

Designing Care and Educational Center for Working Orphan and Orphan Children Under of Qolak Mehr Sahra Charity Supervision

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ABSTRACT

Objective: In designing care and educational center for orphan and orphan children, place attachment has a vital role in shaping an identity for orphan and orphan children, and experiences and memories and various topics related to environmental planning shall be considered. It needs to study problems and characterizations of orphan and orphan children with a physiological perspective focus to realize the architecture environment. Accordingly, this study aims to design a care and educational center for working children, orphan and orphan children under Qolak Mehr Sahra Charity supervision.

Methodology: The present study is a descriptive and analytical case stud. It uses the library and survey to collect information. Findings: According to studies, factors such as personal characteristics and cultural factors are the basis for forming a sense of place beyond the designer's authority to create a responsive space. Factors of time, memories, and experiences also occur during forming a sense of place. Other factors (i.e., participation in place design and activity-interactive factors) can also form memories and experiences. Therefore, considering social factors, contextual factors, participation in physical and place design can have a greater impact on the design of the orphanage space to create a sense of place.

Keywords: Orphan and orphan children, Qolak Mehr Sahra Charity, Place attachment.

Introduction

In Iran, the emerging and sinister phenomenon of street children is the product of wrong policies, lack of proper planning, mismanagement, inconsistency in various economic, social, cultural, and demographic dimensions, which like many countries in transition, it has exposed Iran to this unusual phenomenon. The population of Iran doubled between 1955 and 1960, and from 1958 to 1971, about 25 million people were added to the population of Iran, most of whom were in the age group 0-14 years. In other words, 25 million children under the age of 14 have been added to the country's population, which means that this huge

population needs food, health, education, employment, and so on. It is obvious that inflation has caused social harms such as the phenomenon of street children due to insufficient facilities of /society with the needs and wants of this group along with fundamental structural weaknesses of society such as inadequate employment, inadequate educational infrastructure, lack of sports and recreation facilities (yhi et al., 2014). Children need public open spaces. That is spaces that can provide conditions for their movements, physical activities, noisy games, children's games, jumping, and running together. One of the most definite useful characteristics of educational buildings is having enough space for children to move. Finally, we have provided the desired environment and attraction for children by expanding their connection with the sky, green space, and nature, open and wide land, and this is the environment that enhances children's innovation and creativity (Dehghani, 2017).

In designing educational spaces by shaping spaces, we should try to get children from smaller units to larger units such as classrooms and then to larger communities such as public halls and central spaces, etc. It should be balconies around the central spaces so that the children can have more space for individual activities without losing contact with larger groups. Eating spaces even closer to nature with green space, daylight, natural combination of colors is effective in children's peace of mind and their motivation for creativity (Ibid, 2017). We must create a safe and invigorating atmosphere using design and materials. Colored sloped ceilings supported by columns and beams, transparency and natural light processing in the classroom, the use of colored elements is a good tools for creating an invigorating and hopeful atmosphere. Colors create different meanings for children (Ibid., 2017).

In Iran, during several meetings of experts, a draft agreement was set out on the collection, admission, classification, and care of street children between the deputy governor of Tehran, Tehran Municipality, Correction, and Rehabilitation Center, Tehran State Welfare Organization, the main branch of the Ministry of Justice in Tehran and the police department action (February 1998). Since October 1999, the welfare organization has implemented the project "Identification, Diagnosis, and Replacement of Street Children" in 16 provinces of the country. In 2001, the number of centers reached 21, and 5050 street children have admitted ad organized in these centers. Of course, the municipality of Tehran also established two centers called "Green House" for boys (in April 1999) and "Reyhaneh House" for girls (in October 1999) during these years, which aimed to bring street children together. These institutions protected orphan girls and boys. But in 2002, these institutions were closed due to increased costs. Another plan entitled "Plan to organize 20,000 street children" was prepared and approved by the Social Council, due to the worsening of the problems of street children, in May 2002. At the end of 2002, the number of primary care centers across the country reached 42 centers for street children and 6 centers for health care for working children, respectively (Farhadi, 2013).

