

Palestine Polytechnic University



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Graduation Project

SOS Children Village

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Abstract

SOS Children Village

As a result of the dramatic occurrences in the Palestinian Territories over the past eight years (Occupation, civil strife, and divided governmental bodies) the socio-economic situation has continued to deteriorate. Despite the relative decrease in violence in some areas the local economy has continued to suffer. This paired with the global increase in the price of basic commodities increasing dramatically causing the number of Palestinian families living below the poverty line to also increase. As a result more children have been abandoned and higher numbers of children are at risk of losing parental care and a stable family environment. The ineffective government has failed to establish a mechanism for social protection and adequate health care leaving an increasing important role for SOS nationally.

The continuing conflict has remained heated in the Gaza Strip and the Northern West Bank suggesting that SOS will have a continuing role to protect children in these areas as the situation continues to progress. Plans to build a third Village in the Northern West Bank will be based on the results of the national child rights situation analysis to be conducted by SOS Palestinian Territories.

In this study shows the project's challenge's and the goals of the project in the first chapter, and in the second chapter it will be explaining the village's definition, child definition and childhood stages through adulthood and this study will be showing the historical background of SOS Children Village and its philosophy and values. The third chapter explains the SOS Children Village program and its content. The fourth chapter shows and explains sketches and figures for suitable areas after studying SOS Children's Village program and analyzing it. Then this study explains proposal areas for the project in the fifth chapter. And analyze the study cases in the sixth chapter. In the seventh chapter it will be studying the project's location and

analyzing it and finally putting the philosophy and concept for SOS children village in eighth chapter .

After studying and analyzing the project some results have been concluded such as:

- 1- SOS Children's Village areas do not satisfy the user's needs.
- 2- The northern region of the West Bank especially Nablus suffers difficult conditions which affect families and children's conditions.
- 3- SOS children Villages have the same village feature's, a strong relationship between children, freedom and peace.

Dedication

To those for all the things that we put in to do each year and to those who
are there.

To the great teachers. To our Parents. To the staff and faculty who are
helping the future to flourish.

To Arch. Elias Dieck

To the staff and faculty for the support and inspiration.

To our parents who have been with us through all of this long and hard work
and who have been there for us through all of this long and hard work and who
will be with us through all of this long and hard work.

To all our teachers working from the first grade up to the high school days
because for those people we are very grateful for the years and the things that they
have done for all the years that follow.

To all parents who have been with us through all of this long and hard work
and who have been there for us through all of this long and hard work.

Acknowledgments

To Allah for all the blessing that he gave us to do such work and to think in such away.

To Prophet Mohammed who carried this religion and suffered in order to bring the Islam to humanity.

To Arch. Elias Dieck for his support and supervised.

To our parents who stand with us through all of this long and hard way, until we reach this day, for them, we will never forget this, and we wish that we will do any thing to compensate for all of this inshallah.

To all our teachers starting from the first grade until this day and the days follows, for these people, we are very grateful for the entire job that those people do for us and for all the generations that follow.

To all friends who help us in this project and give us samples, and whom give us support and thoughts.

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Chapter One

Introduction

- 1-1 Introduction**
- 1-2 Project Challenge**
- 1-3 Project Goals**
- 1-4 Methodology**
- 1-5 Time Table**

1-1 Introduction:

SOS Children's Villages is a private, non political and non- denominational welfare international organization.

SOS Children's Villages offer orphaned and destitute children regardless of race, nationality or creed a new and permanent home and prepare them for an independent life.

SOS Children's Villages exists in 132 countries worldwide and operates in more than 1500 projects including Kindergartens, Youth facilities, Hermann Gmeiner Schools, Vocational Training and Production Centre, Medical Centers and SOS Emergency Relief Programmers.^[1]

The increasing number of orphans is leading to more and more orphaned children. That is why the SOS Children's Village is being in large numbers and supporting these children in the present and by providing an adequate environment and good living standards where they will be able to grow up.

The children at the SOS Children's Village will have the following facilities: (1) a natural village with all the facilities of a small community so that the children of the village can be integrated into the local neighborhood and be a part of the social life.

One of the main goals of the village is to help develop these little children and with their full potential to be part of building a new generation that will take the village to a better future.

1-2 Project Challenges:

The project is located in the northern region. In the government in Nablus , which has a population of around 135.000^[2] . Nablus , as many cities in Palestine suffers difficult economical and political conditions due to Israeli occupation and un planning of local institution and Palestinian authority causing many to immigrate from the country fleeing the political and difficult social conditions in hope of finding a better life and dignity they are denied in these own land .

The occupation has many effects on the community. One job opportunities have become rare for the growth of a new economy has become only a dream with the conditions attacks from Israel settlers.

The increasing number of martyrs is leading to more and more orphaned needing care. Their for , the SOS Children's Village is being in hope of helping and supporting those children in desperate need by providing an adequate environment and good living standards within the neighborhood.

The children of the SOS Children Village will share the following facilities (recreational activities) with children of a local community so that the children of village can be integrated with local neighbourhood and be a part of the social society.

One of the main goals of the village is to help develop these kids abilities and skills to their full potential in hope of building a new generation that will take Palestine to a better future.

1-3 Project Goals:

- 1-Providing suitable places to care for orphaned children in the Nablus region
- 2- Creating a family atmosphere for the child.
- 3-Establishing a project to cover the running cost of village.
- 4-Providing job opportunities for the village children in the future.
- 5-To integrate the children of the village with the local community through the educational institution ,public facilities and cultural entertainment and other events that attract people of the region in an attempt to integrate the village children with the community.
- 6- Giving a chance to eligible women who can not have children to experience the feeling of motherhood and family.

Project: Support of SOS Children Village

• Stage Four:

Implement activities for the project inside village.

• Stage Five:

Preparing areas for the project.

• Stage Six:

Doing a collection of similar work material.

• Stage Seven:

Site inspection and monitoring.

1-4 Methodology:

- **Stage One:**

Introduction contains diagnosis, goals and methodology.

- **Stage Two :**

SOS Children Village history and the God Father of SOS Children Villages Dr.

Herman Gmeiner

- **Stage Three:**

Basic standards of SOS Children Village.

- **Stage Four:**

Explainer sketches for the project basic areas.

- **Stage Five:**

Proposing areas for the project.

- **Stage Six:**

Data collection of similar case studies.

- **Stage Seven:**

Site location and analysis .

- **Stage Eight :**

Project philosophy , concept and description.

1-4 Time Table:

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Project Identification														
Data collection and analysis														
Case studies Analysis														
Site visit and analysis														
Handover														
Corrections and finalisation														

Table (1) Time Table

References:

[1] <http://www.sos.org.lb/>

[2] <http://en.wikipedia.org/wiki/Nablus>

Chapter Two

The Definitions and Historical Background and the Philosophy of SOS Children's Village

2-1 Village Definition

2-2 Childhood Stages Through Adulthood

2-3 SOS Children's Village Roots

2-4 SOS Children's Village Vision for The World's Children

2-5 SOS Children's Village Mission

2-6 SOS Children's Village Values

2-7 Basic Construction Standards And SMI-rules

2-1 Village Definition:

Village is a clustered human settlement or community, larger than a hamlet, but smaller than a town or city. Though generally located in rural areas, the term urban village may be applied to certain urban neighborhoods. Villages are normally permanent, with fixed dwellings; however, transient villages can occur. Further, the dwellings of a village are fairly close to one another, not scattered broadly over the landscape. ⁽¹⁾

Community settled around a small plaza in irregular way. Then it has been the usual form of community for societies that practice subsistence agriculture, and even for some non-agricultural societies.

2-2 Childhood Stages Through Adulthood:

Child is a person between about 18 months and 13 years of age. In another definition, a child is anyone who is not yet an adult. According to this definition there are several stages passed through to adulthood:

2-2-1 Childhood : Is the period between infancy and adolescence, this period is one of the major stages in person's development. And the environment has an effect on the psychological growth of the children, so childhood is divided into four stages based on periods of major psychological change according to the environment.

The major psychological change stages are¹²:

2-2-1-1 The Toddler stage: lasts from 18 months to 3 years of age. By 18 months of age most children can feed themselves, walk, run and they can say a few meaningful, but the development of the language skills is a major challenge.

2-2-1-2 The preschool years: extend from 3 or 4 years of age. This period helps prepare child of independence and responsibility. Children are exploring the world around them and they are beginning to learn the standards of behavior.

2-2-1-3 The early school years: which lasts from about age 5 to 8, mark a major turning point in a child's psychological development. Children continue to improve their physical skills during this stage, But the period is distinguished mainly by important advances in child's mental, emotional and social development. In this stage they must have the ability to solve their problems.

2-2-1-4 The Preteen age years: extend from 9 to 13 years of age. in this stage a peer group plays a role in the child development and the child behavior may also change noticeably under peer group pressure.

2-2-2 Adolescence: begins at about age 13 and lasts to adulthood.

So there are individual differences among children caused by heredity – physical and mental traits – and environment and every thing in a child's surroundings. These two factors have an effects on the child's development which represented in the physical differences which represented in weight, height, ..., etc. And in the

differences in intelligence which measured by IQ (intelligence quotient) tests, these tests are designed to indicate a child's ability in relation to other children.

Children have some problems which can represent in the unrealistic fears and in aggressive and antisocial behavior so parents should help their children to develop their physical and mental disorders. Also they help their children to develop their skills or traits that the child's particular society value in order to help their children to solve their problems. Parents can best promote the development of their children by understanding a child's basic needs, motivating the child's behavior and serving as models of appropriate behavior.

2-3 SOS Children's Village Roots ^[1]:

The first SOS Children's Village was founded by Hermann Gmeiner in 1949, in Imst, Austria. He was committed to helping children in need – children who had lost their homes, their security and their families as a result of the Second World War. With the support of many donors and co-workers, our organization has grown to help children all over the world.

This organization takes action for children as an independent, non-governmental social development organization. It respects varying religions and cultures, and it works in countries and communities where its mission can contribute to development. It works in the spirit of the United Nations Convention on the Rights of the Child and it promotes these rights around the world.

With the SOS Children's Village concept, this organization pioneered a family approach to the long-term care of orphaned and abandoned children. This concept is based on four principles:

2-3-1 The Mother and Aunt: "Each child has a caring parent"

2-3-2 Brothers and Sisters: "Family ties grow naturally"

2-3-3 The House: "Each family creates its own home"

2-3-4 The Village: "The SOS family is part of the community"

2-4 SOS Children's Village Vision for the world's children^[3]:

Every child belongs to a family and grows with love, respect, and security:

2-4-1 Every child belongs to a family.

2-4-2 SOS Children's Village.

2-4-3 Every child grows with respect.

2-4-4 Every child grows with security.

2-5 SOS Children's Village Mission^[3]:

This organization builds families for children in need, it helps them shape their own futures and it shares in the development of their communities.

2-5-1 It builds families for children in need.

2-5-2 It helps them shape their own future.

2-5-3 It shares in the development of their communities.

2-6 SOS Children's Village Values^[3]:

2-6-1 Courage: it takes action.

2-6-2 Commitment: It keeps their promises.

2-6-3 Trust: It believes in each others.

2-6-4 Accountability: it is reliable partners.

2-7 Basic construction standards and SMI-rules⁽⁴⁾:

2-7-1 Basic Standards:

2-7-1-1 S-Solid: means that our SOS facilities must be realized for generations of children in a very durable way. Simple forms and functional solutions must require minimum maintenance and care. No general renovation should be necessary during the whole lifetime of the buildings.

2-7-1-2 M-Modest: means the permanent attempt to support our children and beneficiaries that they can grow up in an adequate environment and in comparable living standard within the neighbourhood. In this matter, special attention has to be given to the finishing of the buildings, the equipment and furniture and to the maintenance of the outside areas of the facilities. We have to avoid any impression that our children grow up in an environment only the social-upper-class of a country can enjoy.

2-7-2-3 Integrated: means that our facilities and children must be integrated in the local neighbourhood and according to the social society. The choice of an adequate land is the base for integration. For SOS Children's Villages we should search for a place inside an existing middle class living area. Right from the start, SOS Children's Village should try to co-operate with the neighbourhood by using existing public facilities (schools, medical facilities, etc.) and by sharing the public parts of the

children's village (sports field, play ground, multi purpose building) with the local community.

2-7-2 SMI-Rules:

2-7-2-1 Situation of land:

Every new SOS Children's Village must be situated in an existing and an appropriate neighbourhood ideally in a social middle class area. Our children should use the public educational infrastructure whenever it is possible that it is not necessary for SOS Children's Village to realize this kind of complex and expensive infrastructure. If kindergartens, schools or other public buildings are necessary one should situate them outside the children's village in an authentic needy area.

2-7-2-2 Land potential:

The size of the land and the size of the project must be reduced to the real required minimum to avoid high costs in the category of installing the technical infrastructure and to reduce the maintenance and running costs in future.

2-7-2-3 Layout and architectural style

The layout of a children's village should be planned in a high density near a main road with an available technical infrastructure (water, electricity, supply) and this means that our architectural style must follow the neighbourhood's building appearance. Public transport service should be within walking distance to the SOS Children's Village.

2-7-2-4 Materials and Finishing

It must be guaranteed that durable and local construction materials, windows and doors are used. Local available facade and roofing materials must be nearly maintenance free.

2-7-2-5 External works and Outdoor areas

External works must be reduced to the minimum. There shall only be a paved area in the entrance zone of the SOS Facility, the pathways between buildings are only to connect the buildings in an efficient way. Gardening should be limited to tree planting only. All other gardening, such as the planting of flowers, bushes and vegetables shall be done by the families responsible. Outside lighting should be fixed to the walls of the buildings.

2-7-2-6 Furniture and Equipment

Only built-in furniture like chests, inside and outside kitchen should be provided by the contractor. All other furniture and equipment should be bought at the local market.

Why SOS Children is a village?

After studying the village description we find that the SOS Children Village has the same life features, strong relationships between children and the freedom which has been given for children in the village. Although it follows the neighbourhood's building appearance in its layout style.

References:

^[1] <http://en.wikipedia.org/wiki/village>

^[2] The World Book Encyclopedia ,3, World bank- childcraft international ,Inc
U.S.A, America ,1980,Page 358.

^[3] SOS Children Village Construction Guidelines, 2007.

3-1 The Core Buildings Chapter Three

A

The Original Building program of The SOS Children's Villages

Name	Number	Area
Director's House	1	up to 100 m ²
Livinghouse	1	up to 100 m ²
Small Common Hall	1	up to 100 m ²

3-1 The Core Buildings

3-2 The Additional Buildings

3-3 The Other SOS Facilities

3-4 The Outdoor Areas

Name	Number	Area
Small Hall's house	1	up to 100 m ²
Small house	1	up to 100 m ²
Small house and workshop	1	up to 100 m ²
Small house as a workshop	1	up to 100 m ²
Small house as a workshop	1	up to 100 m ²
Small house as a workshop	1	up to 100 m ²
Small house as a workshop	1	up to 100 m ²

Table 3-1 The additional buildings

3-1 The Core Buildings:

Name	Number	Area
Family House	12-15	up to max. 130 m ²
Village Director's House	1	70 to max. 100 m ²
Administration	1	up to max. 130 m ²
Multi Purpose Hall	1	up to max. 120 m ²

Table (2) The core buildings

3-2 The Additional Buildings:

Name	Number	Area
SOS Aunt's house	1	up to max. of 100 m ²
Guest house	1	60 m ² to a max. of 80 m ²
Car shelter and workshop	1	up to max. 60 m ²
Staff house's or Co-workers House	1	60 to max. 90 m ²
Assistant Village Director	1	60 to max. 90 m ²
Mother Retirement house's	1	up to max 25 m ² each

Table (3) The additional buildings

3-3 Other SOS Facilities :

Name	Number	Area
Youth house's	1	10 – 15 m ²
SOS Kindergarten	1	not applicable
SOS Hermann Gmeiner Schools	2	not applicable
Social Centre	1	not applicable
Medical Centre	1	not applicable
Training Centre	1	not applicable

Table (4) Other SOS facilities

4-4 Outdoor areas :

Name	Number	Area
Access ways and parking areas	not applicable	not applicable
Playgrounds	not applicable	not applicable
Sports grounds	not applicable	not applicable

Table (5) Outdoor areas

- All the previous areas in the tables is useful area
- Looking to appendix (1) to see SOS Children Village Construction Guidelines, 2007.

Chapter Fourth

4-1 The Core Buildings

4.1.1 Family Rooms

Illustration Figures for the Basic Areas Project

The family room is a central area for the family to gather. It is a place where the family can spend a lot of time together and enjoy each other's company. The family room should be a place where the family can relax and unwind after a long day of work or school.

4-1 The Core Buildings

4-2 Additional Buildings

1- Dining/Living Areas

Dining area

Area = 3.50 x 3.50 m²

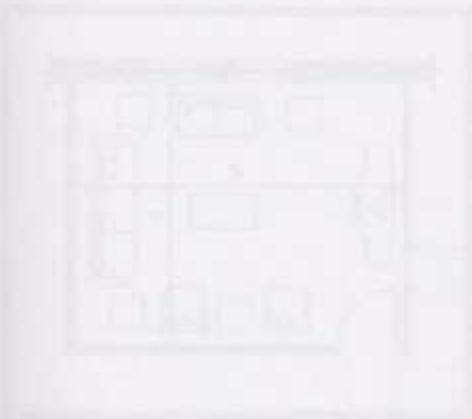


Figure (C) Dining area floor plan

Dining area

Area = 3.50 x 3.50 m²

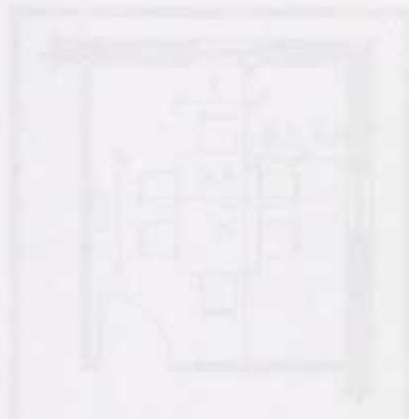


Figure (C) Dining area floor plan

4-1 The Core Buildings:

4-1-1 Family House:

The family house is still the most important building. Different looks of the facades can avoid a look-like of institutional and uniformed houses. The interior decoration and equipment should be modest and adequate to the neighborhood's living standard.

