Designing a social and educational form and environment for child labor in Tehran's 22 district

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Abstract

Every child in this planet wishes a peaceful and safe environment for reaching their dreams. By physical and mental restriction, Children have to obey different conditions. These limitations are doubled for working child. Space has devoted time and working child's environment to itself and can provide their personal and social need. Improving the spaces and environments can have an impressive effect on health, physical and mental growth, education, and creativity.

The current project has been done with the purpose of designing environmental form for increasing social and educational services for child labor. The research method is based on Phenomenology. Statistical population contains 15 professors, social workers, research, architectural experts. The sample size continued with Theoretical saturation. Results have shown that caring about safety, attraction, scale, accessibility and form is necessary.

Keywords: educational environment, social, form, child labor, 22 district.

1. Introduction

Children are the most sensitive and influential age group in society. They see the universe differently than others because they comprehend and understand things through direct experience with their surroundings. Children are spending the most sensitive and important years of life, the foundations of their personal, mental, physical and social development are formed, until they enter the city. They need to experience social life on their own scale, it requires childish and intimate atmosphere. A world full of happiness with beautiful colors, the child has the opportunity to express new thoughts and develop their talents so we should create an atmosphere that provides a suitable background for children's creativity (Izadyari, 2011).

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Designing a social service center for working children is one of the requirements of today's society. As children are parts of the society, ignoring them can cause serious crisis for the future of the country. Recognizing their natural right for mental and physical development is necessary (Eqlima, 2009). All the children must go to school from an early age till they reach the legal age to find a suitable job and be independent (Ghasem Zade, 2017). This matter was discussed in convention on the right of child on November 20th in 1989. In 1994 Iranian government joined the convention, and pledged, in order to afford all child's rights in different fields like providing amusement, games, and creative appropriate activities, creating suitable educational condition, and supporting the social health security. Therefore, designing a social service center for child labor can be an opportunity for the center to provide education, health, creation, talents, and health service. Also, it is a chance for working child to take advantages of this opportunity and utilize the basic needs (Shiani, 2004).

Thereby, the importance of educational and therapeutic environment and its impact on learning must be considered. According to the research conducted by Dr. Ghasem zade in 2002 on child labor's education, 32% have amnesia, 30% learning difficulties, 61% suffer from weak mental retardation, 21% have no curiosity, 64% have lack of environment's cognition, and 61% have speech disorder (Peyk Yari, 2017). In addition, as they are unable to use the public school, also for making an equal opportunity and educational justice made the author try to create dynamic environment and supportive services in centers for children aiming to form their characters and interact with the environment. As far as the children's demands are different from adults, based on architectural view the environment has an important effect on bringing up the child. In designing places for children the physical, social, and cognitive function of them must be considered and this is something has been neglected in our society for the working children who can't associate easily with others because of an aggressive atmosphere in street (Scott, 2010). Designing the environment and influencing the form and space which has effect on child's understanding, create a center where they can express their ideas in such an environment and reach the ideas by exchanging them. This is the architecture's duty to improve

social relation by creating visual diversity and spatial quality (Jamei, 2016). Meanwhile the site was chosen in 22 district which has suburban areas and commercial and service complex that has a decent potential. There is an enough space for the land overlooks of artificial lake and about the landscape there are enough natural factors that affect the individual's satisfaction and create fresh and lively environment. In designing centers for working children, some points should be considered as; spaces should make them feel comfortable and not afraid, spaces with happy and bright colors, sometimes colors with vague forms (like painting with Watercolor) induces dreamy and imaginative topics. Thereby, the present study seeks to find an answer to the question if designing an environmental form is effective for providing social and educational services to working children? Research question is: How designing environment's form affect the social and educational services of working children?

2.Review of Literature

Asadzadeh, Karimi Azari (2015) in a study entitled "Child-centered spaces based on the interaction of child and space" is an attempt to achieve architectural principles in order to design a pleasant and attractive space for children to develop creativity also an to design an artificial environment based on the proven mental and physical needs of children, and finally a space was designed for children to spend their leisure time, which is derived from their inner needs and desires, as well as architectural principles can be understood by them in those spacese to feel a border between inside and outside.