Orphan and abandon are terms that today not only carry the orphanage but also raise questions about all aspects of a person's personality and psychosocial behavior. Thus, openness is not just a minor individual problem but a major social problem. This project is not just research to define the problem and then the perceptual interaction with space, but its purpose is to find the most desirable method and system to reduce the consequences of orphan and abandon in a case study of Iran (Razavian et al., 2014). The increased number of working and orphan children is a threat that continues to threaten current and future generations and has harmful consequences for society in various cultural, social, political, emotional, individual, and family dimensions. Supporting working children, supervising, and meeting their mutual needs is the purpose of designing this center. Accordingly, this study aims to design a care and educational center for working children, orphan and orphan children under Qolak Mehr Sahra Charity supervision. The main goal of this project is to design a suitable environment for living, emotional and physical development, and to nurture talents of orphaned and abandoned children and working children, who must acquire the necessary skills and abilities to adapt to society and accept the people during their life in the support group. Therefore, how to design this space is the main discussion of the project. (Research objective).

Accordingly, the purpose of this study is to design a care and educational center for working children - orphans and abused children under the auspices of Qalak Mehr Sahra Charity. The overall goal of this project is to design a suitable environment for living, emotional and physical development, and to nurture the talents of orphaned and abused children and working children, who during their life in the support group

must skillfully adapt to society and be accepted among the people. And the necessary capabilities, while how to design this space is the main discussion of the project. (Research Objective)

Theoretical Foundations

Orphaned and abandoned children

Orphaned children are those children who have lost their parents for some reason or whose parents have abandoned them. Abandoned children are children who are deprived of effective support, care, and maintenance by the family for various reasons and are neglected by the family (physically, mentally, or both).

Review of the literature on orphan and abandoned adolescents and its comparison with non-orphan people shows that the growth and behavior of people are affected by the type of family in which they live. In addition, the results show that adolescents living in single-parent homes or adolescents who are adopted have a higher risk of maladaptive behaviors. Studies show that these negative consequences are due to a number of reasons such as the nature of the individual's relationship with other non-family members, how behaviors are monitored by parents, and other factors such as relationship quality and interpersonal cognitive thinking skills (Pasley k, 1988; Quoted from Wolf, 2000).

Violent street culture is a behavioral and moral character among children that leads to antisocial behaviors. Children who grow up in an unhealthy environment spend most of their time on the streets and commit a crime, so they can not have a good social relationship with others. In all societies, street children and adolescents are involved in garbage transportation, car washing, peddling, and illegal jobs such as drug trafficking in order to survive. These children rarely go to school and rarely reach the educational level. They will become street children in the future due to the lack of a suitable caregiver (Tabrizi, 2011).

Living away from family, the lack of relationship experience between family members, lack of sense of belonging to a particular group, or a specific place, a specific identity, confronts the specific identities of these children with childhood confusion and major personality and behavioral disorders in the future. The synchronization of the child care system with the family system plays a major role in solving this problem. Stay these children away from society in places that are generally run in an institutional, public, and collective manner makes it possible for ordinary people to communicate socially and even contact or everyday problems that are normal for ordinary people in the community rarely happen to children. Therefore, on the one hand, it seems that the systems and design process of these places is such that it reconstructs the fluidity and flow of life outside these spaces on a smaller scale within the complex. On the other hand, it makes it possible for these children to connect with outside spaces so that the complex does not become a place with impenetrable fences.

Child care and supervision procedures in Iran

1. Child adoption

Child adoption is a legal relationship that arises as a result of the adoption of a child by a couple who are not the child's actual parents. In the current situation, child adoption has a significant role in strengthening and upgrading families without a child and making society healthy and solving the mental problems of orphaned children, and reducing the mental disorders of a couple without children.

2. Child adoption with the temporary trustee

In this procedure, the children are temporarily connected to the family. In this temporary relationship, children and families get to know each other, and different procedures of accepting children are introduced to the family if communication and dependence are established. In this approach, families with children can breed a child in addition to their own children. This procedure applies to children who are not eligible for adoption.

3. Pseudo-family

In this procedure, a maximum of 15 children are cared for and managed in a home-like environment, and a female caregiver takes care of the children as the mother, and the children are considered siblings together in these centers. These centers are managed like a house.