Room Program:

1- Living/Dining Area:

Living area:

$$\text{Area} = 5 \times 4 = 20 \text{ m}^2$$

Dining area:

$$\text{Area} = 3.2 \times 3.7 = 11.84 \text{ m}^2$$

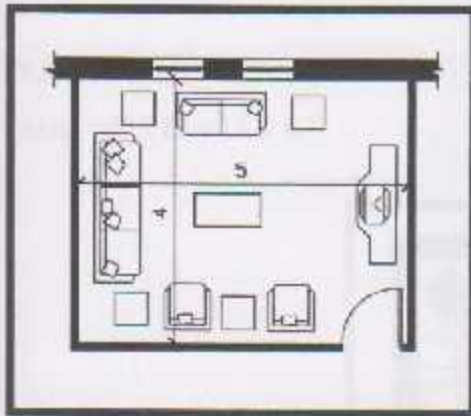


Figure (1) family house living room

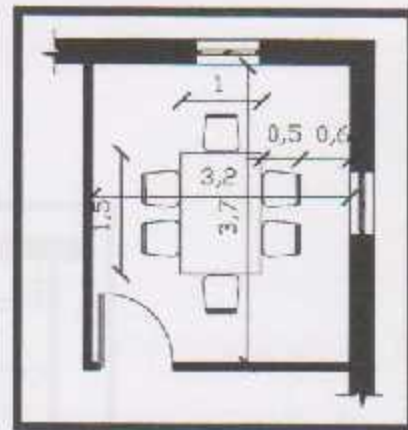


Figure (2) family house dinning room

2- Utility Room:

Laundry area:

$$\text{Area} = 2.82 \times 2 = 5.64 \text{ m}^2$$

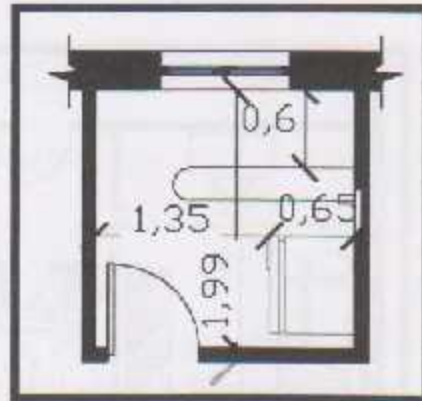


Figure (3) Laundry room

3- Kitchen:

Kitchen area:

$$\text{Area} = 4 \times 3.85 = 15.4 \text{ m}^2$$

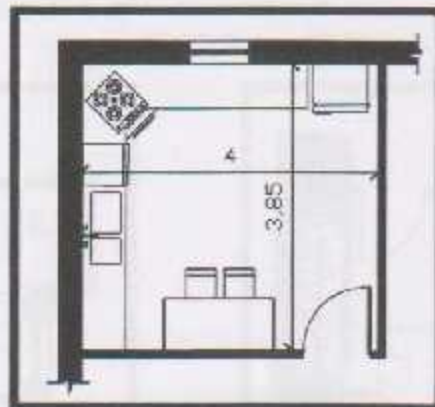


Figure (4) Kitchen area

4- Mother's Room:

Mother area = $3.5 \times 3.85 = 13.475 \text{ m}^2$

Bath area = $1.88 \times 1.67 = 3.14 \text{ m}^2$

Corridor area = $1.88 \times 1.88 = 3.53 \text{ m}^2$

Total area for the room = 20.15 m^2

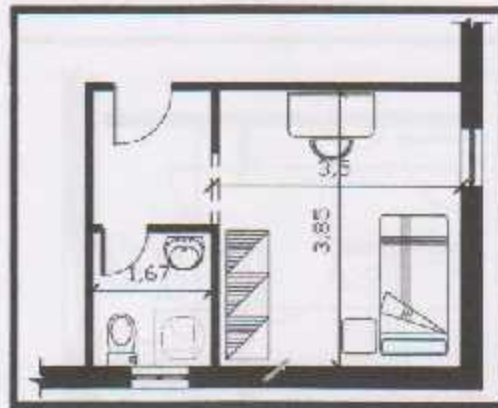


Figure (5) Mother's room

5- Children's Rooms:

The area for each child

Area = $4.02 \times 2.2 + 5 \times 5(1.1 \times .92) = 8.84 + .25 = 9.09 \text{ m}^2$

The area for two children = 23.8 m^2

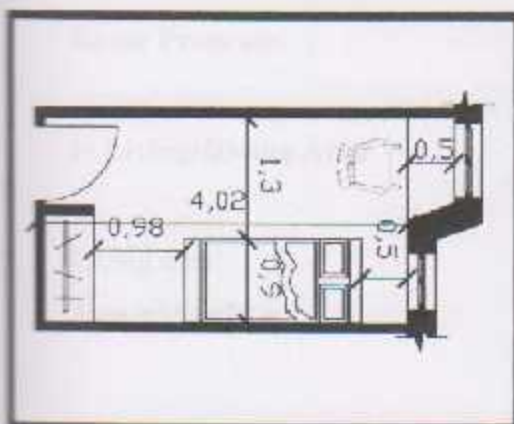


Figure (6) Children's room

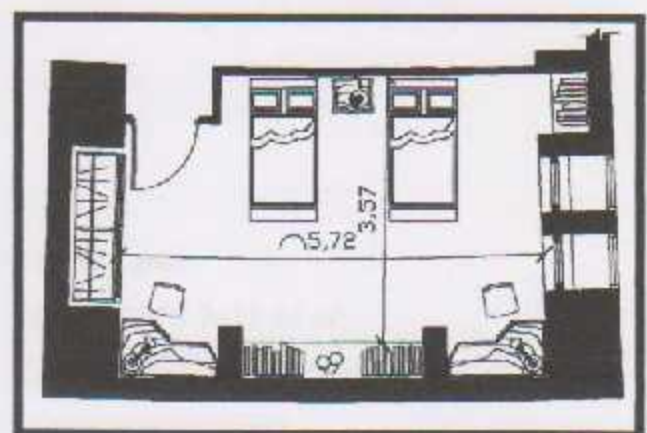


Figure (7) Children's room

6- Bathroom Areas:

Using two bath room each house,

One for girls and another one for boys

Bath room area= $1.5 \times 1.9 + 2.6 \times 1.2 + 1 \times 1.9 = 7.87 \text{ m}^2$

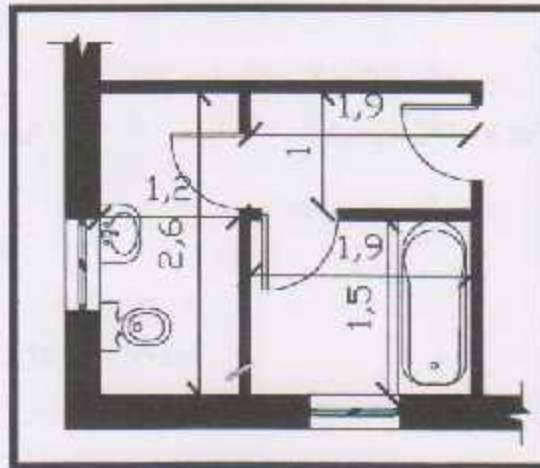


Figure (8) Bathroom areas

4-1-2 Village Director's House:

Similar to a family house in space divagation.

Room Program:

1- Living/Dining Area

Living area:

Area = $5 \times 4 = 20 \text{ m}^2$

Dining area:

Area = $3.2 \times 3.7 = 11.84 \text{ m}^2$

2- Utility Room:

Laundry area:

$$\text{Area} = 2 \times 2 = 4 \text{ m}^2$$

3- Kitchen and Storeroom:

Kitchen area:

$$\text{Area} = 4 \times 3.85 = 15.4 \text{ m}^2$$

Larder area:

$$\text{Area} = 2 \times 3 = 6 \text{ m}^2$$

4- Master Bedroom:

$$\text{Area} = 3.54 \times 5.20 + 4 \times 1.56 = 24.65 \text{ m}^2$$

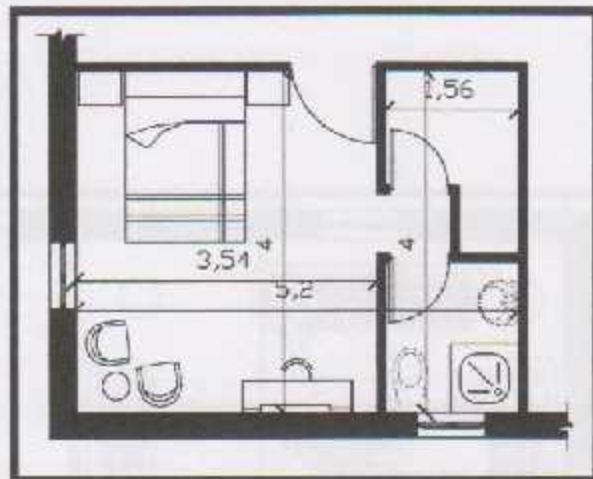


Figure (9) Village Director's house Master bedroom area

5- Kids Director Bath Room:

One bath room for director kids

$$\text{Area} = 1.6 \times 2.6 = 4.16 \text{ m}^2$$

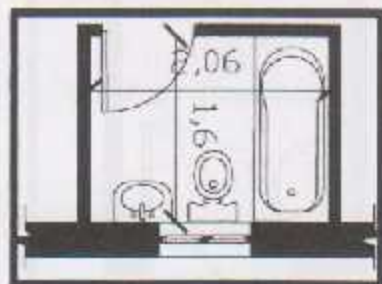


Figure (10) Kids director bath room area

6- Guest Room :

$$\text{Area} = 5 \times 4 = 20 \text{ m}^2$$

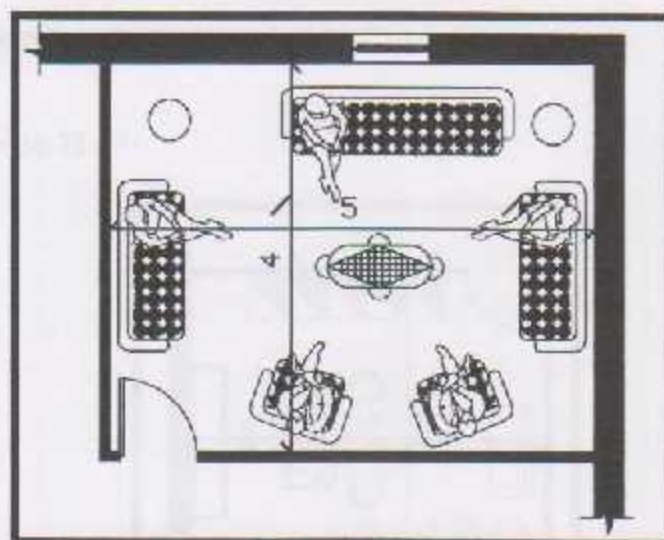


Figure (11) Guest room area

7- Guest Bathroom:

$$\text{Area} = 1.4 * 1.45 = 2.40 \text{ m}^2$$

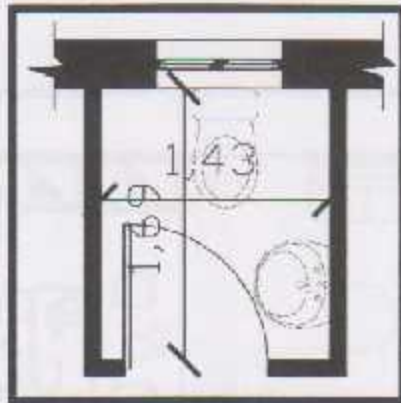


Figure (12) Guest bathroom area

4-1-3 Administration:

Room program:

1- Director room:

$$\text{Area} = 4.5 * 5.5 = 24.75 \text{ m}^2$$

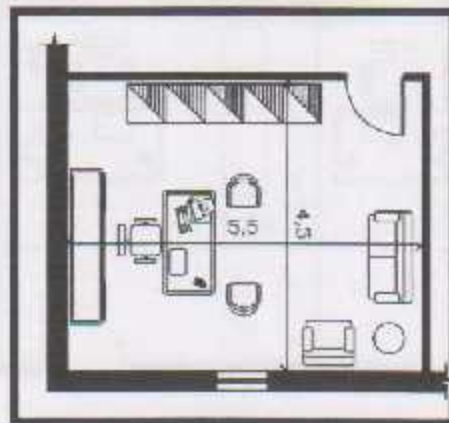


Figure (13) Director room area

2- Secretary room:

$$\text{Area} = 4.30 \times 7.21 = 30.96 \text{ m}^2$$

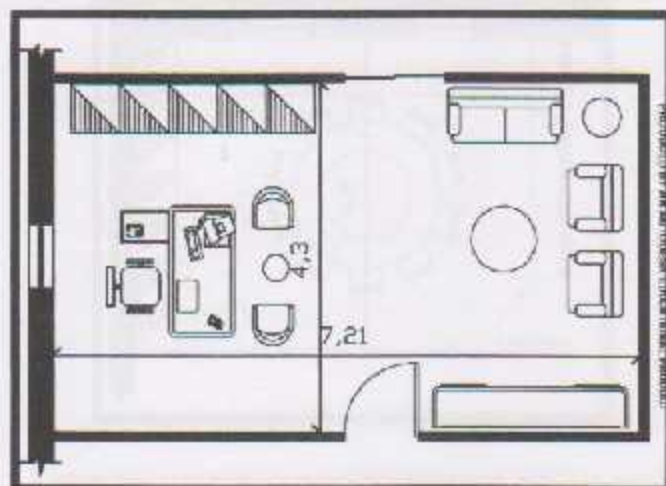


Figure (14) Secretary room area

3- General office:

$$\text{Area} = 5.23 \times 3.60 = 18.83 \text{ m}^2$$

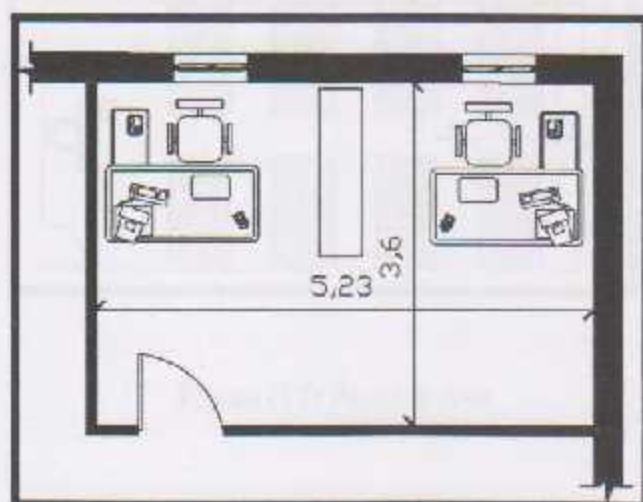


Figure (15) General office area

4- Meeting room:

$$\text{Area} = 5.8 \times 4.2 = 24.36 \text{ m}^2$$

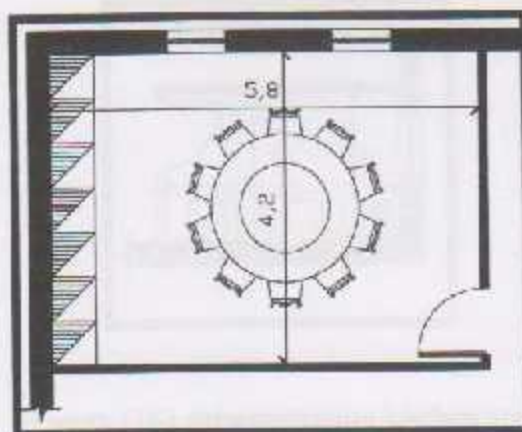


Figure (16) Meeting room area

5-Archive:

$$\text{Area} = 11.5 \times 5.7 = 65.55 \text{ m}^2$$

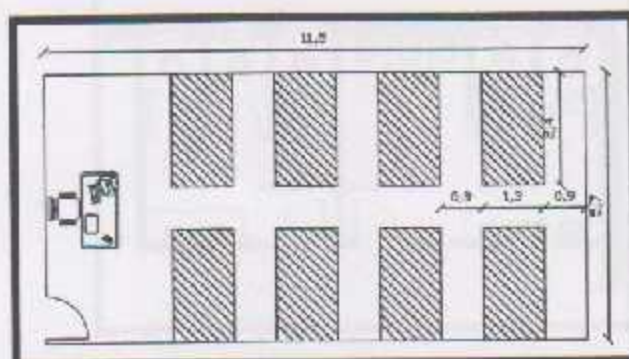


Figure (17) Archive area

7- Kitchen:

$$\text{Area} = 1.9 \times 3 = 5.7 \text{ m}^2$$

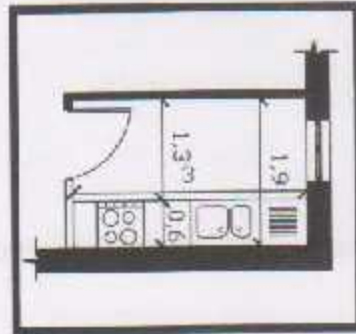


Figure (18) Administration kitchen area

8-Washroom area (W. C):

$$\text{Area} = 21.12 \text{ m}^2$$

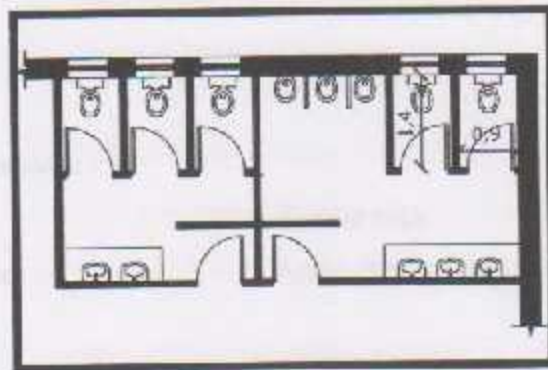


Figure (19) Administration washroom area

4-2 Additional Buildings:

4-2-1 Aunt's House:

Room Program:

Similar area to family house and the same design for living, dining, laundry, store room and kitchen.

