices need to learn to keep things in order, and to forecast and control the stock. In short, this is the basic methodology of artisanal and industrial stock control.' (Atelier Bon Conseil, Togo. Sited 3 • UNESCO:PP163)

FURNITURE AND EQUIPMENT

Care should be taken when planning a workshop to see if savings can be made by sharing furniture, space and equipment.

Furniture in common
Furniture design relates to the size of users and their working position i.e. mainly standing, mainly sitting or standing & sitting. Those subjects which adopt similar working positions will inevitably having furniture in common.

Equipment in common
Even though many subjects require their own specialised equipment there are a number of common tools and machinery used in woodwork, metal work, Mechanics, building construction and electrical work.

STORAGE IDEAS

Source-DES:pp11,21

Source-Derived from LOVE
This department is responsible for repairing such items of electrical equipment as air-conditioners, household equipment, typewriters and other office machines. It also plays a major part in building construction and has done much to make the workshop known as a place where original solutions are found for special problems.

(Atelier Bon Consell, Togo. Sited 3*UNESCO:pp163)

<table>
<thead>
<tr>
<th>EXAMPLE</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specialised workshops</td>
<td></td>
</tr>
<tr>
<td>Case studies</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1 • ELECTRICITY - Thailand</th>
<th>Source-VIROCHSIRI &amp; XANTHARID, 1977</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOTOR CONTROL AREA</td>
<td></td>
</tr>
<tr>
<td>WIRING AREA</td>
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</tr>
<tr>
<td>ELECTRICAL SHOP</td>
<td></td>
</tr>
<tr>
<td>TEACHING AREA</td>
<td></td>
</tr>
<tr>
<td>STORAGE</td>
<td></td>
</tr>
<tr>
<td>PREPARATION ROOM</td>
<td></td>
</tr>
<tr>
<td>13.20m</td>
<td></td>
</tr>
<tr>
<td>6.40m</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2 • GENERAL WORKSHOP - Thailand</th>
<th>Source-VIROCHSIRI &amp; XANTHARID, 1977</th>
</tr>
</thead>
<tbody>
<tr>
<td>TROWEL TRADES AREA</td>
<td></td>
</tr>
<tr>
<td>WORK BENCHES</td>
<td></td>
</tr>
<tr>
<td>TROWEL TRADES AREA</td>
<td></td>
</tr>
<tr>
<td>PAINTING</td>
<td></td>
</tr>
<tr>
<td>DECORATING</td>
<td></td>
</tr>
<tr>
<td>BUILDING CONSTRUCTION AREA</td>
<td></td>
</tr>
<tr>
<td>13.20m</td>
<td></td>
</tr>
<tr>
<td>6.30m</td>
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<table>
<thead>
<tr>
<th>3 • ELECTRICITY - Venezuela</th>
<th>Source-FEDE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHING AREA</td>
<td></td>
</tr>
<tr>
<td>STORAGE</td>
<td></td>
</tr>
<tr>
<td>OFFICE</td>
<td></td>
</tr>
<tr>
<td>9.30m</td>
<td></td>
</tr>
</tbody>
</table>

0 1 2 3 4 5 metres applicable to all plans on this page

<table>
<thead>
<tr>
<th>EXAMPLE</th>
<th>AREA OF WORKSHOP (M²)</th>
<th>WORKSHOP CAPACITY (n° of students)</th>
<th>AREA (M²) PER STUDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>202.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>213.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>64.8</td>
<td>18</td>
<td>3.6</td>
</tr>
</tbody>
</table>
Specialised workshops
Case studies

The problems of supplies and raw materials has been resolved by what the Atelier Bon Conseil calls, 'integral direct recycling' - in other words, the collection of old parts and scrap metal in Togo and above all the receipt of metal tailings from European companies.'


---

**4 • WOOD WORK / METAL WORK - Thailand**
Source: VIROCHSIRI & XANTHARID, 1977

**5 • CONSTRUCTION WORKSHOP - Venezuela**
Source: FEDE

**6 • WOOD WORK SHOP - Nigeria**
Source: 9 • UNESCO

**7 • WOOD WORK SHOP - Rwanda**
Source: 9 • UNESCO

---

<table>
<thead>
<tr>
<th>EXAMPLE</th>
<th>AREA (m²)</th>
<th>NO OF STUDENTS</th>
<th>M²/ STUDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 • A</td>
<td>130</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 • B</td>
<td>104</td>
<td>20</td>
<td>5.2</td>
</tr>
<tr>
<td>4 • C</td>
<td>104</td>
<td>20</td>
<td>5.2</td>
</tr>
<tr>
<td>5</td>
<td>103.4</td>
<td>18</td>
<td>5.76</td>
</tr>
<tr>
<td>6</td>
<td>94</td>
<td>40</td>
<td>2.35</td>
</tr>
<tr>
<td>7</td>
<td>103.5</td>
<td>40</td>
<td>2.58</td>
</tr>
</tbody>
</table>
The ten apprentices in this department, mainly concerned with repairing vehicles damaged in accidents or rusting from corrosion, also undertake body work modifications or accept orders to make body work 'to specification.' (Body work and Painting Department. Atelier Bon Conseil, Togo. Sited UNESCO pp168)