4. group caregiving centers

In these public centers, such as foster homes and orphanages, children are cared for, and services and facilities are provided to them. In these centers, children have cared for until they can be organized and discharged. These centers are the most unsuitable option for child care methods because of the special conditions and problems that children have due to lack of experience in family relationships lack of emotions, which are not confirmed by psychologists and sociologists.

Sense of place attachment

The place is the main element of the identity of its inhabitants. The place is the main element of the identity of its inhabitants. Humans can know themselves by knowing the place. They have different images of different places in their mind. Their emotions can influence perceptions of the environment and the formation of a mental image of the place. These people's mental imagery gives place to identity. People's memories are effective in identifying the place in addition to the physical structure of the place. The crisis of place, that is, the social crisis of space and time, is one of the most obvious challenges of contemporary urban planning, a crisis that has crystallized in the creation of urban spaces without identity, history and communication (Partovi, 2013).

The place is the center of the conscious and voluntary action of human beings. It is a center where we learn from different events. Events and conscious actions are reflected only in the creation of specific important places. The reason for differentiating places is the concentration of different values, perspectives, goals, and experiences inside them. Therefore, places are the main factors in organizing our experiences and judgments of the world (Shokouei, 2014). The place is bondable, restrictable, and stable, so it is an important source of identity by meeting the need for continuity and stability. Another characteristic of the place is social cohesion that makes it possible to feel a sense of community belonging (Tajik, 2015). Place creates and reinforces a sense of belonging to a group by limiting social relations in a relatively small and closed territory and thus increases the density of direct and face-to-face relationships, so the place is considered as the most effective factor in identification (Golmohammadi, 2012).

Montgomery argues that while the meanings of a place are rooted in physical characteristics and related activities, they do not create the physical characteristics of a place; Rather, it is human intentions and experiences that shape the characteristics of a place. Therefore, what the environment offers is a function that is shaped by our own valuable action (Modiri, 2008).

Cooper (1974) states that the environment becomes a psychological anchor over time and creates a connection between the individual and the environment, and it creates a sense of spatial belonging (Moallemi, 2015). Sometimes this spatial belonging goes beyond the level of individual emotional-cognitive experiences and develops with a common collective feeling in a wider spatial domain to the level of a country and for a nation (Behzadfar, 2007). So belonging to a place means that people define themselves by the place where they were born and grown. This relationship deeply and permanently affects people and strengthens the memory of place, identity, and human power (Falahat, 2016). Brown and Perkins (1992) define spatial belonging as realized positive bonds that are formed over time and sometimes subconsciously based on behavioral, emotional, and cognitive bonds between individuals or groups and their socio-physical environment. Accordingly, such connections create the identity framework of the individual and society (Rezazadeh, 2016).

Study sense of place attachment dimensions

In the present study, dimensions of the sense of place attachment were determined, inspired by the studies of Skanel and Gifford (2010). They have dealt with the three dimensions of spatial belonging (emotional, cognitive, behavioral) by reviewing spatial belonging and focusing on revising provided definitions.

Emotional dimension: People-place relationship is undoubtedly an emotional relationship with a particular place.

Tuan believes that feeling is a very important aspect by which people give meaning to their places, and it relies on the individual's sensory connections with a particular place. One of the evidence of the influence

of emotion in the formation of spatial belonging is rooted in the placelessness literature when people are forced to leave the place for reasons such as natural disasters, war, migration, or revolution. Thus, one of the signs of the formation of spatial belonging is the grief and sorrow caused by separating from the subject of belonging (place) and seeking it at the time of separation.

Cognitive dimension: Cognition is another component of spatial belonging. Memories, beliefs, meanings, and knowledge that people have about landmarks make those places important to them. People create meaning for places through memories and relate it to their definition of self and to their place of residence. A place that has the ability to make memories for people increases the belonging of a place.

Behavioral dimension: How the behavior is encountered under the influence of the environment, and it depends on both the individual's experience in the past and the experienced environment (Tribe quoted by Pakzad, 2009). According to Hidalgo and Hernandez, the first behavioral characteristic of belonging is the tendency to be close to the subject of belonging (place), which leads to an extended stay in space. People choose places that most closely resemble their former area of life if they are forced to leave the place.