1-Living/Dining Room:

Living area:

$$\text{Area} = 5 \times 4 = 20 \text{ m}^2$$

Dining area:

$$\text{Area} = 3.2 \times 3.7 = 11.84 \text{ m}^2$$

2- Utility room:

Laundry area:

$$\text{Area} = 2 \times 2 = 4 \text{ m}^2$$

3- Kitchen and Storeroom:

Kitchen area:

$$\text{Area} = 4 \times 3.85 = 15.4 \text{ m}^2$$

Larder area:

$$\text{Area} = 3 \times 2 = 6 \text{ m}^2$$

4- Aunt area:

$$\text{Aunt area} = 3.5 \times 3.85 = 13.475 \text{ m}^2$$

$$\text{Bath area} = 3.46 \times 1.6 + 2.25 \times 1.67 = 5.536 + 3.7575 = 9.3 \text{ m}^2$$

$$\text{Total area for the room} = 13.475 + 9.3 = 22.775 \text{ m}^2$$

4-2-2 Guest House:

Room Program:

1- Living area with a small kitchenette:

The similar area to living room in Aunt's house

Living area:

$$\text{Area} = 5 \times 4 = 20 \text{ m}^2$$

Small kitchen:

$$\text{Area} = 3.85 \times 2.64 = 10.20 \text{ m}^2$$

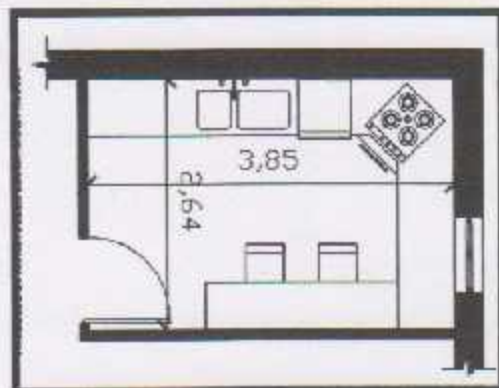


Figure (20) Guest house kitchen area

2- Guest rooms:

Privet room:

Gust area = $3.6 \times 2.10 = 7.56 \text{ m}^2$

Bath area = $1.70 \times 1.60 = 2.72 \text{ m}^2$

Corridor area = $1.80 \times 1.60 = 2.88 \text{ m}^2$

Total (privet room) = $2.88 + 7.56 + 2.72 = 13.16 \text{ m}^2$

Number of room = one room.

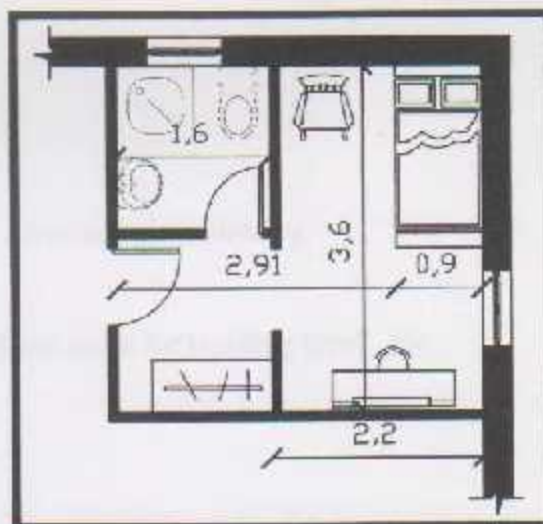


Figure (21) Guest house
private room area

References:

- Ernst and Peter Neufert, "Architect's Data", Third edition, edited by Bousmaha Baiche and Nicholas Walliman.
- Joseph de chiara and Michael J Crosbie, "Time saver for building type", McGraw hill, Singapore, 2001.

Building	Space	Number	Area (sq)
Family House			
Master Room		1	20
Children's Room		2	18
Children's Room		2	20
Bedroom		1	8
Study room		1	8
Grand Area = 145 sq			
Total Area = 148 sq			
Total Area For 100 Family House = 148 sq			
College Classroom	Living Room	1	20
Office	Dining Room	1	20
	Kitchen	1	8
	Bathroom	1	10
	Storage	1	8
	Guest Room	1	20
	Two Bedrooms	2	18
	Two Bedrooms	1	18
	Guest Room	1	20
	Guest Bedroom	1	24
	Grand Area = 145 sq		
Total Area = 148 sq			
Administration	Manager Room	1	20
	Secretary Room	1	8

5-1 The Core Buildings:

Buildings	Space	Number	Area (m ²)
Family House	Living Room	1	20
	Dinning Area	1	12
	laundry	1	4
	Kitchen	1	15
	Storage	1	6
	Mother Room	1	20
	Children's Room	1	18
	Children's Rooms	2	20
	Bathrooms	1	8
	Study area	1	4
Useful Area = 147 m ²			
Total Area = 188 m ²			
Total Area For (20) Family Houses = 3760 m ²			
Village Directors House	Living Room	1	20
	Dinning Area	1	12
	laundry	1	4
	Kitchen	1	15
	Storage	1	6
	Master Room	1	25
	Kids Bedrooms	2	18
	Kids Bathroom	1	4.2
	Guest Room	1	20
	Guest Bathroom	1	2.4
Useful Area = 145 m ²			
Total Area = 184 m ²			
Administration	Director room	1	25
	Secretary Room	1	31

Administration	Director assistant room	1	20
	General offices	8	9
	Meeting room	1	60
	Archive	1	66
	Kitchenette	1	6
	W.C		21
	Seminar room	2	30
	Multipurpose hall	1	250
	Useful Area = 611 m ²		
	Total Area = 794m ²		
Total Core buildings Area = 4738m ²			

Table (6) The core building areas

Guest House	Living Room	1	20
	Kitchen + Dining Area	1	11
	Breakfast Room with kitchen	2	15
	Useful Area = 46m ²		
	Total Area = 57m ²		
Assistant Director House	Living Room	1	20
	Dining Area	1	12
	Kitchen	1	4
	Storage	1	15
	Shower Room	1	8
	W.C	1	21
	Bedroom	2	30
	Kitchenette	1	63

5-2 Additional Buildings:

Buildings	Space	Number	Area (m ²)
SOS Children Aunt's House	Living Room	1	20
	Kitchen + Dinning Area	1	30
	laundry	1	4
	Storage	1	6
	Aunt's Room with bath room	2	20
	Useful Area = 100 m ²		
	Total Area =130 m ²		
	Total Area For (5) Aunt's Houses =1305 m ²		
Guest House	Living Room	1	20
	Kitchen + Dinning Area	1	30
	Private Guest room with bathroom	2	13
	Useful Area = 76m ²		
	Total Area =97.3m ²		
	Total Area For (5) Guest Houses =486.4 m ²		
Assistant Director House	Living Room	1	20
	Dinning Area	1	12
	laundry	1	4
	Kitchen	1	15
	Storage	1	6
	Master Room	1	25
	Kids Bedrooms	2	20
	Kids Bathroom	1	4.2

	Guest Room	1	20
	Guest Bathroom	1	2.4
	Useful Area = 148.6 m ²		
	Total Area =190 m ²		
Parking	Area for each car	31	12.5
	Total Area For Parking =387.5m ²		
Total Area for Additional Buildings =2368.9 m ²			

Table (7) Additional buildings areas

Additional Buildings	Guest Room	1	20
	Guest Bathroom	1	2.4
	Useful Area = 148.6 m ²		
	Total Area = 190 m ²		
	Parking	Area for each car	31
	Total Area For Parking = 387.5m ²		
	Total Area for Additional Buildings = 2368.9 m ²		
	Reception	1	10
	WC	2	8
	Useful Area for Administration Department = 40 m ²		
	Total Area for Administration Department = 58 m ²		
	Faculty	1	15
	WC	2	8
	Department (Physics, Biology, Chemistry)	1	30
	Computer Lab	1	60
Additional Buildings	Music Hall	1	40
	Sports Hall	2	40
	Library	1	20
	Reception	1	10
	Useful Area for Academic Department = 150 m ²		
	Total Area For Academic Department = 280 m ²		
	Library	1	20
	Cafeteria	1	60
	Parking area	1	30
	Useful Area for public space = 110 m ²		
	Total Area for public space = 110 m ²		
	Total Area for Additional Buildings = 2368.9 m ²		

5-3 The Other SOS Facilities:

Buildings	Space	Number	Area (m ²)
SOS Hermann Gmeiner Schools (Administration department)	Director room	1	20
	Director assistant room	1	20
	Secretary	1	24
	Teacher Room	5	42
	Kitchenette	1	12
	W.C	2	8
	Useful Area for Administration department =302 m ²		
	Total Area for Administration department =393 m ²		
SOS Hermann Gmeiner Schools (Academic department)	Classes	19	38
	W.C	5	8
	Experiments lab(Physics , Biology , Chemistry)	5	40
	Computer Labs	5	80
	Music hall	1	60
	Sport hall	2	45
	Housing management	1	50
	Useful Area For Academic department=1562 m ²		
	Total Area For Academic department=2030.6 m ²		
	Storage	2	30
	Cafeteria	1	95
	Praying area	1	60
	Useful Area for public spaces =215 m ²		

Total Area for public spaces =280 m ²			
SOS Kindergarten	Administration	1	20
	Secretary and waiting	1	24
	Teachers room	1	42
	Kindergarten classes	2	45
	Preliminary Classes	1	45
	Playing room	2	50
	W.C for children	2	7.60
	Kitchenette	1	12
	Storage	1	30
	Useful Area For SOS Kindergarten=333 m ²		
Total Area For SOS Kindergarten=433 m ²			
Parking	Area for each car	24	12.5
	Total Area For Parking =1193 m ²		
Total Area For SOS Hermann Gmeiner Schools=4329.6m ²			
Public Buildings (Theater)	Reception	1	137
	Shops	2	150
	Music Teaching Room	5	13.2
	Piano Teaching Room	1	53
	Director room	1	20
	Secretary	1	15
	Isolation room	10	4
	Piano Hall	1	62
	Waiting Areas	6	16
	W.C	2	34
	Kitchen	1	56

	Café Shop	2	78
	Dressing Room	2	44
	Indoor Theater	1	710
	Outdoor Theater	1	522
	Useful Area For Theater =2390.5 m ²		
	Total Area For Theater=3107.7m ²		
Public Buildings (Library)	Reception	1	23
	Offices	1	35.5
	Computer Lab	1	48
	Archive	1	7.5
	Reading Areas	1	424
	Books Chiefs	1	212
	W.C	2	15
	Useful Area For Library =780 m ²		
	Total Area For Library =1014m ²		
Parking	Area for each car	40	12.5
	Total Area For Parking =1045m ²		
Total Area For Public buildings =5166.7 m ²			
Total Area For Other SOS Facilities =9496m ²			

Table (8) Other SOS facilities areas

5-4 Comparison between SCS Area and Suggested Area:

Notes:

School Program:

5-4-3 The Core Buildings:

School types	School classes	Classes number	Students number
Primary school	1-6	12	300
Secondary school	7-10	7	200
Total number		24	500

Table (9) School classes

- Students number = 500 student
- Teachers number = 27 teacher
- Each class has 25 students
- Each student has 1.5 m² for his circulation
- Class area = $25 \times 1.5 = 38 \text{ m}^2$
- Classes area = $38 \times 24 = 912 \text{ m}^2$
- Every 40 boy have 1 chair and 2 urinals.
- Every 20 girl have 1 chair .
- From 5-10 women have 1 chair .
- From 15-20 men have 1 chair and 2 urinals .

		Suggested Program	
	Area (m ²)	Position	Area (m ²)
Boys	100	5	100
Girls	100	5	100
Teachers	25	1	250
Director Office			
Total Suggested Area	225		1475

(Table (10) comparison between SCS and suggested area for the additional buildings)

5- 4 Comparison between SOS Area and Suggested Area:

5-4-1 The Core Buildings:

Buildings	SOS program		Suggested Program	
	Number	Area (m ²)	Number	Area (m ²)
Family House	12	130	20	147
Village Director House	1	100	1	145
Administration	1	130	1	611
Total Useful Area		1790	3696	

Table (10) comparison between SOS area and suggested area for the core buildings.

5-4-1 The Additional Buildings:

Buildings	SOS program		Suggested Program	
	Number	Area (m ²)	Number	Area (m ²)
SOS Aunt's House	1	100	5	100
Guest House	1	60	5	76
Assistant Director House	1	90	1	149
Total Useful Area		340	1029	

Table (11) comparison between SOS area and suggested area for the additional buildings.

5-5 Why We Compare Between SOS Area and Suggested Area?

Proposed Areas for The Project

5-6-1 After Studying SOS Children Village Standard we find that these areas are not enough and the families have more needs so they want to put another facilities and spaces in their houses.

5-6-2 The inability of SOS Children Village management to meet the needs of the village under the standard of the SOS Children Village.

5-4 Comparison Between SOS Area and Suggested Area

5-5 Why We Compare Between SOS Area and Suggested Area?

Chapter Five

Proposal Areas for The Project.

5-1 The Core Buildings

5-2 Additional Buildings

5-3 The Other SOS Facilities

5-4 Comparison Between SOS Area and Suggested Area

5-5 Why We Compare Between SOS Area and Suggested Area?

Proposal Areas for The Project.

5-1 The Core Buildings

5-2 Additional Buildings

5-3 The Other SOS Facilities

5-4 Comparison Between SOS Area and Suggested Area

5-5 Why We Compare Between SOS Area and Suggested Area?

References:

- Ernst and Peter Neufert , "Architect's Data" , Third edition ,edited by Bousmaha Baiche and Nicholas Walliman.
- Joseph de chiara and Michael J.Crosbie . "Time saver for building type", Mc Graw hill , Singapore,2001.
- SOS Children's Villages Construction Guidelines, 2007.
- SOS Children's Villages Guidelines for Playgrounds, 2003.
- SOS Children's Villages Sports Fields Guidelines, 1999.

6-1-1 Introduction of Institutions

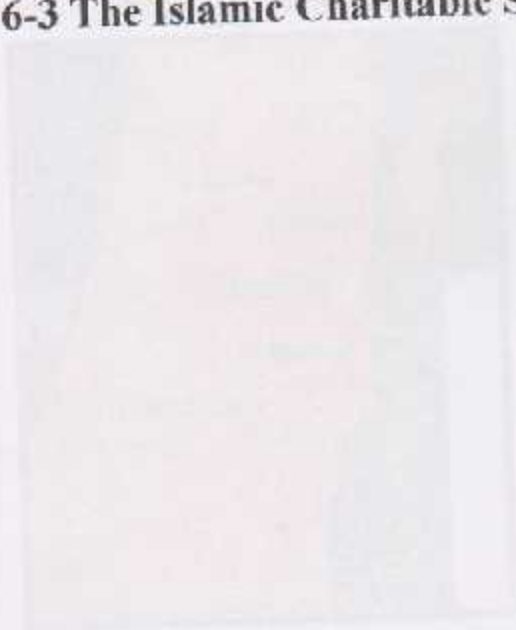
Case Study

Bethlehem is a Palestinian city in the southern West Bank, approximately 10 km (6 miles) south of Jerusalem. It is one of the oldest cities in the world, with a population of about 25,000 people.

6-1 SOS Children's Village Bethlehem

6-2 SOS Children's Village Al-Aqaba

6-3 The Islamic Charitable Society-Hebron



Map of the West Bank

Map of the Gaza Strip

Map of the West Bank and Gaza Strip showing the locations of Bethlehem, Al-Aqaba, and Hebron.

The first SOS Children's Village in Bethlehem was established in 1970 to care for the orphans of the West Bank and there is now a total of 10 SOS Children's Villages in Palestine.

6-1 SOS Children's Village Bethlehem:

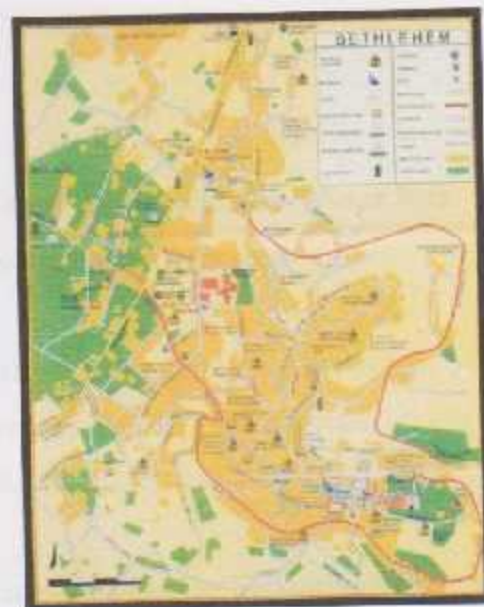
6-1-1 Introduction of Bethlehem:

Bethlehem is a Palestinian city in the central West Bank, approximately 10 kilometers south of Jerusalem, with a population of about 30,000 people.