8 • AUTO MECHANICS - Cameroon
Source: OJE BOSCH KEMPER

9 • AUTO MECHANICS - Venezuela
Source: FEDE

10 • GENERAL WORKSHOP - Thailand
Source: VIROCHSIRI & XANTHARID, 1977

<table>
<thead>
<tr>
<th>EXAMPLE</th>
<th>AREA OF WORKSHOP (m²)</th>
<th>WORKSHOP CAPACITY (n° of students)</th>
<th>AREA (m²) PER STUDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>252</td>
<td>20</td>
<td>12.6</td>
</tr>
<tr>
<td>9</td>
<td>138.2</td>
<td>18</td>
<td>7.68</td>
</tr>
<tr>
<td>10</td>
<td>213.9</td>
<td>16</td>
<td>13.36</td>
</tr>
</tbody>
</table>
Specialised workshops - light activities within their scope. They opted for courses in crochet-work, dressmaking and knitting, with a view to training for their future duties as mothers and housewives, and as a way to learn a craft. In the short term, they saw this as a means of earning additional income by selling items to their employers..." (Centre for Domestic servants in the HLM Montagne quarter of Dakar, Senegal. Site 3-UNESCO: pp202)
<table>
<thead>
<tr>
<th>EXAMPLE</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residential accommodation</td>
<td>Residential accommodation may either be attached to a general centre for street children, where other activities are organised during the day, or it may be a facility/provision in its own right. In the former case washing and dining facilities can be shared.</td>
</tr>
</tbody>
</table>

**Typical activities**

**Sleeping Accommodation**

**PRINCIPAL ACTIVITIES TO BE CATERED FOR**

- Sleeping
- Resting
- Washing
- Dining
- Quiet play
### EXAMPLE COMMENTS

**Sleeping accommodation**

*Design and planning considerations*

'"The Bosco shelters act as a catalyst to push children through the transition period between life on the streets and an eventual reintegration into society. They act as both day and night shelters, providing a number of facilities including somewhere to wash, take a bath, cook and sleep; medical aid; a place to keep a few belongings...' (Bosco Yuvdodaya street children project, Bangalore, India. Sited 3*UNESCO:pp222)

---

### SLEEPING AREA

As a general rule between 2.5m² + 5m² is required per bed/place in a dormitory. Street children are accustomed to extreme, harsh living conditions, living on the street so it may be preferable to reduces the amount of space per child in favour of accommodating more children.

### STORAGE

Both individual and general storage should be provided. Individual storage where children can keep their personal belongings and create their own personal space and general storage to keep sleeping accessories i.e. bedding, mosquito nets etc.

### REST AREA

If possible provision for blocking out daylight should be made in sleeping area. Working children may require a bed or rest at unconventional hours. Depending on the numbers of children being received a separate rest and relaxation area may be appropriate.

### QUIET AREA

Depending on the size of the centre and the general facilities and services available a quiet area may be desirable, where children can read/browse and relax - play games such as cards, board games etc.

---

**LOCKERS a 'private space'

'Lockers, with a key to lock them, are made available to the children and in fact meet two needs, one practical and one psychological (...)no child can afford to lose sight for even one moment any valuable objects (shoeshine kit for example) or else things risk being stolen(...) once children have their own locker and key, however, they find themselves free at last, of one of their major worries(...) they have of 'their own', a place where a few meagre things can be kept. At last their own 'private space"' ENDA-Bolivia Project, El Alto, Bolivia (Source:3*UNESCO:pp102)
## EXAMPLE

### Sleeping accommodation

#### Room planning

### COMMENTS

As with other provisions for street children, flexibility is of prime importance.

<table>
<thead>
<tr>
<th>Individual storage for personal belongings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sleeping mats can be stacked or rolled up when not in use</td>
</tr>
<tr>
<td>Space divider doubles up as pin-up board</td>
</tr>
<tr>
<td>Beds built according to local customs</td>
</tr>
</tbody>
</table>

'Bahay Tulyan has been looking for a night shelter where children who have no other place to stay for the night could go and receive an evening meal and breakfast before going back onto the streets. Such a shelter would both help to meet some children's short term needs and serve as an initiation to the Bahay Tulyan programme.' (Bahay Tulyan street children project, Manila, Philippines. Sited 3\UNESCO;pp136)

'It's good to sleep in a bed not on the street.'

