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Thesis Title	Design Solutions for a Friendly Child Architecture -Nurseries & Kindergartens
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Abstract	<p>Early childhood is a crucial stage of life in terms of a child physical, intellectual, emotional and social development. Growth of mental and physical abilities progresses at an astounding rate from birth to age six composing 50% of the intelligence of the child at this stage.</p> <p>The progress of nations and communities is measured by the extent of their interest in the world of childhood and the development of the educational system in line with the developments and requirements of the times. So it is the responsibility of the community to focus on children and support their growth and development as they reflect the image representing the community in the future. The importance of the establishment of nurseries and kindergartens is represented in providing generous purposeful environment for children in the first years of age to help the continuity of growth and integration of mental, emotional, sensory and kinetic abilities.</p> <p>The absence of a theoretical framework that integrates contemporary educational and architectural trends for the child's architecture reaching general strategies, constitutes the main research problem. This problem arises from the lack of a knowledge in the field of architecture in providing theoretical frameworks for designing solutions for the architecture of children (as a result of literature concentration on fragmented and separate attributes), as well as the absence of a dialectic and reasonable interrelation between architectural theories and child's educational and psychological theories. . In light of the research problem, the aim of the present research is determined at the establishment of a theoretical framework that integrates educational and contemporary architectural trends for building the general strategies and deriving the designing solutions</p>

for the the friendly-child architecture . This requires the building of the theoretical framework , and then applying the framework to selected architectural environments in order to draw the bases and mechanisms of designing of the architecture of the child.

In light of this, the structure of the research includes five chapters: Chapter One is allocated to demonstrate the importance of the role of nurseries and kindergartens in the development and growth of the child and within two axes : one focuses on the architectural and educational history of nurseries and kindergartens on a global level. The second axis deals with the history of nurseries and kindergartens at the local level . The intake Chapter Two the psychology of play and intellectual approaches & their reflection on the requirements of the child's environment within the two axes. The first axis Includes growth and development of the child and the psychology of play. Either second axis deals with intellectual approaches and it's reflected on the child's environment includes the intellectual approach of Pedagogy and intellectual architectural appraoches down to build four general concepts common to reflect the desired characteristics of the child's environment - including the external environment and internal environment - represented by (learning environment by doing, simulation, workshops and laboratories / rich exciting environment, working as a third teacher for child / sustainable environment - health, economic and social / Home - Like environment of psychological and physicist safety).Chapter Three deals with extracting the main strategies in the child's environment (external and internal) and the resulting indicators reaching to the final theoretical framework. Chapter Four aims to apply the theoretical framework and the resulted strategies on selected architectural environments (nurseries and kindergartens).Chapter Five presents the final conclusions and future recommendations. The results of the research in both its theoretical and practical aspects led to clear mechanism to achieve a child-friendly environment that supports the growth and development of the child and meets his physiological, ,psychological , mental and emotional needs . This mechanism enables the

	designer to innovate convenient solution attain a friendly child architecture.
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