Ebrahimzadeh and Azizi (2015) have known the way form affects and its effects on understanding children's educational environment (kindergarten) is one of the most important topics in the field of environmental graphics and different environment. These days, kindergarten, as the first social space which the child enters, plays an important role in childhood. Not only it is a space for caring for children, but also a space for socializing, growing, educating of children. Kindergarten interior design has been designed according to the mental, behavioral and cognitive characteristics of the child and using appropriate colors and forms for the child, can provide a suitable place for the child to grow. Color and form with the power to influence the mood and the

subconscious mind can play an important role in increasing the intelligence, concentration, relaxation and child's appetite. Forms are important for children at an early age because they have the ability to transfer concepts in the child. The main subject of this study is to investigate the environmental form's effects on the child and how the form and its perception affect children's learning. In this study, in order to achieve the above goals, we first defined the specific environmental graphics of kindergarten and the psychology of the environment and examined the characteristics of the form.

The child needs care because he or she physically or mentally is not fully developed. This issue has been stated in Universal Declaration of Human Rights (Abbasi Sarmadi, 2016). Child labor was created after industrial revolution when the labor force was exploited that initially was a specific term for child labors in factories (Kalantari, 2007). After they had had labor movements and revelation, organization were created for improving the situation. The establishment of UNICEF in 1946 to protect the child's right was considered (Iraqi, 2008).

The persistence of child labor is rooted in poverty, lack of adequate job for adults, lack of social support, and failure in education. Child labor is seen all around the world in different societies, for example in India and Egypt, there is poor working condition and employment in sever and dangerous jobs has left the international documents just in written form (Mosavi, 2005).

In Brazil, practical plans was designed for children in difficult circumstance after they had had economic crisis in 1980. In 1995 the United States Reconstruction and Development bank organized a program for at risk children and planned a workshop to evaluate participatory and technical activities. Believing that these efforts are effective in understanding child's difficulties, social services can be useful in preventing social harms. The results of studies and experiences in Brazil made the basis useful in other countries as well. In this country most centers have been used for working child even in street by changing the function of buildings, in Brazil different social classes leads the under eighteen year's old children work. Some of the first country's actions for street working child are raising public awareness, providing training courses, establishing temporary dormitories, and sending street educators to slums. In

order to strengthen this class of society four center were established in Brazil: 1) Diagnostic centers where children can confer during 24hours. 2) An educational center where children can go during the day to study, have fun and have an internship or learn business or earn half the minimum wage. 3) Shelters that can be a safe place for children. 4) Places where workshops are held in slums children can reach official education system in school. These workshops offer educational, recreational, nutrition, and medical care activities (Moran, 1997). However, paying the monthly fee to their family reduced the number of child labor who are taken into the street. In Philippines three centers have been operating in eight cities since April in 1986. Services in the centers includes: street communities services which are formed by government and nongovernment's studies of working street child.

In Ghana an invention was launched for three years that shows the poverty affects children, while teaching parents and alternative productive activities are effective for parents' income and decreasing their dependence on child labor. In 2007 UNICEF estimated that 121 million children did not attend the school. In United States 4.2 million of three years plan were scheduled with the help of nongovernmental organization such as Legatum in West Africa and Mali, Burkina Faso, and Niger. This innovation is implemented to speed up the education of 32 thousand deprived children during ten months and bring in other children in an official education system with basic education and required skill. The efforts history to repel with child labor dates back to 1924. When the governor of Kerman and Baluchistan was supporting the carpet weavers in their workshops, he banned the child's employment. Nowadays in this current situation adapting an appropriate social policy, caring about global commitment, and taking practical actions can be effective in holding social harms.