Bethlehem stands at an elevation of about 775 meters above sea level.^[1]



Map (1) Palestine and west bank



Map (2) Bethlehem

<http://images.google.com/images?um=1&hl=en&q=Map+of+Palestine>^[2]

There is SOS children's village in Bethlehem to serve the southern region of the West Bank and there is another SOS children's village in Rafah^[3]



Map (3) Shows SOS children's village in Palestine

¹<http://images.google.com/images?um=1&hl=en&q=sos+children%27s+village+map>¹⁴

6-1-2 The Climate Of Bethlehem:

The climate of Bethlehem for the greater part of the year is pleasant. Winter lasts for three months, from mid-December to mid-March, and can be severe.

The atmosphere of Bethlehem is clear and its air is pure. Summer temperatures reach 35° centigrade and in the winter temperature may drop to Zero Average temperatures range from 9-18° C in winter and 26- 30° C in summer .

Bethlehem receives an average of 700 mm of rainfall annually. The inconsistency of rainfall throughout the months and years requires that most vegetable cultivation be supplemented with irrigation to ensure normal growth. ^[1]

The average annual relative humidity is 60% and reaches its highest rates during the months of January and February. In May, however, humidity levels are at their lowest. Night dew may occur in up to 180 days per year.

Wind: Bethlehem affected by wind during the winter and summer as well, following:



- 1) In winter: West winds associated with depressions air, East wind cold
- 2) In the summer :Northwesterly winds ,Northeasterly winds dry - warm ,South East winds associated with dust.

6-1-3 SOS Children's Village Bethlehem:

The SOS Bethlehem was established in 1966, receiving its first child and officially opening in 1969. Currently there are over 100 children in the SOS Village consisting of 12 houses with between 7-10 children residing in each house^[5]. In the summer of 2006 they plan to build another three houses to accommodate the growing need. Each house is run by an SOS mother- these mothers are not married nor have any of their own children- they have made a commitment to raise our children as their own. an administration building and a new playground.^[6]



Picture (1) Show one of SOS Children's Village house.

Took by team of work

6-1-3-1 Background Information:

The SOS Children's Village Bethlehem was officially opened at first 30 orphans were able to move into their new house. The SOS Children is situated in Bethlehem near the Good Shepherd's Field.

6-1-3-2 Layout Concept:

SOS Children's Village was erected on mountain; therefore the area was divided into several levels. This has been taken into account while building, and all houses were distributed to lines and levels. The entrance is directly connected with the administration building and from the branch roads to the house of children.

6-1-3-3 Site Analysis:

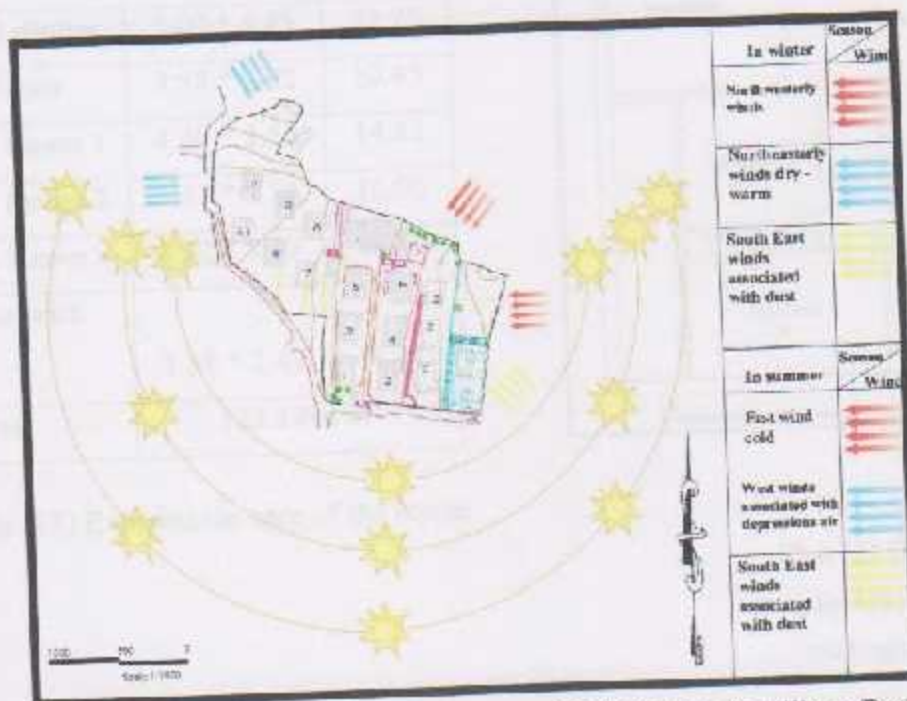
SOS Children's Village is located in mountainous region and within public urban so it is not isolated from the parts of the village. SOS Children's Village consists of 12 houses. It was built since the village was established. The administrative building includes a number of facilities and play areas for children.

The site is divided into administration building houses and play areas in addition to an entrance.

Movement is easily in the site because it is consistent with the level. In addition to that the footpaths are clear and lead to free movement among facilities.



Plan (1) Site plan of SOS Children's Village Bethlehem
Done by AEG Architectural and Engineering Group



Map (4) Explains the impact of climate on SOS Children's Village Bethlehem
Done by team of work

6-1-3-4 The Core Buildings:

6-1-3-4-1 Family House:

6-1-3-4-1-1 The Old House:

Consists of:

- 1- Entrance
- 2- Kitchen
- 3- Living and dining
- 4- Mother room
- 5- Three children's room
- 6- Bathroom with shower.

Space	Dimensions (m)	Area (m ²)
Entrance	1.43 * 1.53	2.19
Kitchen	3.80 * 2.45	9.31
living and dining	5.00 * 4.45	22.25
Mother Room	3.58 * 2.92	10.45
Children Room 1	4.40 * 3.58	14.32
Children Room 2	5.12 * 3.26	16.96
Children Room 3	3.52 * 3.38	11.90
Bathroom with shower	3.58 * 2.47	8.84
Total Area	122.1994 m²	



Table (13) Explains the area of the house

Plan (2) Old house

Done by AEG Architectural
and Engineering Group



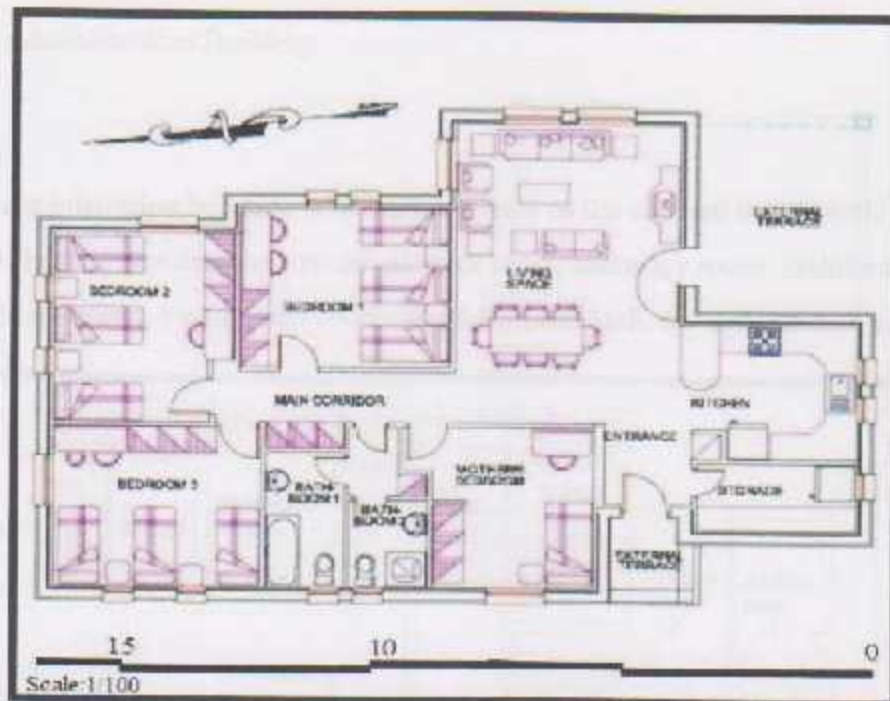
Plan (3) Old house after additions
Done by AEG Architectural and Engineering Group

Problems in the old house:

- 1) There are no special services for mother and they confined to the living room only gathering in the dining room.
- 2) There is a long corridor and not to exploit space.

6-1-4-1-2 New Houses:

The advantages it can expand so that while the case is building three houses which every house include: entrance, kitchen, living and dining, mother room, three children room, storage, tow bathroom.



Plan (4) New house

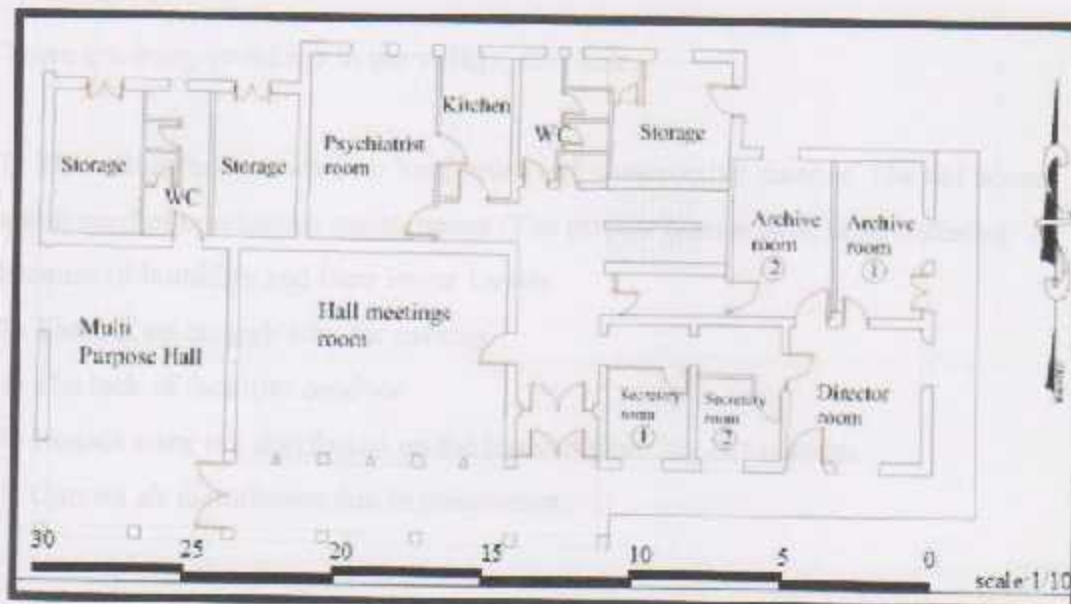
Done by AEG Architectural and Engineering Group

Space	Dimensions (m)	Area (m ²)
Entrance	1.85 * 1.80	3.6
Kitchen	3.6 * 3.15	10.46
living and dining	4.6 * 5.85	31
Mother Room	3.75 * 3.30	12.74
Children Room 1	4.25 * 3.75	15.54
Children Room 2	4.45 * 3.70	15.43
Children Room 3	4.33 * 3.75	15.9
Storage	3.25 * 1.55	4.77
Bathroom 1	2.40 * 1.60	3.19
Bathroom 2	3.15 * 1.60	4.96
Total Area	155.34	

Table (14) Explains the area of the new house

6-1-4-1 Administration Building:

The administration building is in the north-east of the site and it is directly opposite the entrance and consists of: director room, secretary room, archive room, hall meetings room, Psychiatrist room, Multi Purpose Hall, storage, kitchen and WC.



Plan(5) Administration building

Done by AEG Architectural and Engineering Group

Space	Dimensions (m)	Area (m ²)
Director Room	4.59 * 4.54	20.84
Secretary room 1	2.80 * 3.02	8.46
Secretary room 2	2.77 * 2.86	7.92
Kitchen	2.48 * 4.80	11.90
Archive room(1)	5.37 * 2.94	15.80
Archive room(2)	5.37 * 3.34	18.10
hall meetings room	9.15 * 6.97	63.38
Psychiatrist room	6.50 * 4.32	27.05
storage	40.24	
WC	23.32	
Total Area	308.113 m ²	

Table (12) Explains the area of the administration building

Problems in the administration building are:

- 1) The W.C in front of entrance directly.
- 2) The lack of offices.
- 3) There is no room for guests of the lobby or reception.
- 4) The stairs leading to the house manager and there is no barrier.

There are many problems in the village, they are:

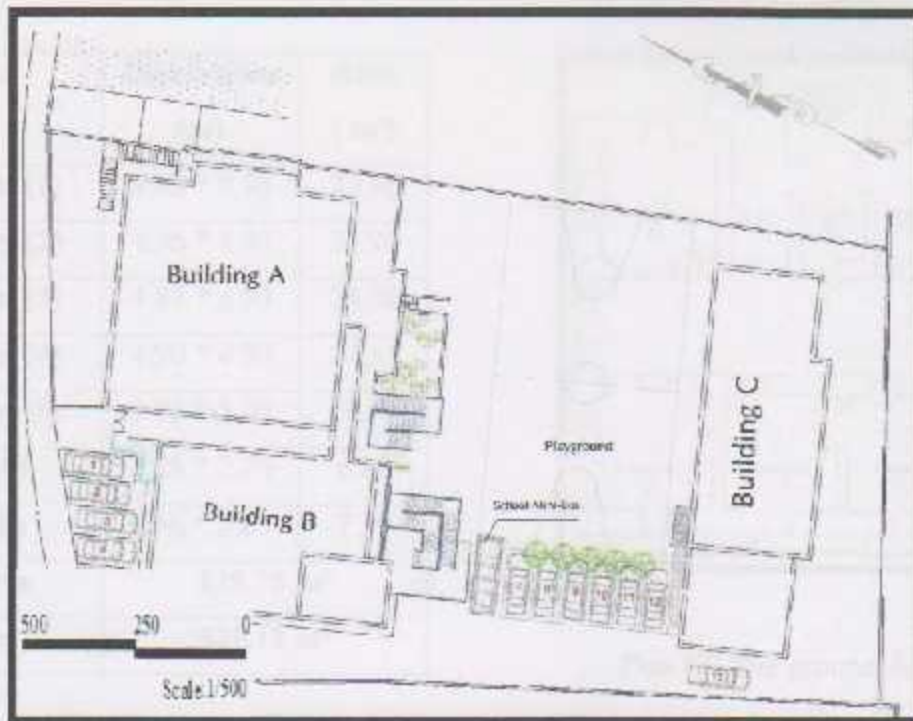
- 1) The village had grown over long years and constructive manner. The old houses are in need of continuous maintenance. The private houses have been suffering because of humidity and their lower Levels.
- 2) There is no enough area for parking.
- 3) The lack of facilities outdoor.
- 4) Houses were not distributed on the basis of planning but random.
- 5) Current air disturbance due to orientation.

6-1-3-5 Other SOS Facilities:

6-1-3-5-1 SOS Hermann Gmeiner School:

SOS Hermann Gmeiner School Bethlehem is also open to children from the local community. It consists of classrooms, a library, a laboratory, a computer room, a multi-purpose hall and an administration area. Currently, about 170 children are taught at the school.

The school is consisted of three buildings (A,B,C) which distributed the contents of three buildings as well as play area. The school is composed of:



Plan (6) Site SOS Hermann Gmeiner School

Done by AEG Architectural and Engineering Group

6-1-4-1 Building (A)

This building (A) consists of four storey building:

1) The ground floor contains five classes and two storages.

Problems in the building (A) Ground Floor plan:

A) There are no services (W.C)

B) The building is old and needs constant maintenance

Space	Dimensions (m)	Area (m ²)
Classroom (1)	4.82 * 4.95	23.86
Classroom (2)	4.96 * 4.83	23.96
Classroom (3)	4.87 * 4.93	24.00
Classroom (4)	4.90 * 4.97	24.35
Classroom (5)	3.83 * 5.09	19.49
Storage (A)	2.55 * 2.76	6.80
Storage (B)	2.56 * 2.85	7.29
Useful Area	129.75 m ²	
Total Area	327.11 m ²	

Table (13) Explains the area of the ground floor in the building (A)



Plan (7) The ground floor plan in building (A)

Done by AEG Architectural and Engineering Group

2) The first floor contains a multi-purpose area, seven classrooms, services (W.C) and social assistant.