Socio-cultural factors and individual characteristics should be considered in the creation of a sense of belonging to a place for a comprehensive study of this sense. In the present study, to investigate and limit the variables, social capital and cultural capital were selected as effective factors on the sense of belonging to the place due to the development of cultural and social elements.

Social capital

The concept of social capital was first used in 1920 by Hanifan, and Jane Jacob reviewed it in 1960. Subsequently, Glenn Loury and sociologist Iven Light later used the term to identify useful social resources, develop human capital, and describe the problem of the inner-city economy in the 1970s (Fukuyama, 2016).

Bourdieu considers the term social capital as the only means of describing social assets, and it becomes apparent that different person with the same capital (economic or cultural) achieve different returns that result from the context to which they use group capital; Thus, social capital itself causes inequality independent of cultural and economic capital (Field, 2016).

In defining social capital, Putnam writes, Social capital refers to various aspects of social organizations such as trust, norms, and networks that can improve the efficiency of society by facilitating coordinated actions. He believes that social capital is productive like other capitals, and it makes achieving specific goals possible without which they would be inaccessible. For example, a group whose members have proven their credibility and have high trust in each other has the ability to do more than a group that does not have these characteristics (Putnam, 2011).

Cultural capital

Cultural capital is a set of relationships, information, and privileges that a person uses to maintain or achieve a social position (Salehi Amiri, 2017). Cultural capital includes persistent and established tendencies and habits during the process of socialization as well as academic and cultural competencies (Noghani, 2013). The term cultural capital became popular in comparison with economic capital and theories, laws, and analysis of issues related to capitalism (Ruholamini, 2016). This concept was developed to investigate whether economic barriers are not sufficient to explain the inequalities in the educational achievement of students of different social classes (Shoiehr, 2016).

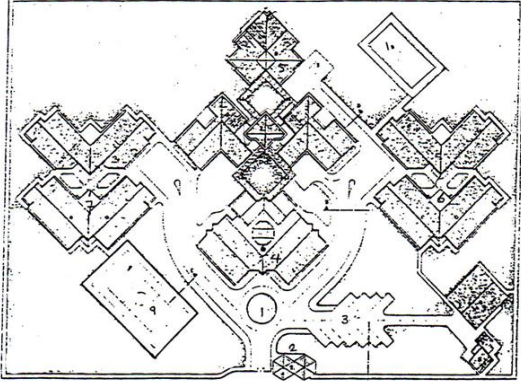
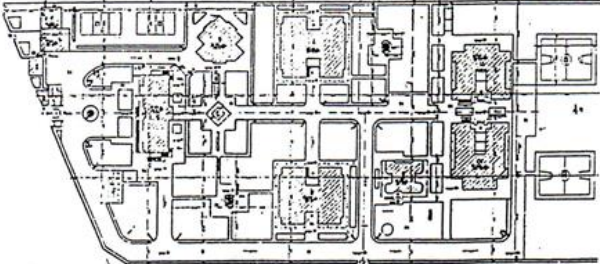
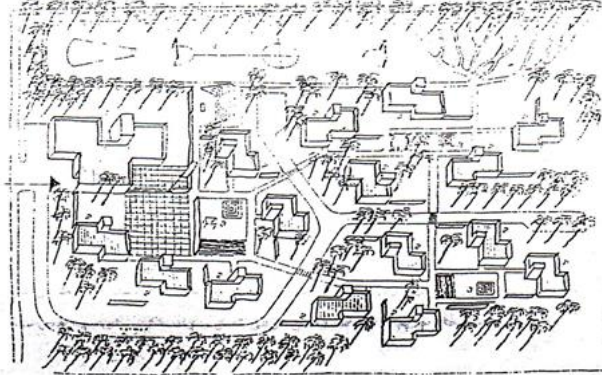
According to Bourdieu, capitals can be converted into each other. In this way, economic capital can quickly convert to social and cultural capital. Social capital can also be converted into economic capital, but the power to convert social capital into cultural capital is less than the power to convert cultural capital into social capital (Fazeli, 2013).