In the study of the effect of geometric chiasm in cooling load of traditional houses in Yazd, which is conducted by Mr. Sasan Kameli, Mr. Ali Saket Yazdi, Ms. Somaye Omidvari, 51 houses are examined. The Chisam's form is one of the basic and stable form in architecture and traditional art. This form is seen in geometric and spatial proportions design. Studying this pattern in desert region and dry places, based on their experiences, has the features of climate,

sunlight, and wind which has been used from Energy Plus software and comparison of two Chiasm with rectangles to analyze the cooling load. The building structure is the effective factor in thermic and cooling demands (Kameli,2017).

In a study which was conducted by Elham Salehi in 2014 on the visual effect of pattern and volume in architecture on nerve of patients with mental disorders is a descriptive-analytical method and data are collected in a documentary and field method. Statistical population of educational and therapeutic building of psychotherapy for mental diseases patients in Karaj randomly sampled. Results indicate that forms with circular and angular or right angle makes patients more relaxed and cause calmness among them and other circular and angular shapes with obtuse angle cause vitality in patients and shapes with acute angle makes a sense of fear and sadness between them.

It is natural that in designs, the architect should create the form and space in accordance with the executive and functional conditions. Functions are not the biggest contradictions of the building and the emotional feelings created by the building are important for architects. Different buildings can create different mental states. Different psychological perspectives of different architectural spaces will cause different emotions. Architectural spaces are related to people's psychological feelings.

Different methods of processing space, such as form, texture, color, can cause different sizes in our minds' perception of space. Colors and textures can create different spaces in terms of size (Roxy, 2016). The texture of a space has a great impact on the sensory perception of the consumer.

The rough texture of the minister induces the creation of rigidity and dryness in the rules and strength in the mind, and the smooth textures evoke a kind of calmness and purity in the mind. The proportions and grain size of the texture are also very important. And is more tangible, a feeling of intimacy and friendship is evident in the environment (Mahmoudi,2004: 10)

Texture transmits a sensation to us from its external environment, such as the feeling of walking on a soft carpet surface. Part of our attention to an object is its texture. Rough texture gives a heavy feeling to the environment while soft texture makes the space more beautiful and bigger. Since rough texture has

more visual weight, it is necessary to create a suitable distance in the vicinity of soft texture for visual balance or to establish this visual balance can be enhanced by amplifying soft texture with other elements. In order to focus the eye, it is better to avoid repetition of similar colors and objects and create visual appeal, one of which is the use of texture (Masturini 2015, 5). Low-transparency form Low-color cold and plain texture can create a feeling of calm High-transparency form High-purity warm color and rich texture can create a sense of freshness and well-being in the form of a form compared to a form similar in size to the cross-section Irregular, simple form looks smaller. Form integrity affects spatial psychology for forms used in space, shape with irregular edges gives you a wide feel, and if the form is in the center, it gives you a crowded feeling. Different architectural spaces can create different psychological feelings for people. Such as feeling safe, comfortable away and dependent. The issue of safety should be considered in architectural design and stressful space cannot create a sense of security. At the same time, judicial distance is one of the factors for security, such as observing the distance of personal, social, public space. You cannot feel safe in a very large or very small space. Feeling comfortable is the standard basis for measuring the quality of a building. Different architectural techniques create different psychological emotions.

For example, a mysterious religious building needs to create a sense of distance, while a kindergarten building needs to create a sense of belonging. Finds the relationship between architectural space and psychology of people not only creates artistic space but also creates causal spaces. Artistic properties of space lead to design and construction. Each space affects the psychology of people. These two aspects are interrelated (Roxy, 2016).

The effects of forms on learning are undeniable. Designing a form that is consistent with the content of the space will be effective in the optimal performance of the space. Square and near square forms are static and reassuring and are suitable for decision-making and quiet places. Rectangular shapes are dynamic and evoke movement in the mind. These forms are suitable for corridors. Concave forms suggest being inviting and are great for emphasizing input. Convex forms induce a state of repulsion.