Space	Dimensions (m)	Area (m ²)
Classroom (1)	4.25 * 5.76	24.48
Classroom (2)	4.25 * 6.23	26.48
Classroom (3)	4.47 * 5.56	26.35
Classroom (4)	4.47 * 5.20	23.20
Classroom (5)	4.47 * 5.70	25.50
Classroom (6)	4.39 * 6.17	27.08
Classroom (7)	2.76 * 2.90	8.00
Multi-purpose	7.58 * 7.86	59.37
Social assistant	8.59	
Services (WC)	12.90	
Useful Area	241.95 m ²	
Total Area	327.11 m ²	

Table (14) Explains the area of the first floor in the building (A)



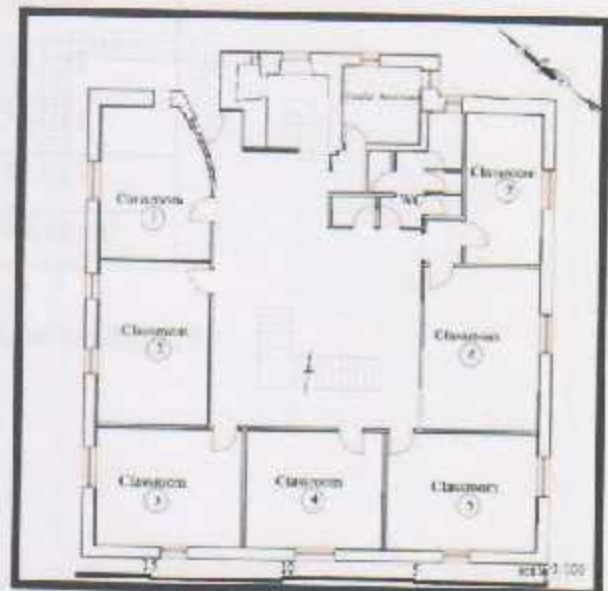
Plan (8) The first floor plan in building (A)

Done by AEG Architectural and Engineering Group

3) The second floor consists of seven classrooms, services (WC) and social assistant.

Space	Dimensions (m)	Area (m ²)
Classroom (1)	4.25 * 5.76	24.48
Classroom (2)	4.25 * 6.23	26.48
Classroom (3)	4.47 * 5.56	26.35
Classroom (4)	4.47 * 5.20	23.20
Classroom (5)	4.47 * 5.70	25.50
Classroom (6)	4.39 * 6.17	27.08
Classroom (7)	2.76 * 2.90	8.00
Social assistant	8.59	
Services (WC)	12.90	
Useful Area	182.58 m ²	
Total Area	327.11 m ²	

Table (15) Explains the area of the second floor in the building (A)



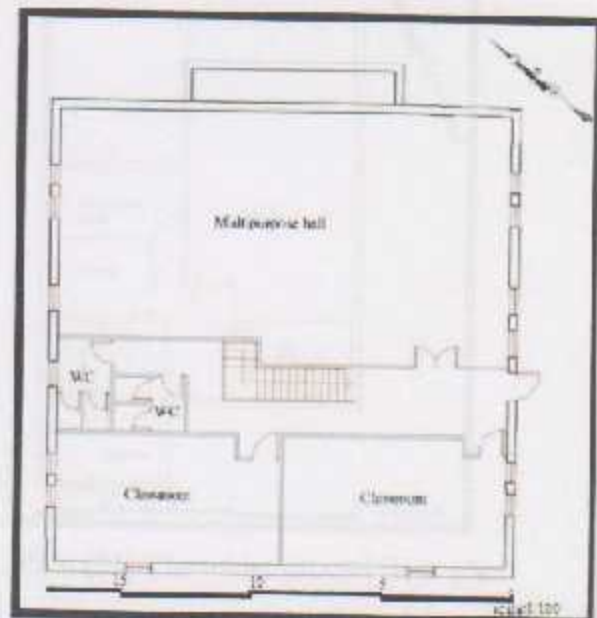
Plan (9) The second floor plan in building (A)

Done by AEG Architectural and Engineering Group

4) The third plan contains two classrooms and Multi Purpose Hall

Space	Dimensions (m)	Area (m ²)
Classroom (1)	8.44 * 4.84	40.84
Classroom (2)	8.44 * 4.84	40.84
Services (WC)	12.90	
Multi-purpose hall	154.26	
Useful Area	248.84 m ²	
Total Area	323.13 m ²	

Table (16) Explains the area of the third floor in the building (A)



Plan (10) The third floor plan in building (A)

Done by AEG Architectural and Engineering Group

The following table shows area of each storey in addition to the total area:

Space	Area (m ²)
Ground floor	327.11
First floor	327.11
Second floor	327.11
Third floor	323.13
Total Area	1304.46 m²

Table (17) Explains the area of the building (A)

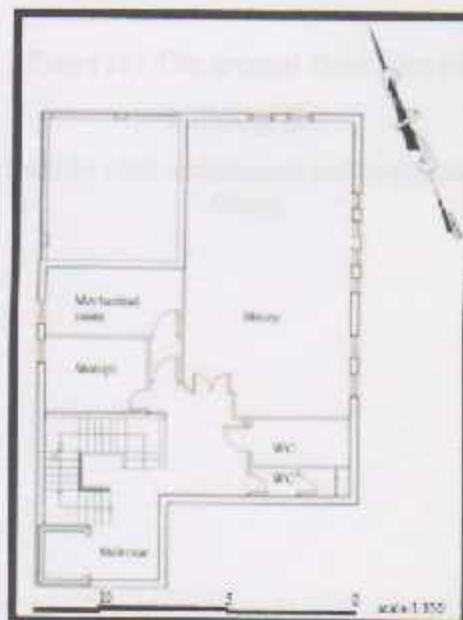
6-1-4-2 Building (B)

This building consists of three storey's including of a library, administrative offices, laboratories in addition to storages and services. It is distributed to the following story as:

- 1) The under ground floor contains library, storage and mechanical room:

Space	Dimensions (m)	Area (m ²)
Storage	4.00 * 2.90	11.60
Library	11.51 * 6.50	74.80
Mechanical room	5.30 * 2.62	13.88
Staircase	28.35	
Services (WC)	11.60	
Useful Area	140.23 m²	
Total Area	175.7 m²	

Table (18) Explains the area of the under ground floor in the building (B)



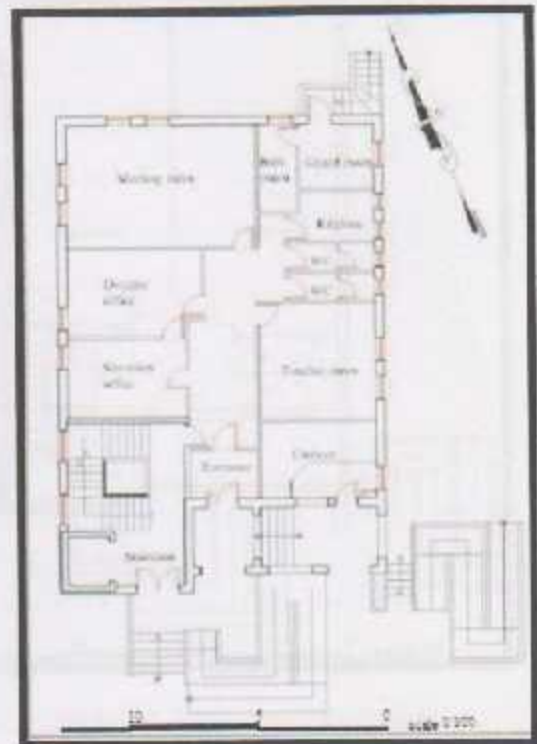
Plan (11) The under ground floor plan in building (B)

Done by AEG Architectural and Engineering Group

2) The ground floor contains meeting room, guard room, director room, secretary room, teacher room, canteen, kitchen and services.

Space	Dimensions (m)	Area (m ²)
Meeting room	4.75 * 7.25	34.50
Guard room	2.85 * 2.55	7.27
Bath room	1.5 * 3.44	5.16
Director room	5.15 * 3.37	17.35
Secretary room	3.05 * 4.55	13.87
Teacher room	4.45 * 4.50	20.43
Canteen	2.95 * 4.45	13.13
Kitchen	2.85 * 1.89	5.39
Staircase	28.35	
Services (WC)	7.4	
Useful Area	152.85	
Total Area	226.195 m ²	

Table (19) Explains the area of the ground floor in the building (B)



Plan (12) The ground floor plan in building (B)

Done by AEG Architectural and Engineering Group

3) The second plan contains science lab, computer lab and services.

Space	Dimensions (m)	Area (m ²)
science lab	11.36 * 5.83	66.2
computer lab	11.76 * 5.83	68.50
Terrace	28.35	
staircase	28.35	
Services (WC)	11.60	
Useful Area	203 m ²	
Total Area	206.955 m ²	

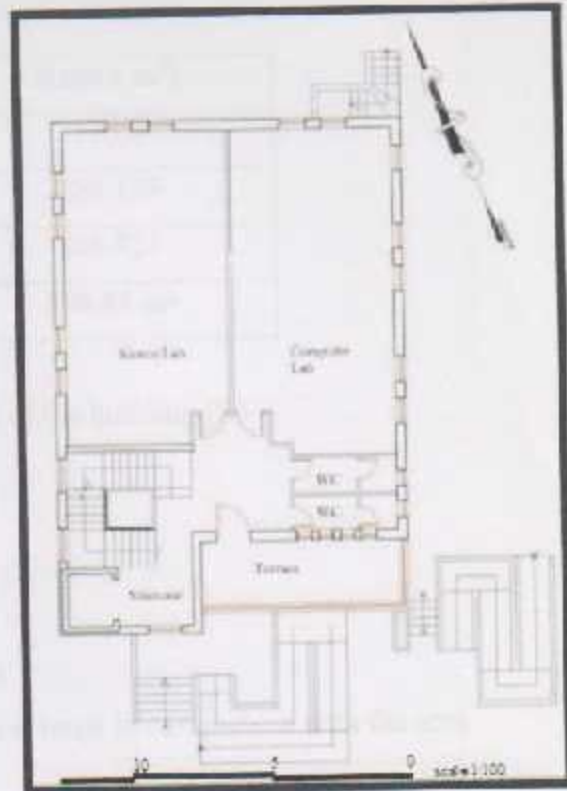


Table (20) Explains the area of the first floor in the building (B)

Plan (13) The first floor plan in building (B)

Done by AEG Architectural and Engineering Group

The following table shows area of each storey in addition to the total area:

Space	Area (m ²)
Floor plan	175.7
First plan	226.195
Second plan	206.955
Total area	608.85 m²

Table (21) Explains the area of the building (B)

Problems in the building (B):

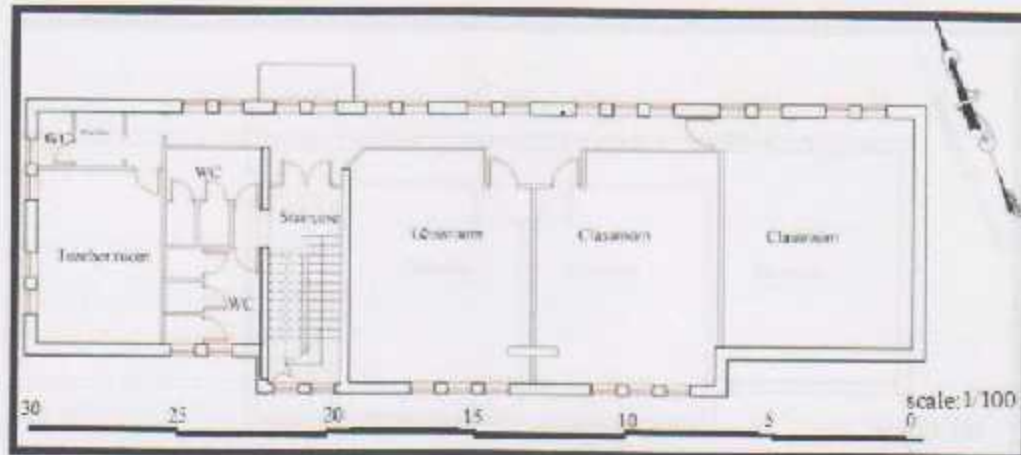
- 1) There is no room for preparatory laboratories.
- 2) According to analysis the number of students is large in comparison with the area of the classroom.
- 3) Ramp consternated according to international standers but due to un-understanding the ramp is demonist.

6-1-4-3 Building (C)

The building was housing to the students girls since twentieth century and then turned into school which not suitable to use like that.

This building consists of four storey includes of classroom, Teacher room and service are distributed to the following story as:

1) The first floor contains three classroom, teacher room, service and



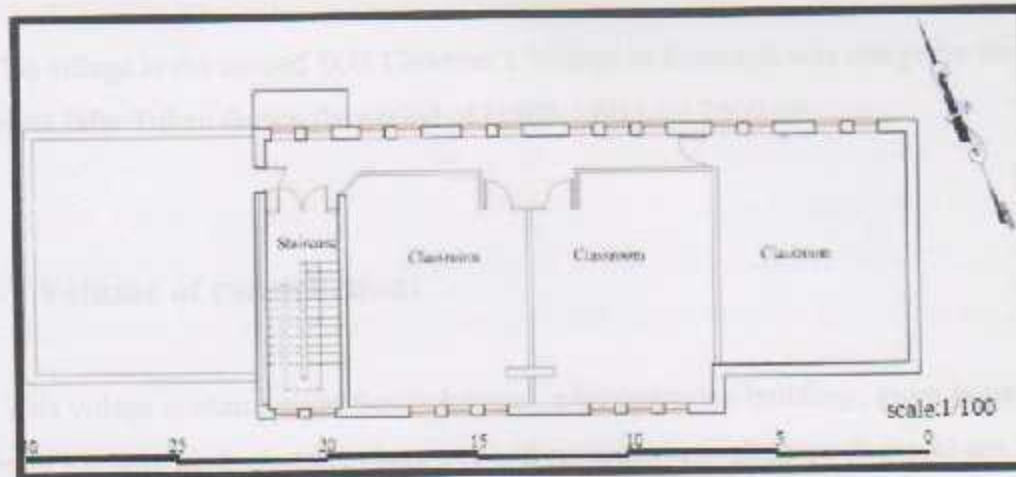
Plan (14) The first floor plan in building
(C)

Done by AEG Architectural and Engineering
Group

Space	Dimensions (m)	Area (m ²)
classroom (1)	6.11 * 7.50	46.11
classroom (2)	5.84 * 7.46	42.88
teacher room	4.03 * 5.60	22.54
service (WC, kitchen)	4.95	
staircase	15.03	
Services (WC)	19.84	
Useful Area	151.35 m ²	
Total Area	260.51 m ²	

Table (22) Explains the area of the first floor in the building (C)

2) The third floor contains three classrooms and (WC).



Plan (15) The third floor plan in building (C)

Done by AEG Architectural and Engineering Group

Space	Dimensions (m)	Area (m ²)
classroom (1)	6.11 * 7.50	46.11
classroom (2)	5.84 * 7.46	42.88
staircase	15.03	
Useful Area	104.02 m ²	
Total Area	197.84 m ²	

Table (23) Explains the area of the third floor in the building (C)

The following table shows area of each storey in addition to the total area:

Space	Area (m ²)
Floor plan	260.51
First plan	260.51
Second plan	260.51
Third plan	197.84
Total area	979.37 m ²

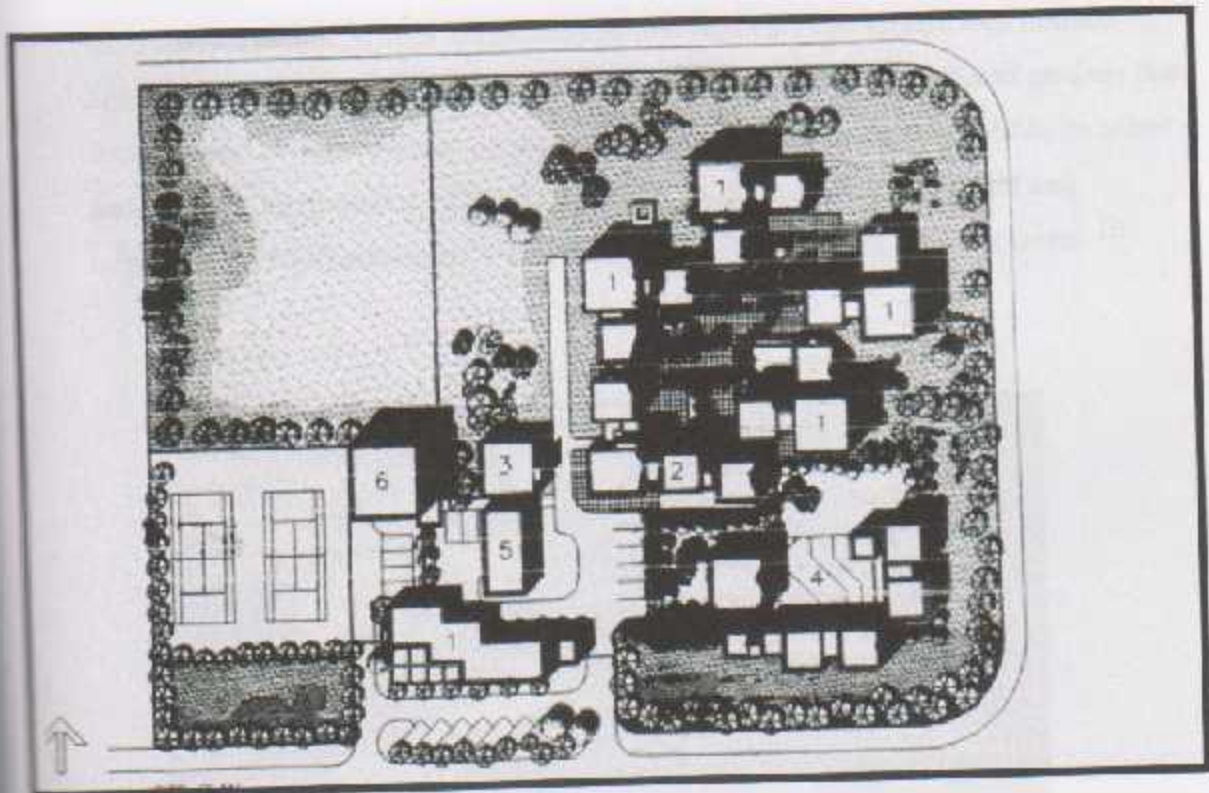
Table (24) Explains the area of the building (C)

6-2 SOS Children's Village Al-Aqaba

This village is the second SOS Children's Village in Jordan; it was design by the architect Jafar Tukan during the period of (1988-1991), on 2800 m².