(ISAAC aged 13.SWART;pp115)
### EXAMPLE

<table>
<thead>
<tr>
<th>Sleeping accommodation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sleeping surfaces</td>
</tr>
</tbody>
</table>

**COMMENTS**

Beds should be designed, not necessarily using conventional norms i.e. 90cm x 180cm. They can be designed according to the standard/average heights of the children. Considerable savings in space can be made by reducing bed sizes.

### DESIGN IDEAS

**Minimum sleeping surface required for children who have average heights of 156cm (SPIEGLER: ppC10)**

- Screen separates 2 sleeping platforms

- Double bed with screen (SPIEGLER FR: ppC11)

- Air passage easy to clean

- Storage space under bed

- Sleeping mat rolled and stacked

**Source** - SPIEGLER: ppC10/11
### Example Comments

**Sleeping accommodation**

**Case studies**

---

<table>
<thead>
<tr>
<th>EXAMPLE</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ARGENTINA. Source - CANTIAGO</td>
</tr>
<tr>
<td>2</td>
<td>NIGERIA Source - UNESCO</td>
</tr>
<tr>
<td>3</td>
<td>KENYA Source - 1×DE BOSCH KEMPER</td>
</tr>
</tbody>
</table>

---

### Example of space required for a dormitory with beds that are 65cm x 170cm.

Source: SPIEGLER:ppC10

---

#### Plan Measurements

<table>
<thead>
<tr>
<th>EXAMPLE</th>
<th>AREA (M²)</th>
<th>n⁰ of PLACES</th>
<th>M²² / PLACE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>115</td>
<td>14 or 22*</td>
<td>8.25 or 5.25*</td>
</tr>
<tr>
<td>2</td>
<td>90</td>
<td>20</td>
<td>4.5</td>
</tr>
<tr>
<td>3</td>
<td>102</td>
<td>40</td>
<td>2.55</td>
</tr>
</tbody>
</table>

* Figure is dependant on whether beds are single or double bunks
### EXAMPLES

<table>
<thead>
<tr>
<th>1 • Residential care centre</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hypothetical example</td>
<td>The activities and facilities offered by a hypothetical example of a residential care centre for street children are described below and possible functional relationships between the different rooms/spaces are indicated.</td>
</tr>
</tbody>
</table>

**Residential care based centre**

This (hypothetical) residential centre for street children is primarily a place where children can come and spend some time with other children, in security, away from the daily pressures and hardships of the street. Here there are provisions for a small number of children to sleep. In addition there is a common room where children can come at any time of the day until early evening. During the morning this room is used for a range of supervised activities i.e. basic literacy classes, group discussions, music, dance etc., during the afternoon the space is available for recreational activities. There is a small yard outside that can also be used for group activities as well as for some food preparation at meal times.

There is a small kitchen where meals are prepared two times a day. Children are encouraged to participate in the preparation of meals as well as in the general organisation of the kitchen, including ordering food and organising shift rotae etc. No child is in any way obliged to come to the centre, but children are expected to fulfill commitments they have made i.e. kitchen duties etc.)

Those children spending the night at the centre are encouraged to participate in other activities taking place in the centre, including the general upkeep of the centre i.e. laundry, cleaning and maintenance etc.

#### Key Elements

- **GENERAL ACTIVITY ROOM**
  - For more information on how room might be designed refer to pages 52-58 section F-4 • Educational.
  - This room is likely to be the focal point of the centre, the place where children meet and interact with other children and adults. In this way it should be easy to find and accessible. Though it should not be physically linked to the entrance of the building a visual link is recommended so that newcomers coming to the centre know where they are going and what to expect. Given that this room will be used as a dining area it should be next to the kitchen. A direct link to an outdoor yard will be advantageous as it will increase usable floor space.

- **OUTDOOR ACTIVITY AREA**
  - For more information on how room might be designed refer to pages 47-51 section F-3 • Recreational and Socio Cultural as well as pages 53 section F-4 • Educational.
  - This area could either face out onto the street at the general activity room. The option chosen culture and site layout.

- **KITCHEN**
  - For more information on how room might be designed referred to pages 39-45 section F-2 • Upkeep.
  - The kitchen should be closely associated with the dining area (general activity room). It is possible that the kitchen could be an enclosed private space an 'outdoor room', an extension of the general activity room. Option chosen might depend on culture and site layout.

- **SLEEPING AREA**
  - For more information on how room might be designed refer to pages 69-73 section F-7 • Residential.
  - The sleeping area should be near to the toilet and shower facilities. It is the private part of the centre that should be situated away from the entrance and street front. There should be a link between the sleeping area and the general activity area though this need not be direct and immediate.