Simple forms, especially symmetrical forms, inspire balance. Irregular forms make the child fantasize, and using these forms, especially for children who love irregular and soft forms, can be very effective. It can stimulate their creativity. Slow stimulation is easier for humans to understand lying forms that extend horizontally, and static forms are more innovative and complex. Therefore, in the points of emphasis, forms that have a vertical direction and induce more complexity can be used. Emotional weight to the regular and simple object seems heavier than complex and irregular forms. Vertical forms will look heavier than oblique forms. The location of a compound inside a compound also affects weight. Therefore, for grand spaces, simple and regular forms can be used that seem heavy. What was discussed in this category shows that it is important that the use of familiar forms for children can have a positive effect on their sensory perception(Mahmoudi, 2006:46).

In the case of children, there are three main areas in their ability: physical, social and intellectual development, because the most important buildings in which children spend as much time as possible pay attention only to the physical dimension, here the architect must be understood by the child. Space because the child seeks to create a space of its own scale. The child likes to have a changeable space. Be. Spaces related to children's activities should have appropriate conditions for physical, mental and emotional development. The relationship between human behavior and the physical environment is a two-way relationship that addresses environmental problems. Disabilities and the view of the design and the environment that takes into account the needs and preferences of the user has a valuable place. A good design and a suitable building are always judged by what is beneficial to humans (Moore, 1979)

The child, like other creatures, tends to adapt to the environment, so adaptation to the environment can be considered a balance between reaping and fertilizing the child. The child often learns through exploratory games in the environment and the environment that surrounds the child is a great source for stimulating thoughts. The environment around the child plays an important role in the physical, mental health and flourishing of the child's creativity(Tabanian, 2015).

Environmental psychologists emphasize the impact of emotions and behaviors through the external environment. The child uses all the architectural images with his imagination to create symbols and change the environment to his own style, to create a world on his own scale. In children with behavioral disorders, they have difficulty communicating with their surroundings and are afraid of large spaces and are looking for a safe and enclosed space. Even moving from one environment to another is uncomfortable for them, so in architecture, this transition must be made., Happen gradually. Children who have difficulty communicating the design should limit the size of spaces and openings and avoid long corridors. Children are sensitive to the architectural space. Architectural forms are important to the mood and imagination of the child. This quality in turn can affect psychological factors (Anna, Denise, Ekman, 2012).

Mental (cognitive) development involves the process of human thinking and perception in dealing with the external environment. Piaget believes that the child's psyche is influenced by the physical and cultural environment outside as it is formed from within. Psychologists pay attention to the effect of the environment on growth because when we know that a certain environmental factor has a positive or negative effect on the child, it is natural that we apply this knowledge to the optimal development of the child (Seif et al,2015:40)

Many aspects of children's desire and concentration, interest, attention, worry, fatigue, and arousal affect their performance. The enclosure can be defined based on measurable physical goals and characteristics. Indoor and outdoor environment to be challenging and to strengthen the various types of roles that Thunder is responsible for, the space allotted for the game must be set aside.

Many aspects of children's desire and concentration, interest, attention, worry, fatigue, and arousal affect their performance. The environment can be defined on the basis of measurable physical goals and characteristics.

It should be large enough to allow the child to play freely depending on his or her age and age. The play area should be safe and allow the child to explore. Children need a place for group activities and a quiet space for individual activities. It is an opportunity for the child to become independent. He should feel calm in dealing with forms and buildings. Color and texture have a great

impact on children. The sense of touch, shape and size directly help in recognizing objects, and colors affect his behavior. Cold tends to be calming and warm colors create excitement and warmth. The use of color spectrum creates high energy. The use of color spectrum in the classroom should not be distracting and it is better to use neutral colors that increase concentration. Lighting is another factor in the quality of the environment that plays an important role in children's performance. Learning helps. (Anna, Denise Ekman, 2012)

The environment the project designs for children should include the following spaces:

Nature spaces: such as trees and water and living things that are the most basic and important space for children. Open spaces: large spaces where children can run as much as they want and drain their inner energies. Rood spaces are the ways in which children meet and are a network that connects different spaces.