6-2-1 Volume of construction:

This village contains eight family houses , administration building , guest house ,director's house, kindergarten , pharmacy and supermarket . all these elements are explained in the following site plan .



- 1- Typical family house 2- director's house 3- guest house 4- kindergarten
5- Administration building 6- sport center

Plan (16) Explains the distribution of the buildings in the site plan

www.archnet.org^[7]

6-2-2 Background information:

Aqaba is a coastal town in the far south of Jordan. Aqaba is strategically important to Jordan as it is the country's only seaport. The town borders Al-Mrashrash, Palestine, and there is a border post where it is possible to cross between the two countries (see Wadi Araba Crossing). Both Aqaba and Al-Mrashrash are at the head of the Gulf of Aqaba.

6-2-3 Layout concept:

It is a regular village neighborhood unit concept. The village well defined layout creates generous communal outdoor areas. Shaded courtyards and gardens that serve as safe playgrounds for the children and form a desirable oasis within its sober and modern interpretation of local vernacular traditions. This thoughtful and integrated architecture has set a precedent in both cultural and aesthetic terms. ^[7]

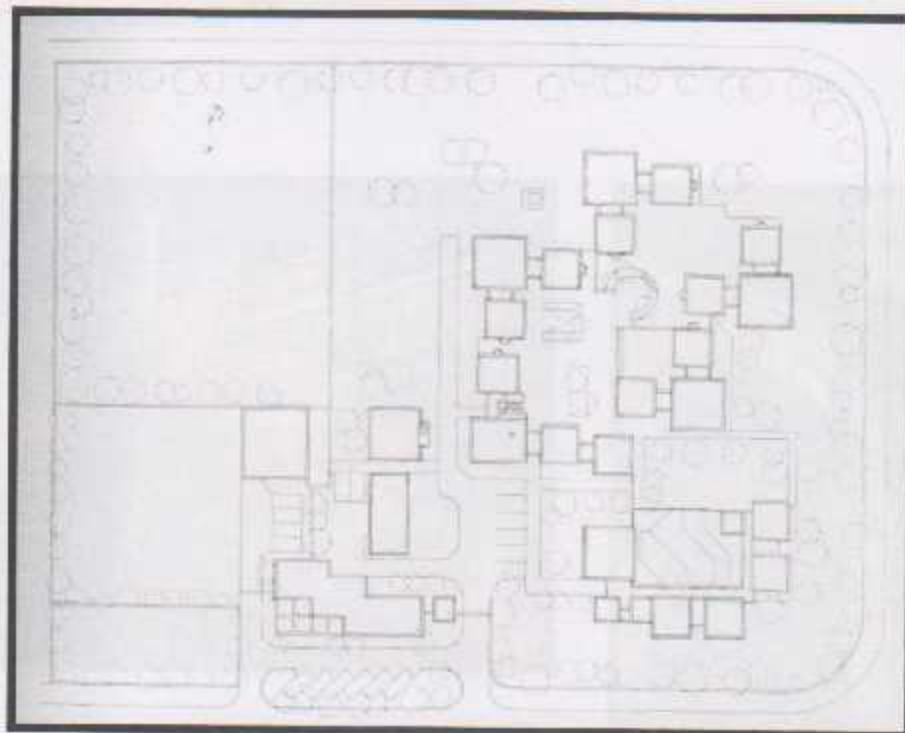


Picture (2) Explains the Layout concept

www.archnet.org

During the planning phase one has thought about later possibilities for an extension and this is the reason why the area – behind the public spaces – is free. This solution will guarantee that future construction works will not disturb the daily life of the SOS Children's Village inhabitants.

All buildings are planned around a village square and connected via pedestrian paths, garden, gardens and alleyways. Vaulted archways lead to shaded courts, while gardens surround the buildings on all sides. The shared facilities are located on the southern border of the site, close to the main road. Because summer temperatures can reach uncomfortable height : the complex is arranged in clusters of buildings , surrounded by breezy outdoor spaces for living and playing , animated by lush vegetation and shading trees .



Plan (17) Master plan for SOS Children village in Al-Aqaba

www.archnet.org

Details that enliven the exterior spaces include solid – wood window frames – sun breaker , or grid screens which depends on arabesque in its design , which filter the light of the harsh sun . Doors are painted in bright colors . Stone of façades and arches and the open courts and spaces provide an animate and private feel and the possibility of outdoor living. Within, the houses offer open , flexible spaces that generously accommodate the children . The hot air climate in Jordan means that no heating is required and domestic hot water is provided by solar panels . Traditional ventilation techniques have been implemented and the dwellings enjoy good thermal insulation. As a result maintenance requirements are minimal.

The architect emphasized in his design on the integration between the village and its surrounding community by establishing public and social interaction points –a pharmacy and supermarket, which generate a small income for the village , and sport center and kindergarten ^[7]



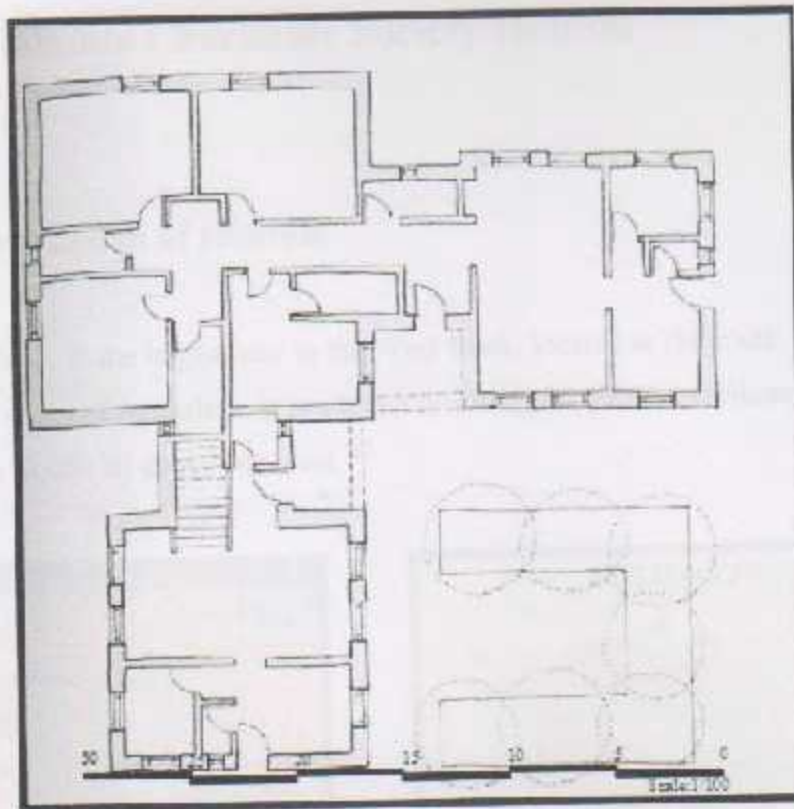
Picture (3) Shows the wood window

www.archnet.org



Picture (4) Shows the arch

www.archnet.org



Plan (18) Shows the ground floor plan of the family house

www.archnet.org

Space	Dimensions (m)	Area (m ²)
Entrance	1.43 * 1.53	2.19
Kitchen	3.80 * 2.45	9.31
living and dining	5.00 * 4.45	22.25
Mother Room	3.58 * 2.92	10.45
Children Room 1	4.40 * 3.58	14.32
Children Room 2	5.12 * 3.26	16.96
Children Room 3	3.52 * 3.38	11.90
Bathroom with shower	3.58 * 2.47	8.84
Total area		200

Table (25) explains the area of the house spaces

6-3 The Islamic Charitable Society-Hebron

6-3-1 Introduction of Hebron:

Hebron is the largest city in the West Bank, located in the south, 30 kilometers south of Jerusalem. It is a home to some 166,000 Palestinians, Hebron lies 930 meters (3,050 ft) above sea level. ^[1]



Map (5) Palestine and west bank

<http://images.google.com/images?hl=en&q=Map%20of%20Palestine&um=1&ie=UTF-8&SA=N&tab=wi> ^[2]



MAP (6) Hebron City

6-3-2 The climate of Hebron:

Hebron climate is mild during summer when temperatures tend to be in the 60's and very cold during winter when temperatures tend to be in the 30's. The warmest month of the year is August with an average maximum temperature of 85.00 degrees Fahrenheit, while the coldest month of the year is January with an average minimum temperature of 22.40 degrees Fahrenheit. ^[3]

Temperature variations between night and day tend to be relatively big during summer with a difference that can reach 34 degrees Fahrenheit, and moderate during winter with an average difference of 20 degrees Fahrenheit.

6-3-3 The Islamic Charitable Society:

6-3-3-1 Background information

The Islamic Charitable Society – Hebron was established in 1962 to provide full caring services for the orphans. At the inception of the society, it was offering services to 15 orphans only. Currently, it is providing similar services to 3,500 orphans, 1500 students (orphans and non-orphans) via its 469 employees^[10]. The Society accept the children at age (7-18 year) , in addition that the society send the children to there house in holydays.



picture 1

Picture (6) The Islamic Charitable Society

<http://images.google.com/images?hl=cn&q=Map%20of%20Palestine&um=1&ie=UTF-8&sa=N&tab=wi>^[11]

6-3-3-2 Layout concept:

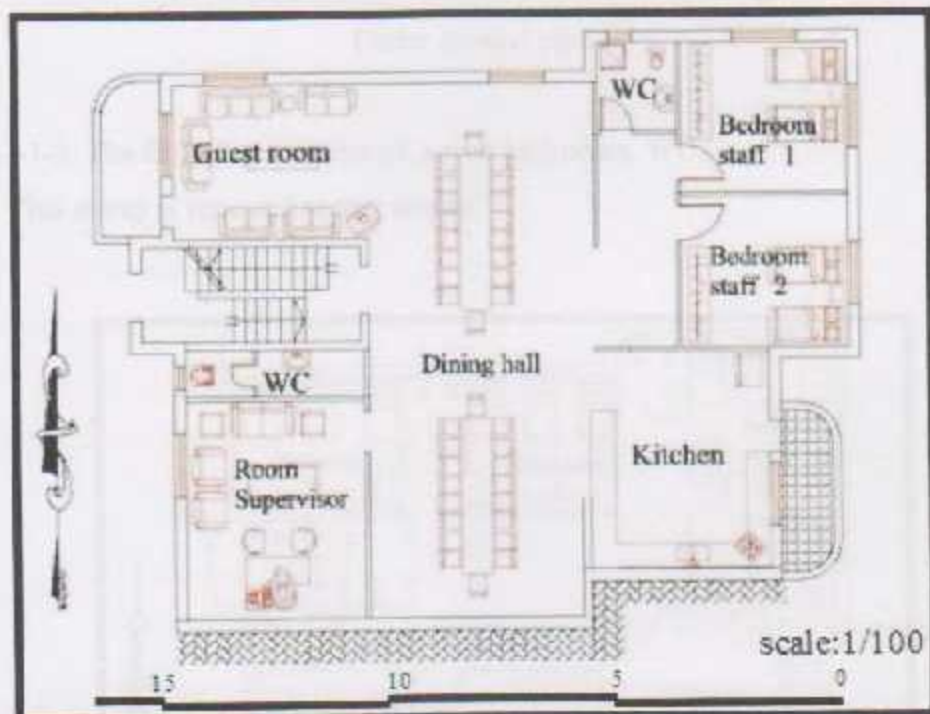
The buildings are distributed in different regions in order to integrate orphaned children with the surrounding community

6-3-3-3 Building house:

6-3-3-3-1 Essa house:

This building consists of three storey building.

6-3-3-3-1-1 The under ground plan contains of: Dining hall, Guest room, tow Bedroom staff, WC and kitchen.



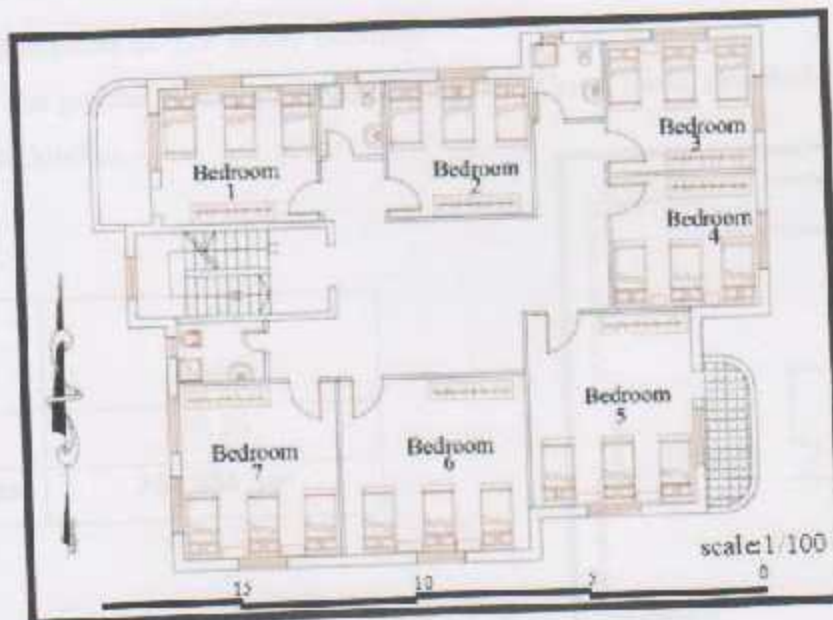
Plan(19) Under ground plan

Space	Dimensions (m)	Area (m ²)
Dining hall	5.60*13.50	75.60
Supervisor Room	4.50*5.50	24.75
Guest room	4.90*3.90	19.11
Kitchen	4.50*5.50	24.75
Bedroom staff(1)	5.37 * 2.94	15.80
Bedroom staff(2)	5.37 * 3.34	18.10
WC	9.80	
Total Area	233.18 m ²	

Table (26) explain the area of the Essa building
Under ground plan

6-3-3-3-1-2 The first plan contains of seven bedrooms, WC

Note : This storey is repeated at tow stories.



Plan (20) of the Essa building ,Ground plan, floor plan

Done by Muhammad Al- Atawneh

Space	Dimensions (m)	Area (m ²)
Bedroom (1)	3.90*4.50	17.55
Bedroom (2)	4.10*3.90	15.99
Bedroom (3)	4.20*3.80	15.96
Bedroom (4)	4.20*3.80	15.96
Bedroom (5)	4.70*5.50	25.85
Bedroom (6)	5.00*5.30	26.50
Bedroom (7)	4.50*5.50	24.75
WC	12.44	
Total Area	233.18 m ²	

Table (27) explain the area of the Essa building
Ground plan, floor plan

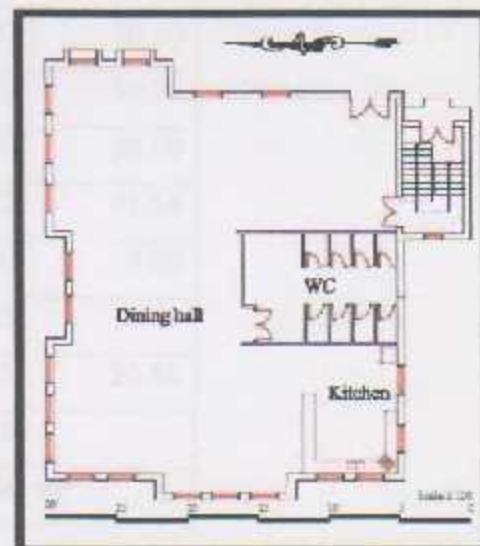
6-3-3-3-2 Dwerban house:

This building consists of four storey building

6-3-3-3-2-1 The ground plan contains of: Dining hall, Guest room, tow Bedroom staff, WC and kitchen.

Space	Area (m ²)
WC	39.26
Total Area	330.586 m ²

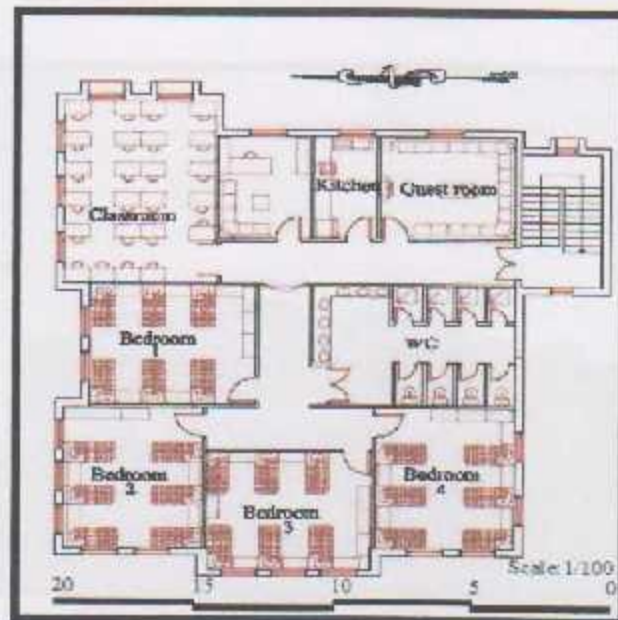
Table (28) explains the area of the ground floor plan
in the Dwerban building



Plan (21) Ground floor plan
for Dwerban building
Done by Muhammad Al- Atawneh

6-3-3-3-2-2 The first plan contains of: four bedrooms, Guest room, kitchen, staffroom, Classroom, WC .