- **OFFICE**
  - For more information on how room might be designed refer to pages 31-36 section F-1 • Organisation of centre.
  - The office area should be near to the entrance of the centre so that it serves as a reception and surveillance point for people arriving at centre.
The activities and facilities offered by a hypothetical example of a *health care centre* for street children are described below and possible functional relationships between the different rooms/spaces are indicated.

**Health care based centre**

This (hypothetical) health care centre for street children does not have any elaborate facilities and equipment for specialised health care. It is more a clinic providing primary health care, where street children are treated on an out patient basis for general ailments i.e. intestinal and respiratory disorders, skin infections, broken limbs, cuts and bruises, immunisation, basic dental care etc. There are provisions for a few children to stay over night as and when necessary.

Along side the health clinic is a general room where hygiene, health and nutrition courses are given to children as well as to adults who hope to assist in the running of the clinic. This space is also used for counselling sessions both individual and group, for the children and their families. Associated with this space is a small kitchen where meals are provided and children can participate and learn basic cooking skills (related to their courses on nutrition and health etc.) There is a small common room where children can come to get away from the hardships of the street.

**Key Elements**

**ADMINISTRATION**

For more information on how room might be designed refer to pages 37-38 section F-1 *Organisation of Centre* as well as pages 60-61 section F - 5 *Special care*

The administrative part of the health care centre based centre i.e. office storage and reception, should be at the entrance to building. It should be linked to waiting area.

**WAITING AREA**

For more information on how room might be designed refer to pages 60-61 section F - 5 *Special care*

This area should be next to the reception. Depending on the local climate waiting area could be outside, though shelter from direct sunlight should be provided.

**CONSULTANCY AND TREATMENT ROOMS**

For more information on how room might be designed refer to pages 60-61 section F - 5 *Special care*

These rooms should be near to waiting area and accessible to administrative part of centre.

**GENERAL ACTIVITY AREA**

For more information on how room might be designed refer to pages 52-58 section F-4 *Educational*

This room will be used for a wide range of different activities including counselling sessions, health and nutrition classes, and as a dining area, it should, therefore, be close to both the consultancy and treatment rooms so that children can have a chance to watch practical demonstrations. As room will double up as a dining area it should be close to kitchen.

**KITCHEN**

The kitchen should be closely associated with the dining area (general activity room). If possible there should be some outdoor area (yard) where some of the food preparation can take place. The kitchen should be close to the road to facilitate deliveries and waste disposal etc.

**LAUNDRY AREA**

For more information on how room might be designed refer to pages 46-47 section F-2 *Upkeep.*

The laundry can be away from the entrance to the centre. It should ideally front onto an outdoor yard as many of the washing activities will probably take place outside. It should be closely associated with the kitchen and washing facilities to minimise pipe work and plumbing etc.

**TOILETS/WASH AREA**

The toilets should be near to the waiting area as well accessible from the consultancy and treatment rooms. They should be closely associated with the kitchen and laundry to minimise plumbing and pipe work.
Vocational Training Centre

This (hypothetical) vocational training centre is one where street children are provided with on the job tuition. There are two principal workshops a) metal/wood workshop where the students make objects which are sold in the local market and b) an electrical workshop where electrical household equipment and appliances are repaired.

There is a multipurpose common room which is also used to hold basic literacy and numeracy classes a few times a week, these are not obligatory, but highly recommended. There is a small shop/hut serving tea and snacks, it is organised and run by the children themselves.

Key Elements

- **METAL/WOOD WORKSHOP**
  - For more information on how room might be designed refer to pages 62-68 section F-6 • Vocational training
  - The metal/wood workshop should be directly linked to the store. If possible it should open out onto a yard/open space, allowing room for deliveries and more area for working.

- **STORE ROOM**
  - For more information on how room might be designed refer to pages 62-68 section F61 • Vocational training
  - The storeroom should be directly linked with both workshops and easily accessible for delivery vehicles.

- **GENERAL ACTIVITY AREA**
  - For more information on how room might be designed refer to pages 52-58 section F-4 • Educational
  - This room should be away from the workshops as noise from workshop activities might cause discomfort. Ideally it should be near to the shop. When classes are not being held in this room it could serve as a place where children eat and socialise. A direct link to an outdoor area will be advantageous as it will increase the usable space.

- **ELECTRICAL WORKSHOP**
  - For more information on how room might be designed refer to pages 62-68 section F61 • Vocational training
  - The electrical workshop should be directly linked to the store. If possible it should open out onto a yard/open space, allowing room for deliveries and more area for working.

- **TOILET/WASHING AREA**
  - A toilet washing area should be provided so that children can wash themselves at the end of the day. Given an appropriate climate this area would be best placed outside in the yard.

- **SHOP**
  - The shop would be a small/hut with a hatch counter that can be locked at night and when not in use. It would be well placed next to the general activity/classroom which could serve as a place to eat and socialise.
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<th>Title</th>
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