Spaces for adventure. These are complex plots, in which children's imagination is enhanced by being in these spaces. Hide out space: Children's independence grows through these hidden spaces, play structures space: There are spaces in which the game is important with the structure of the game, such stories are known as playgrounds.

The child should feel comfortable, fearless and calm in dealing with volumes as well as in communication and life within them, darkness frightens him more than anything else in addition to inappropriate forms. Green spaces and vague forms evoke dreamy and imaginative themes and instill in the child emotions such as emotional, comradeship, kindness, dreamy and flying. Just as spaces are designed for older children, soft colors with clear borders, more details and soft curves can be used in space design (Sajjadipour Shahab, 2014:10).

There is a relationship between form and environmental quality. The importance of form and the effect it has on the child's subconscious is of great value. Creating security and calm in simple forms as well as the power to concentrate and increase learning and control anger can be provided in forms designed for the child. In one American educational institution, the relationship between room forms was directly related to the recovery of

children suffering from emotional problems and showed that room form is effective for the child. Curved forms attracted the attention of maladapted children (Ghasempour, Mazaheria, 2015). The nature and manner of communication with the natural environment such as windows is useful in focusing and reducing stress and improving social functions. The presence of natural light is effective in the mental health of children. What makes the quality of Memarullah environment in creating creativity and learning in children is diversity, flexibility of space, creating open and closed spaces, difference in level in space, opening to another space, contrasting coloring and lighting, shape and form of space and complexity of space (Zarghami et al., 2013).

Francis Ching considers shape as the most important characteristic of form and says: Shape refers to the line of a surface or the visible environment of a volume also is the main means of recognizing the shape of an object. Form's length, width, and height, called the dimensions, determine the size and proportions of the form. Another characteristic of form, in addition to distinguishing it from the surrounding, creates different concepts and values in the observer is color, the texture which is reflected in architecture by choosing to build different themes. Francis Ching introduces texture as a characteristic of the form's aspects. The location of a form in the environment is related to another characteristic of form, Ching says:" Direction is the position of the form related to the ground, the points around it, or the person who is looking at the form." Visual balance is a characteristic of a form that expresses its stability or suspension degree. Balance in fact is a perceptual state. This balance includes stability and is used for a sense of calmness and security (Bahramzadeh, Ghorbani, Sabok Roh, 2014:4).

Adorno's aesthetic success rate is subordinated to success rate of the form in delivering content. Space is defined by the elements that limit it. These elements and their relationship with each other create the character of a space and shape the space which affect interactions (Ebrahimzadeh, 2015).

3. Methodology

The purpose of the present study is to develop applied knowledge in a specific field of knowledge. The present study is applied research in terms of purpose and descriptive-qualitative research of phenomenological type in terms of method. In this study, research method is used to collect data and interview tools were also used. Interview is one of the information gathering method in which individuals or groups are asked in person or online. The important fact is the interview questions are well thought and determined before. What classifies an interview in different ways is how flexible it is or how it is conducted. Interview is considered as one of the methods in which the possibility of receiving an answer is more than other methods, because during the interview, it is possible to stimulate the subject, and if there is any ambiguity it can also be clarified by explaining the subject. The text of all interviews were studied by the researcher and the text and key content were coded, for example, non-scientific methods were coded and finally used as a research finding in the final explanation. Statistical population of 15 professors and working children's assistants and specialists in the field of architecture who worked in this field.

The research method of this research is descriptive-analytical of quantitative survey type and to collect information, the questionnaire of Farad, a specialist in psychology and architecture, working children has been used. Statistical population of research of psychologists and clients of working children and professors who have directed in this field. The sample size according to Cochran's table is 386 people. The validity of the questionnaire is formal and content and the end was achieved with Cronbach's alpha 0.76.

4. Findings

4-1. Open coding

This step involves categorizing the various codes into potential themes and sorting all the coded data into specified themes. In fact, the researcher begins to analyze their code and considers how different codes can be combined to create a general theme. At this stage, by extracting, deleting duplicated codes and integrating synonymous codes, the indicators extracted from the interview are categorized. In the following, by presenting the tables of the interviewees'

categories, we will provide the initial (open) coding of the research interview texts.