Note :This storey is repeated at three stories.



Plan (22) First floor plan of the Dwerban building

Done by Muhammad Al- Atawneh

Space	Dimensions (m)	Area (m ²)
Bedroom(1)	5.00*6.00	30.00
Bedroom(2)	6.10*5.00	30.50
Bedroom(3)	6.14*5.00	30.70
Bedroom(4)	6.00*5.00	30.00
Classroom	5.40*7.70	41.58
kitchen	4.30*2.30	9.89
staffroom	4.30*3.35	14.41
Guest room	4.30*4.85	20.86
WC	39.26	
Total Area	330.586 m²	

Table (29) explains the area of the first floor plan in Dwerban building

6-3-3-4 Schools:

The following table lists shows all of the schools (3 schools for boys and girls)run by the Society:



Picture (7) The Islamic Charitable Society

<http://images.google.com/images?hl=en&q=Map%20of%20Palestine&um=1&ie=UTF-8&sa=N&tab=wi>^[11]

School	Location	M/F	No. of Students	Grades	Area in dunums	No. of Floors	Area of each floor in m ²
Orphan House for Boys	Dweirban	M	180	1-10	4.5	4	350
Orphan House for Girls	Dweirban	F	150	1-12	1	5	650
Al Shar'iya School for Boys	Hawooz	M	615	7-12	4	3	800

Al Shur'iya School for Girls	Hawwoz	F	639	1-12	2	3	800
Al Rahma Basic School for Boys	Al Salam St.	M	430	1-6	3	3	600
Al Huda School for Girls (under construction)	Harayeq (suggested)	F	1500	6-12	6	4	950

Table (30) The Islamic Charitable Society schools

6-3-3-5 Other building:

6-3-3-5-1 The Warehouse:

The warehouse is located in Al Harayeq region of Hebron. It contains refrigerators in which meats are kept to be used as food for the orphans. The warehouse is used frequently to store the essential quantities of food stuff, stationary as well as clothes for the orphans living in the Orphan Houses associated with the Society. The total area of the warehouse is around 1150 m².

6-3-3-5-2 Al Rahma Bakery – Main Branch:

The main branch of Al Rahma Bakery is also located in Al Harayeq region of Hebron. It is the primary source of the daily bread provided for the Orphan Houses.

6-3-3-6 Problems:

- 1) The impact of the presence of children in separated environment and it's psychological effects .
- 2) The lack of private rooms for supervisor or teacher's of children
- 3) After the age of 18 years every child leaves the society and faces a life without one or the preparation of this follow-up by the General
- 4) Shrinkage of the storage places .
- 5) The lack of rooms (living) for the gathering of children, but noted that through the scheme and the children spend their time in their rooms

References:

1) Interviews:

- Mr. Lutfi Ghaith "Assistant director of SOS Children's Village Bethlehem"
- Dr. Tawfeeq Salman " Psychiatrist of the SOS Children's Village Bethlehem"

2) Web sites:

- [1] <http://archive.soschildrensvillages.org.uk/sponsor-child/bethlehem.html>
- [2] <http://images.google.com/images?um=1&hl=en&q=Map+of+Palestine>
- [3] <http://www.soschildrensvillages.ca/News/News/Pages/Tense-Situation-in-SOS-Childrens-Village-Rafah-in-the-Gaza-Strip.aspx>
- [4] <http://images.google.com/images?um=1&hl=en&q=sos+children%27s+village+map>
- [5] <http://www.sos-childrensvillages.org/Where-we-help/Asia/Palestinian-Territories/Bethlehem/Pages/default.aspx>
- [6] <http://www.sos-palestine.org/lowres/menulow.html>
- [7] <http://www.Archnet.org>
- [8] <http://www.alertnet.org/thenews/newsdesk/IRIN/6a0309d2847a2e5417d662d26c52c674.htm>
- [9] http://www.poica.org/editor/case_studies/view.php?recordID=1329
- [10] <http://imeu.net/news/article008458.shtml>
- [11] <http://images.google.com/images?hl=en&q=Map%20of%20Palestine&um=1&ic=UTF-8&sa=N&tab=wi>

Site Location and The Analysis

7-1 Site Location

7-2 The Background and History Of Burqa Village

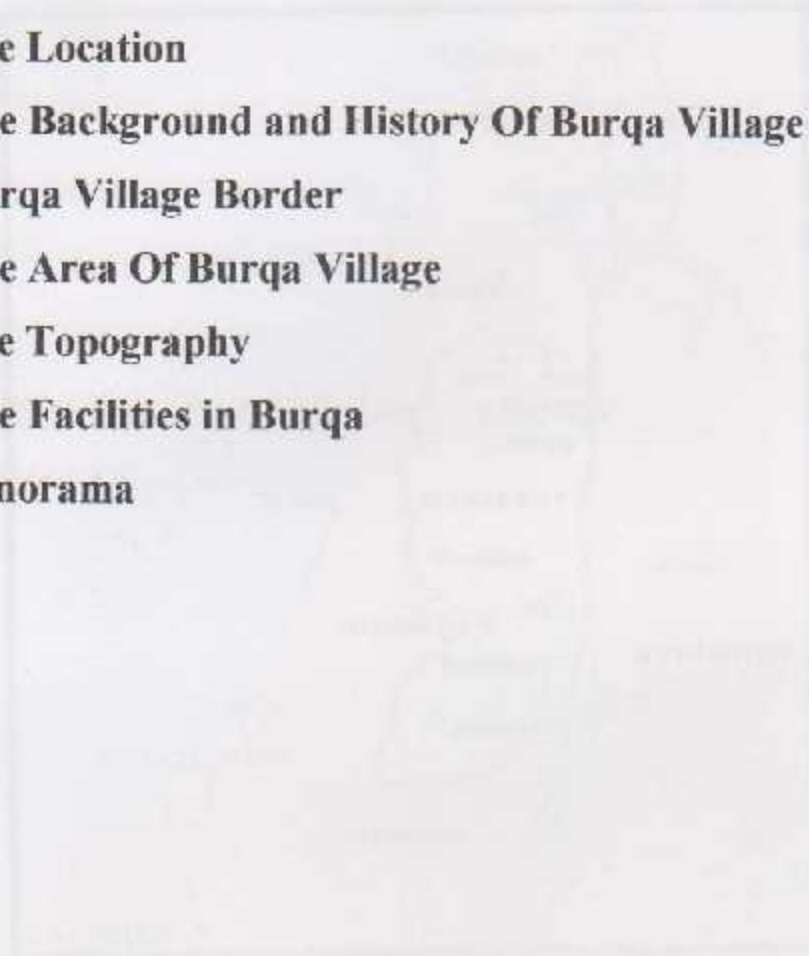
7-3 Burqa Village Border

7-4 The Area Of Burqa Village

7-5 Site Topography

7-6 The Facilities in Burqa

7-7 Panorama



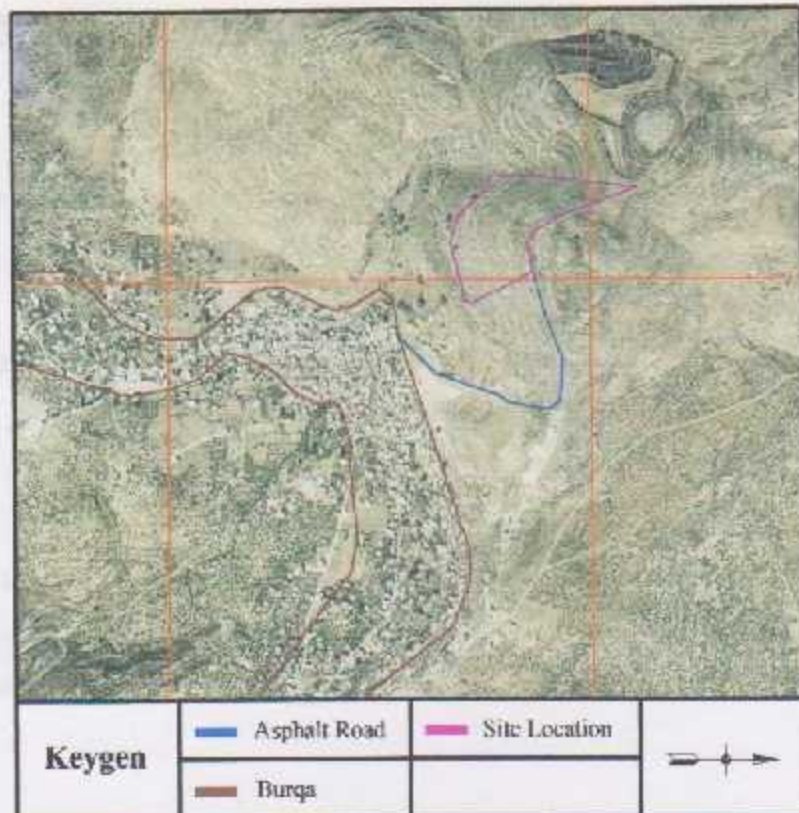
7-1 Site Location:

Burqa is located seventeen kilometers to the North West of the city of Nablus with an altitude of 450 meter above sea level.



Map (7) The site location for Burqa

http://www.burqa-nablus.com/SEITEN/myburqa_deut.htm^[1]



Map(8) The site location for village

PPU GIS LAB , in 30-9-2008, by Eng. Nidal Aburajab



Picture (8) The large mosque in Burqa village

Burqa village , in 15-4-2007, By Eng. Iyad amer



Picture (9) Burqa village

Burqa village , in 15-4-2007, By Eng. Iyad amer

7-2 The Background and History Of Burqa Village:

There are many tales to why Burqa was named with its name.

It was said that Burqa means mixed earth and gravel to indicate thier being water in it that cases , a certain glow and shine and therefore Burqa was named .

Another tale is that the citizens of Burqa are originally from region in Yemen called Burqa and when they came to this place in Palestine they named it as the same place they originated from.

7-3 Burqa Village Border:

From the north it over looks the village of Sella and Fondqomiya and the south Sabastya , Naqora , Agisiya , and Nnos Ijbeal. Also from the east house of Amern and from the west Bazarya and Ramen.

7-4 The Area Of Burqa Village:

- The area of Burqa village is 18700 Acers .
- The area that is not included in the division measure about 94 Acers.
- The are of which building in is permitted measure 702 Acers.

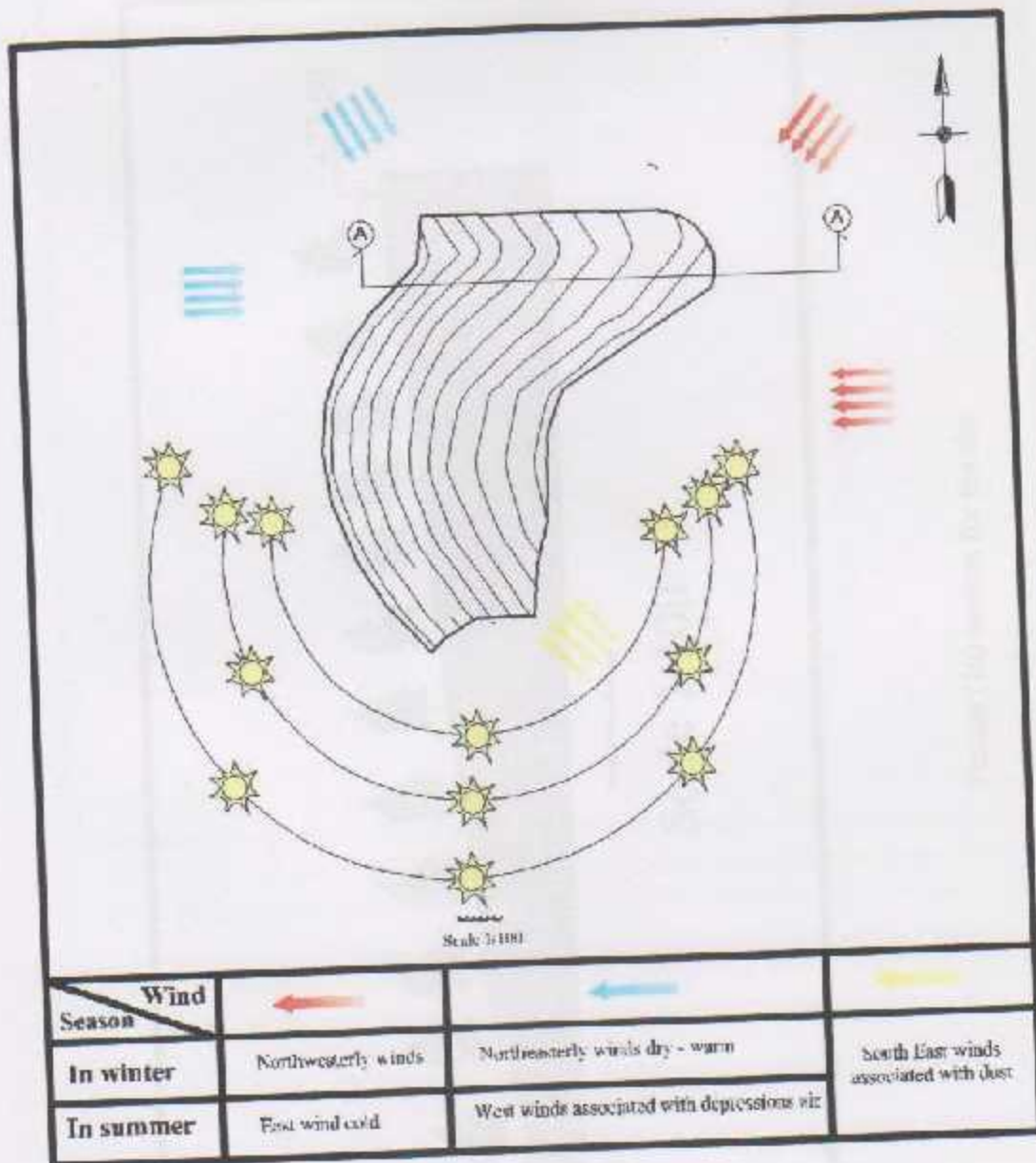
- Most of the lands in Burqa are zone (C) which means they are under Israeli occupation control .
- In the area of Burqa there are two settlements the first is Shamran which is near the village of Dear Sharf and the second is Honish which is located on the Mountain Dahor in the north of Burqa .

7-5 The Facilities in Burqa:

Educational	Healthy	Entertainment	Religious
Burqa Primary school For boys	Child and mother care clinic	Sport club	The large mosque
Burqa high school For boys	pharmacy	Burqa club for women	Abu Baker Al-Sedeeq
Burqa Primary school For girls	General medical clinic		East neighborhood mosque
Sanabel Al-Amal Kindergarten	Dental clinic		
Burqa kindergarten for children	Test lab medical		

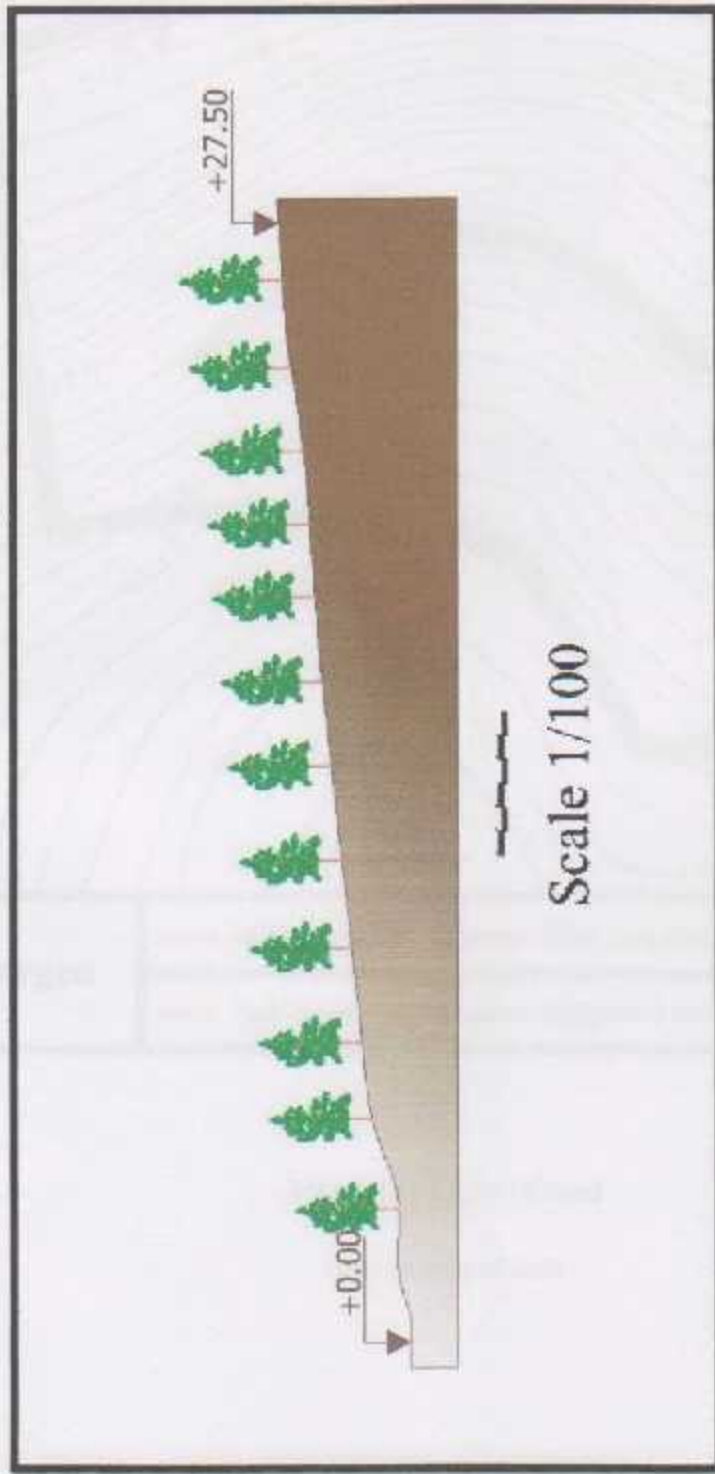
Table (31) The facilities in Burqa

7-6 Site Topography:



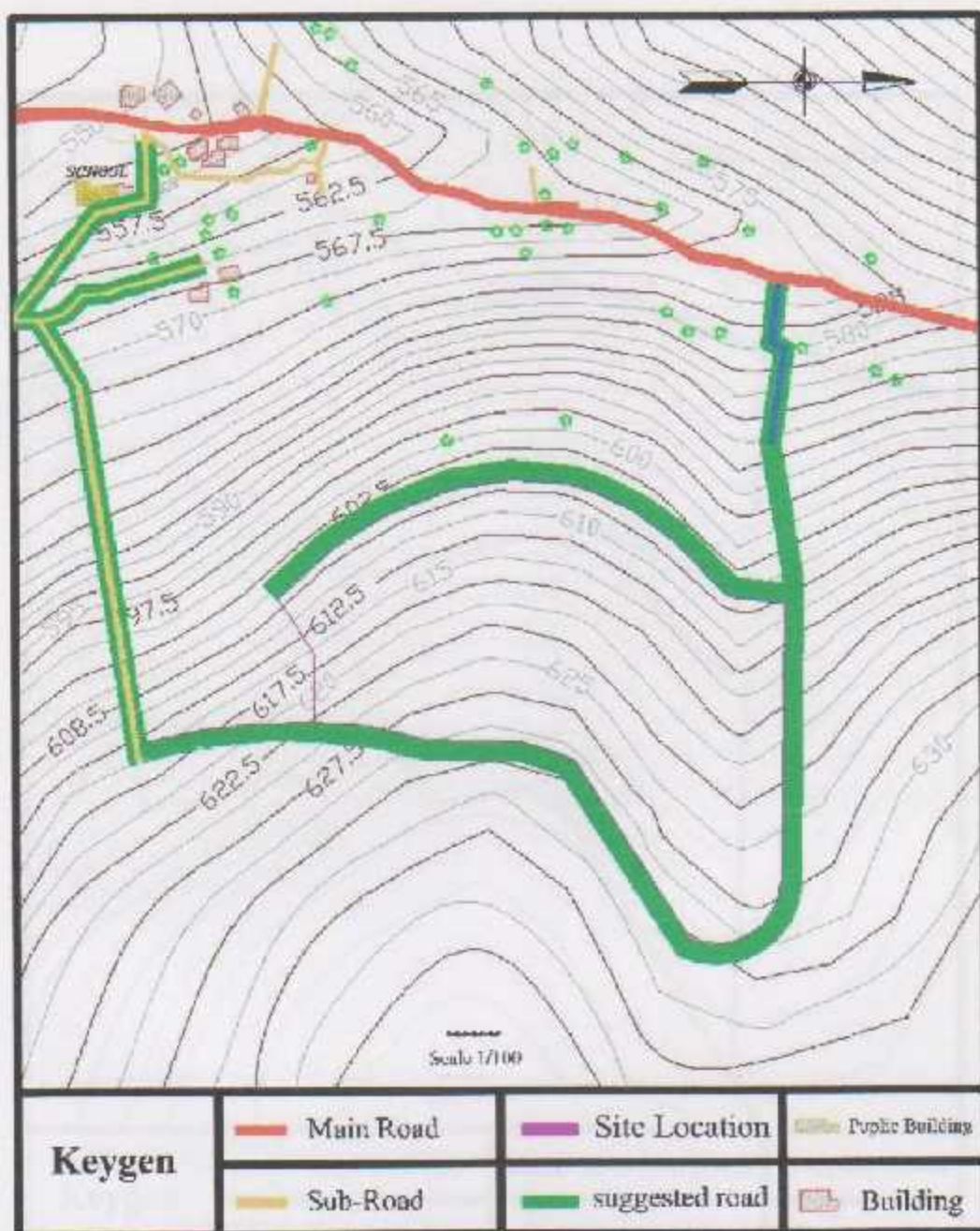
Map(9) Climate analysis

Done by team of work



Picture (10) section for the site

Done by team of work



Map (10) Types of road

Done by team of work



Map (11) The condition of roads

Done by team work

7-7 Panorama:



Panorama(1) Site location

Took by team of work in 18-12-2008



Panorama(2) The site location entrance

Took by team of work in 18-12-2008



Panorama(3) Site location with sub road

Took by team of work in 18-12-2008

References:

1) Interviews :

Eng. Iyad Amer "The Director of The Burqa Village Council"

2) Web Sites :

^[1]http://www.burqa-nablus.com/SEITEN/myburqa_deut.htm

Chapter Eight

8-1 SOS Children Village Philosophy

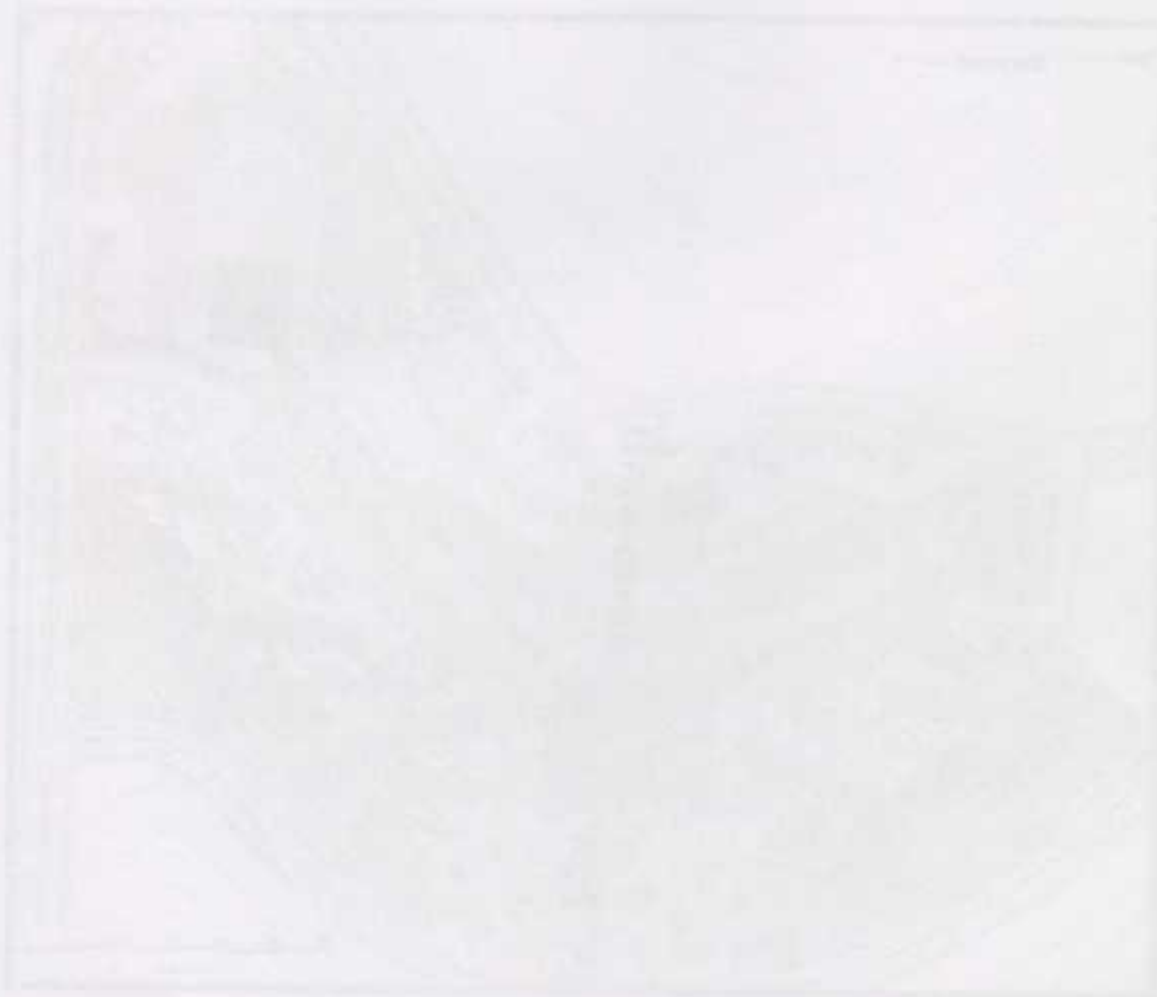
Four policy will be used in writing a report about the village layout. The policy will be used in writing a report about the village layout. The policy will be used in writing a report about the village layout.

Project Description

8-1 SOS Children Village Philosophy.

8-2 The Layout of the Children Village and Its Volume:

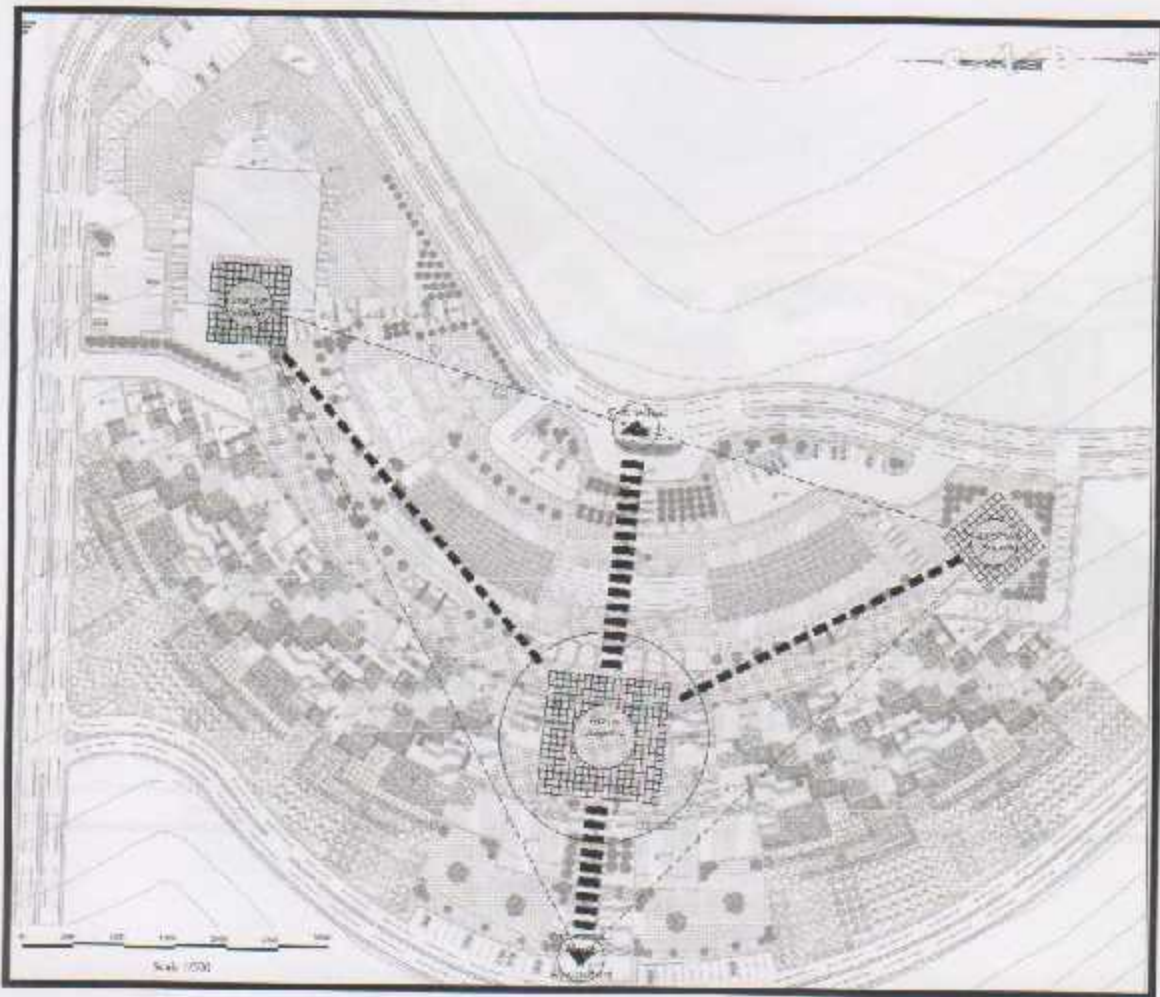
8 -3 Time Table



8-1 SOS Children Village Philosophy:

Four poles unified together and resulting a new educational thought through integrating living and educational , cultural recreational , so as to (develop human abilities and skills to his full potential.

Those poles of creation , culture, agriculture and educational are implemented physically on natural ground respecting God's creation .



Plan (23) Project philosophy

8-2 The Layout of the Children Village and Its Volume:

It's a regular village neighborhood unit concept and it is going with nature and contour lines. The design respects the culture of the site and vernacular architecture .

The following site plan explains the element of the village :



Plan (24) The element of the village

8-2-1 School: it includes two volumes which are connected by a bridge . These two volumes includes kindergarten activities and primary school activities in every four floor plans for each one.



Picture (11) West elevation for school

8-2-3 Theater : this building is located at the end of a cultural axe . It contains indoor and outdoor theater and a special department for teaching music .



Picture (12) Theater

8-2-3 Creative square: this square at the end of the cultural axe (transversal axe) which contains some cavities for creative activities as the pictures below show.



Picture (13) Transversal axe



Picture (14) Cavities in transversal axe

8-2-4 Family houses : the complex is arranged in clusters of buildings which divided into five units . every unit includes four apartments for families , one guest house and one aunt house . All these units are distributed along a cultural road .



Picture (15) Family houses units



Picture (16) Family house Details

8-2-5 Administration : it contains two volumes around main plaza which include library administration activities (director's room , assistant director's room ,secretary , seminar room, general offices , multipurpose hall ,, etc) .



Picture (17) Administration

8-2-6 Agricultural zone : this zone contains different kinds of plant and trees in order to help in running cost for the village and to provide protection from west winds.

Note : every building has some elements in order to provide a protection from environmental problems (sun rays , winds ,...,etc) such as grid walls in front of school and family houses and arabesque on the windows .

8-3 Time Table

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Sketches drawings for the concept														
Plans drawings														
Section drawing														
Elevation drawing and 3d rendering														
Corrections and finalisation														
Printing														

Table (32) Time Table

• Resources:

1) Interviews:

- 1- Mr. Lutfi Ghaith "Assistant director of SOS Children's Village Bethlehem".
- 2- Dr. Tawfeeq Salman " Psychiatrist of the SOS Children's Village Bethlehem".
- 3- Eng. Iyad Amer "The Director of The Burqa Village Council"
- 4- Maher Muhammad Maswade " Mufti of Hebron City".

2) Field Trip:

- 1- Field trip for Bethlehem SOS Children Village in Bethlehem on 26/9/2008.
- 2- Field trip for Bethlehem SOS Children Village in Bethlehem on 7/11/2008.
- 3- Field trip for Burqa village in Nablus on 18/12/2008 .

• References:

1) Books:

- ^[1] Ernst and Peter Neufert , "Architect's Data" , Third edition ,edited by Bousmaha Baiche and Nicholas Walliman.
- ^[2] Joseph de chiara and Michael J.Crosbie . "Time saver for building type", Mc Graw hill , Singapore,2001.
- ^[3] SOS Children's Villages Construction Guidelines, 2007.
- ^[4] SOS Children's Villages Guidelines for Playgrounds, 2003.
- ^[5] SOS Children's Villages Sports Fields Guidelines, 1999.
- ^[6] The World Book Encyclopedia ,3, World bank- childcarft international ,Inc U.S.A, America ,1980,Page 358.

2) Web Sites:

- [1] <http://en.wikipedia.org/wiki/village>
- [2] <http://archive.soschildrensvillages.org.uk/sponsor-child/bethlehem.html>
<http://images.google.com/images?um=1&hl=en&q=Map+of+Palestine>^[11]
- [5] <http://www.soschildrensvillages.ca/News/News/Pages/Tense-Situation-in-SOS-Childrens-Village-Rafah-in-the-Gaza-Strip.aspx>
- [6] <http://images.google.com/images?um=1&hl=en&q=sos+children%27s+village+map>
- [8] <http://www.sos-childrensvillages.org/Where-we-help/Asia/Palestinian-Territories/Bethlehem/Pages/default.aspx>
- [9] http://www.sos-palestine.org/lowres/menu_low.html
- [10] <http://www.Archnet.org>
- [11] <http://www.alertnet.org/thenews/newsdesk/IRIN/6a0309d2847a2e5417d662d26c52e674.htm>
- [12] http://www.poica.org/editor/case_studies/view.php?recordID=1329 ^[12]
- [13] <http://imeu.net/news/article008458.shtml>
- [14] <http://images.google.com/images?hl=en&q=Map%20of%20Palestine&um=1&ie=UTF-8&sa=N&tab=wi>
- [15] http://www.burqa-nablus.com/SEITEN/myburqa_deut.htm