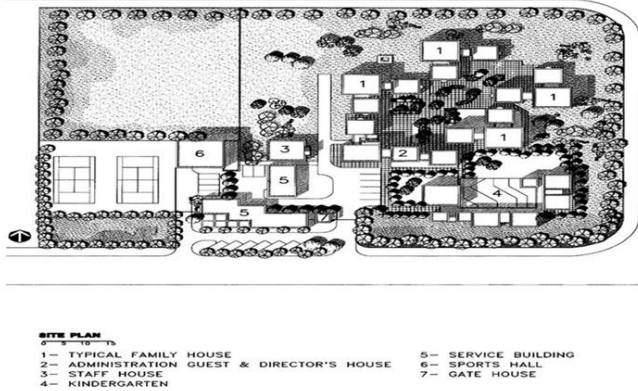
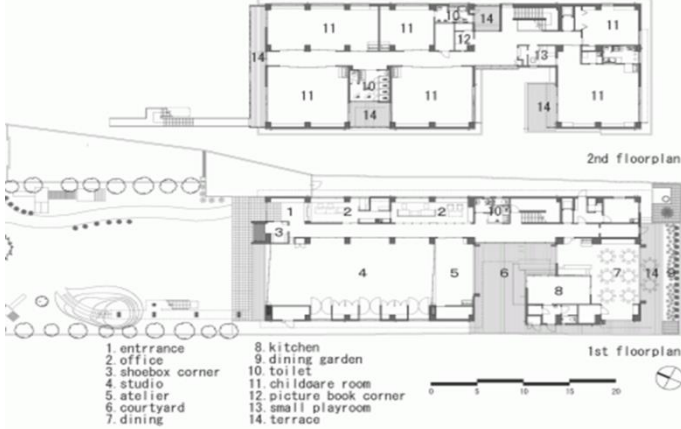
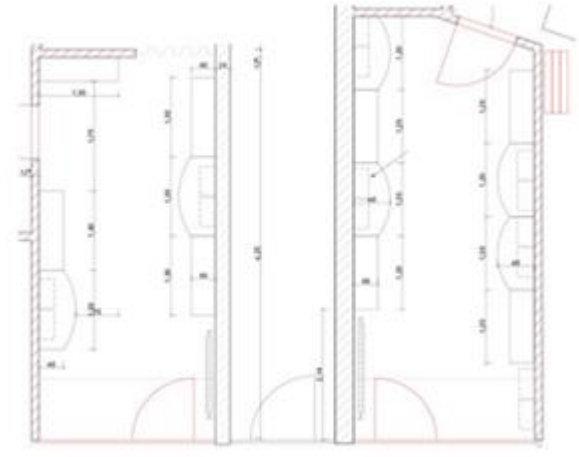
Boarding center and Attendance at the community

Living in a boarding center, whether it is long, short, sweet or bitter, has an end in itself that leads to attendance at the community. A society with which the child is not present society due to her constant presence in a boarding center and spending long hours of her life with sympathizers who have many similarities with his (her) has created a great distance between his (her) and society. This gap must be filled to allow for community attraction and youth attraction against a new experience. Adolescents and young people who have lived this way in their lives are hesitant to make contact with society and are sometimes afraid of it because they do not find any connection between themselves and society. Girls, with the first

inappropriate treatment of all members of society, especially men, are considered unworthy. In any case, this stage of circadian life is one of the difficult stages that can be equated with the puberty crisis and its cornerstone.