Table1. primary (open) coding of research interview texts

Primary concept	Primary(open) coding	Interview code
Security	Feeling a person's own security	
	Feeling of intellectual security	(1,t)
	Mental peace and physical comfort	(5,t)
	Unobstructed, safe and accessible	(10, t)
	movement, especially for children with physical	(9,t)
	disabilities or in wheelchairs	(13,t)
Attractive ness	Use bright and exciting colors to create vitality in children	(11,t)
	Creating diversity by natural elements	
	Use items such as furniture and	(12,t)
	decorative items and amenities that are suitable for	(8,t)
	working child children and attract them.	(10,t)
	Some ambiguity and the ability to search and discover invisible dimensions of the environment in this field will have a favorable effect on the absorption of these children into educational and social environments.	
Scale	Enough space for movement	
	Because children's independence grows	(1,t)
	through having hidden spaces. Spaces should be	(3,t)
	contrived.	(5,t)
	Larger environments urge children to	(6,t)
	move and see the environment, smaller	(15,t)
	environments urge the child to focus and pay attention.	
	Environments where multiple activities are performed, there should be distinct and recognizable areas for children.	
Accessibil ity	Children have easy access to educational	(4,(t)
	equipment and the necessary equipment must be	(5,t)
	available for them.	(15,t)
	These children need places where they can leave their work unfinished and resume it the next day.	
	Move easily, quickly and without getting lost in spaces.	
	Highly open spaces are variable and fluid to provide convenient access for children.	
form	Use more concave form because it has	(13,t)
	an inviting mode.	(2,t)
	It is more appropriate to use static forms	(1,t)
	in emphasizing points.	(15,t)

Familiar forms and shapes for children help them build a second home which is inspired by a new environment. Continues of multiple open spaces such as yards and patios among close indoor spaces can create a continuum of natural open and close indoor spaces. movable spatial components and arrangement	(7,t) (10,t)

4.2. Axial coding

Axial coding is the second stage of data analysis in foundation processing theory. The purpose of this step is to establish a relationship between the classes which are produced in open coding step. At this stage, by extracting, eliminating duplicate codes and integrating synonymous codes, extracted information from the interview texts are categorized by researcher. The relationship of other classes with axial class can be realized in six headings; causal conditions, central or axial phenomena, strategies and actions, intervening conditions, contextual conditions and consequences (Strauss and Corbin, 1998). Therefore, from all the indicators obtained from the open coding stage; in this stage, the categories were determined and 5 main categories and 20 sub-categories were obtained. The mentioned cases are presented in separate tables.

Table2. One sample statistic (research findings).

Std. Error Mean	Std. Deviation	Mean			
0.03478	0.68339	4.318	7	86	1st question
0.02535	0.49795	4.551	8	86	2nd question
0.05234	1.02837	3.785	0	86	3rd question
0.05954	1.16968	3.297	9	86	4th question
0.06261	1.23005	3.919	7	86	5th question
0.05316	1.04444	3.847	2	86	6th question
0.05497	1.07993	2.911	9	86	7th question
0.03913	0.76875	4.129	5	86	8th question
0.04348	0.85433	3.911	9	86	9th question

			N	question
0.04504	0.88497	3.8705	86	10th question
0.04167	0.81862	3.2098	86	11th question
0.04157	0.81680	3.6580	86	12th question
0.02492	0.48959	4.2202	86	13th question
0.02974	0.58430	4.3116	86	14th question
0.04634	0.91034	3.8990	86	15th question
0.05012	0.98467	3.1503	86	16th question
0.04719	0.92716	3.5959	86	17th question
0.04692	0.92182	2.2150	86	18th question
0.05416	1.06407	3.4611	86	19th question
0.03594	0.70606	4.3912	86	20th question
0.03209	0.63041	3.9119	86	21st question
0.05026	0.98754	3.4482	86	22nd question
0.03692	0.72527	2.1192	86	23rd question

In fundamental theorizing, data integration has a great importance. In the research process, after collecting data, analyzing and interpreting them, so it is time to present the model, conclusion and summary of the research. In the first step, by examining the current situation, the gathered data are classified into 5 main categories. After the interviews, coding (open-axis-selective) was conducted, the following main categories were selected. The obtained categories included safety, attractiveness, scale, accessibility and form.