Table 1: Internal and external samples of the care center for orphaned and abused children and working children

Plan	Center	No
	<p>Karaj boarding and nursing home</p>	<p>1</p>
	<p>Rafsanjan boarding and nursery center</p>	<p>2</p>
	<p>Children's village in Mehdiabad, Iran</p>	<p>3</p>

 <p>SITE PLAN</p> <p>1- TYPICAL FAMILY HOUSE 2- ADMINISTRATION GUEST & DIRECTOR'S HOUSE 3- STAFF HOUSE 4- KINDERGARTEN 5- SERVICE BUILDING 6- SPORTS HALL 7- GATE HOUSE</p>	<p>SOS Children's village Aqaba, Jordan</p>	<p>4</p>
 <p>2nd floorplan</p> <p>1st floorplan</p> <p>1. entrance 2. office 3. shoebox corner 4. studio 5. atelier 6. courtyard 7. dining 8. kitchen 9. dining garden 10. toilet 11. childare room 12. picture book corner 13. small playroom 14. terrace</p>	<p>Hanazono kindergarten and nursery</p>	<p>5</p>
	<p>Kita Hisa kindergarten</p>	<p>6</p>

Methodology

The present research is a descriptive and analytical case study. It uses the library and survey to collect information. Library and literature are used to study the theoretical foundations and experiences in Iran and the world, and then the current situation is identified through field surveys.

Research purposes

Overall purpose

The overall goal of this project is to design a suitable environment for living, emotional and physical development and nurturing the talents of orphaned and abandoned children and working children, who must

acquire necessary skills and abilities to adapt to society and accept among the people while living in a support center. While how this space should be designed is the main discussion of the project. How this space should be designed is the main discussion of the project. To achieve this goal, it must be considered that these children have two main problems:

1. Social problem: which is due to social distancing and living in castle-like spaces.
2. Identity and personality problem: This is due to being away from the family system and the normal system of life and adopting the wrong systems within the boarding house.

Partial goals

- Knowing the personality characteristics of working - abandoned and orphaned children
- Determine quantitative and qualitative indicators in the design of care and education spaces for working - abandoned and orphaned children
- Evaluation and analysis of variables affecting the satisfaction of working - abandoned and orphaned children

Site Analysis

Aqqala is located in the north of Golestan province and along the Gorganrud with historical monuments, spectacular flowers, and handicrafts such as Turkmen carpets and rugs from the tourist areas of this province. This county, with a population of about 109 thousand people, is 1 763 square kilometers, equivalent to 6.8 percent of the province and many of its inhabitants are Turkmen. The population density of Aqqala was equal to 84.5 people per square kilometer in 2003, which is higher than the relative population density of the province's population (81.05).

The quality and function of the space are the most important factors in the discussion of desirable spaces for children that should be considered in children's architecture. Children's attractive spaces include:

Enough space: Children need enough space to do activities like running, store, run, jump, meet each other.

Public Room: Central spaces such as the entrance area, the main courtyard, public meeting rooms, where common activities such as practical and public games, partying, inviting guests are performed, are interests of children.

Small rooms with doors: children love being alone in a room where they can play, study and listen to music or not be disturbed by noise.

Niches, Corners, Bumps: Kids love niches, balconies, secluded corners, whether big or small, to feel safe and friendly and to talk about their plans and goals.

Stairs: Children use the stairs as a play tool and sit on the elevator and stairs, coming up and down. They hide under the stairs and sometimes slip on them. Under the stairs are a shelter and a secluded place for their games.

Towers or tree houses: Taller and taller, this desire to climb is a special way of educating children, helping them to have happy experiences.

Building components: Doors, windows, stairs, corridors, electrical switches, toilets are elements that children like to use on their own without the help of adults. These elements should be appropriate and suitable for small children and in such a way that the child is able to use them alone. We have to put two sets of railings on the stairs, one for adults and the other for children.

Painted walls: Placing special elements in places is very important for children's games and creating a place for children to be satisfied. Children usually experience and enjoy painting in bad walls, bad writing, calligraphy, painting.

Children's Library: Children's Library is a genius center. In that space, children can have good dreams, think about stories, and plan.

Children's kitchen: One of the favorite places for girls and boys is to learn to cook with fun and enjoy their own cooking. Various places are essential to store, such as enough space in the corners, a warehouse to store theatrical facilities, necessary tools, and children's personal artwork.

Landscapes: All children love to see a room from another room, up and down, and the space between inside and outside.

Outside place inside: Children like to be able to do things inside that they do outside. Preparing a greenhouse and conservatory allows children to play in any situation.

Outside space and around the house: Both inside and outside are fun for kids. Although outside is often more public, especially as they have more space to move. Children need outdoor space with different qualities and opportunities to do different activities. These spaces include covered terraces, terraces courtyards, open spaces, and attractive play facilities.

Nature: Children love nature like the sun, water, fire, plants, animals. They are very much influenced by experiences in nature and want to discover the laws of nature and imagine with natural things. Pools, small environments for fruits, garden vegetables, wildflowers, fireplaces, sheep, fish, rabbits, and birds provide excellent quality play space.

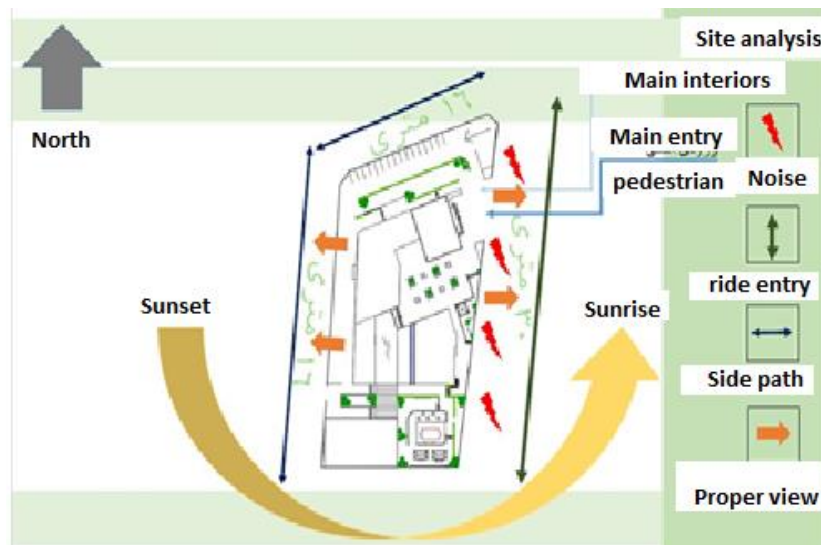


Figure 1: Plan of the desired site

Summary and Conclusion

Children's personality forms gradually in the environment in which they are bred and educated. Therefore, this environment plays an important role in children's interactions and attachments. Orphaned and abandoned children have many identity and personality problems due to the deprivation of the love of family and friends. They were deprived of a home and family environment and grew up in an orphanage. In the first place, we will have children with physical and mental illnesses if the orphanage environment is not appropriate and compatible with their spirits and identity characters, and secondly, we will have a young society with many personality disorders. Thus the term place sense, which plays an important role in shaping the identity of orphaned and abandoned children, should be considered in the design of orphanages and care spaces for these children. It should also consider experiences and memories of children and various issues related to environmental design to achieve a meaning that evokes an environment that has given them a sense of belonging and identity to that place. Today, there are very few places that have been built for this purpose. Most of these places are buildings that have changed their use and have an irregular, repetitive atmosphere and induce abnormalities in the soul and body of children and can not create a sense of belonging of the child to the space.

Shamai defines three main stages of belonging to a place, attachment to a place, and commitment to a place with seven levels for a sense of place, which ranges from incuriosity to a sense of sacrifice for a place in the following order:

1. **Incuriosity to a place:** This level is not usually considered in the sense of place literature but can be used to measure a sense of place.
2. **Awareness of being in one place:** At this level, the person knows that he lives in a secluded place and recognizes symbols of that place, but there is no sense that connects him(her) to that place. In this case, a person may know that he is in a place but does not know that he is part of that place. At this level, place awareness does not go beyond an address or location.

3. Sense of Belonging: At this level, not only is the person aware of the names and symbols of the place, but he (she) also has a feeling and a common destiny with the place. In this case, the symbols of the respectable place and what happens to the place are also important to the person.

4. Place attachment: At this level, the person has a complex emotional connection with the place. The place has a meaning for him(her), and it is the axis of individualism, and the collective experiences and individual identity in combination with meanings and symbols give the place a character.

5. Align with place goals: This level indicates that the person is in harmony with the needs of the place. In this case, the person recognizes the goals of the place, adapts to them, and follows them. There is passion, love, support, and sacrifice in the place.

6. Attendance at the place: This level considers the active role of the person in society due to the commitment to the place. In contrast to all previous levels that had theoretical foundations, this level, and the next level are taken from the actual behaviors of individuals. One person usually implicitly reflects this level by investing in human resources such as time and money.

7. Sacrifice in the place: This level is the highest level of sense of place, and the person has the deepest commitment to the place, and it shows a great deal of sacrifice in the direction of tendencies, values, freedoms, and well-being in different situations. At this level, there is a willingness to give up individual and collective interests because of the larger interests in the place.

Therefore, places create different emotions in different people, and the role of human personality and past experiences is effective in receiving this feeling. The space that creates a sense of place and belonging is no longer a space for him(her) but a place (Arasteh, Frikeche, 2015).

Factors of the sense of place formation can be categorized into 9 cases by studying different perspectives. In the following, these factors are introduced, and the effect of architectural design on each of the mentioned factors is studied to create a sense of belonging in children towards the orphanage environment.

Table 2: Different perspectives on the factors that create the sense of place

The effect of factors in the space of the orphanage	Description of the title	Factors that create the sense of place
Lack of relationships with family and friends and social isolation causes limitations in their social relationships and interaction with peers and educators.	Place attachment with the participation of people in the place, the employment rate in social networks, and cultural interactions	Social factors
Lack of development of orphaned and abandoned children in the cultural context of a specific family with its special customs, traditions, and characteristics reduces emotional attachment to cultural roots, and as a result, there is no place dependence.	Groups, families, members of the community, and cultures have similar things in common depending on a particular place. On the other hand, Place attachment depends on the activities that people perform in the form of their cultural requirements.	Cultural factors
The effect of individual factors (age, gender ...) on children in different classes is the same. Therefore, the orphan child has the same conditions as other children. Therefore, the effect of this factor on the orphan child in the orphanage environment can be ignored.	People choose places based on their conscious tendencies that arise from their individual characteristics and are attached to them.	Individual factors
Due to the constant changes in the place where children are kept in the orphanage, the possibility of creating memories and experiences decreases over time, thus reducing place attachment.	Place attachment usually occurs after people have a long-term and strong experience with a place, and in this process, a place makes sense.	Memories and experiences
The place of children's satisfaction will have a greater impact on this group due to the lack of emotional relationship between these children and their relatives.	A person's emotional relationship to a place depends on his(her) satisfaction with the place and how it is evaluated. Its extent depends on the person's perception of the place and the level of satisfaction with the place.	Place satisfaction
The effect of physical factors in the design to create maximum attachment is much greater due to the constant attendance of children in the orphanage environment as their home space and deprivation of some other factors that create a sense of place in this group of children.	The most important physical factors affecting perception and sense of place include degree of confinement, contrast, scale, proportion, distance, texture, smell, tone of voice, and visual diversity.	Physical factors
There is a platform for interaction in the form of various group activities with regard to the group life of children in the orphanage. Therefore, the effect of this factor in creating attachment to the place increases.	In fact, this is rooted in how people interact with physical and social places in the form of cognitive, emotional, and semantic interactions, the result of which is the place attachment.	Interactive activity factors
The effect of the time factor on the child is reduced due to the short period of care of children in the orphanage and due to the constant change of their place of residence	The time factor, or in other words, the duration of residence and familiarity with the place, plays an important role in increasing dependence.	Time factor
The effect of the contextual factor on the attachment to the orphanage environment and creating a spirit and responsibility in children is great due to the possibility of creating a context for children to participate in the intervention of their living environment in the form of games and entertainment	The attendance of people in the process of creating a place makes them feel better about that place.	Participate in site design

According to studies, factors such as personal characteristics and cultural factors that are the basis for the formation of a sense of place are beyond the scope of the designer's authority to create a responsive space. The time and memories, and experiences factors also occurred during the process of forming a sense of place. Other factors (participation in place design and activity-interactive factors) can also be the basis for the formation of memories and experiences. Therefore, among the mentioned factors, considering the social factors, the underlying factors, participation in the design of the place, and the body can have a greater impact on the design of orphanage spaces to create a sense of place (achieved goal).

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