Table2. One sample statistic (research findings).

95% Confidence Interval of the Difference		Mean Difference	Sig. (2-tailed)	df	t	Test Value = 3
Upper	Lower					
1.3870	1.2503	1.31865	0.000	358	37.910	1st question
1.6016	1.5020	1.55181	0.000	358	61.227	2nd question
0.8879	0.6821	0.78497	0.000	358	14.997	3rd question
0.4150	-0.1809	0.29793	0.000	358	5.004	4th question
1.0428	0.7966	0.91969	0.000	358	14.690	5th question
0.9517	0.7426	0.84715	0.000	358	15.936	6th question
0.0200	-0.1962	-0.08808	0.110	358	-1.602	7th question
1.2065	1.0526	1.12953	0.000	358	28.868	8th question
0.9974	0.8264	0.91192	0.000	358	20.970	9th question

0.9590	0.7819	0.87047	0.000	358	19.325	10th question
0.2918	0.1279	0.20984	0.000	358	5.036	11th question
0.7398	0.5763	0.65803	0.000	358	15.825	12th question
1.2692	1.1712	1.22.21	0.000	358	48.966	13th question
1.3745	1.2576	1.31606	0.000	358	44.252	14th question
0.9901	0.8079	0.89896	0.000	358	19.401	15th question
0.2488	0.0517	0.15026	0.003	358	2.998	16th question
0.6886	0.5031	0.59585	0.000	358	12.626	17th question
-0.6927	-0.8772	-0.78497	0.000	358	-16.730	18th question
0.5776	0.3547	0.46114	0.000	358	8.514	19th question
1.4618	1.3205	1.39119	0.000	358	38.711	20th question
0.9750	0.8488	0.91192	0.000	358	28.420	21st question
0.5470	0.3494	0.44819	0.000	385	8.917	22nd question
-0.8082	-0.9534	-0.88083	0.000	385	-0.23816	23rd question

Based on obtained information from one of the T-test sample, which is available in table2., for the questions 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, and 22 the average criterion must be considered more than number 3, now we can conclude that the most people's answers were much or very much.

Table3. Prioritizing center's design for social and educational services for working children by Friedman test (research findings)

component	Average rank	riority
Assurance and absorbing children to the environment	13.61	
Space psychology in architecture	12.64	
The effect of environmental stimulus on children.	11.35	
Actions' flexibility	6.47	

For questions 18 and 23 the average criterion was considered less than number 3, which shows that most responses were low and very low. At the end questions 4 and 7 were equal to the average number. Most people have chosen the average in these questions.

Table3. Chi-Squared test (research findings)

P-Value	x^2 critical coefficient	f	Chi x^2 coefficient			indicator variable
.05 .00	21.259	2	3985.3	91	86	Checking the priority between components

According to table 3 chi coefficient equals to 391/3985, with 95% of level confidence, 10 degrees of freedom, is more and greater that the critical

coefficient of 21.259. Considering the P-value probability with amount of a=0.05 with 95% probability, we can claim that absorbing and confiding children, paying attention to architecture's psychology about space in designing social and educational service centers for working children by using the form which is the main and important factors in improving the child's condition.

5. Conclusion

Many children suffer from some behavioral disorder such as violence, aggression, and disobedience of law. If we ignore these cultural and economic problems because of residential, educational, and active quality of space, these vulnerable group will have felonious behaviors in the future. The physical environment has some capabilities that environment's quality is part of that. Which is examined by perception and experience of individuals. The perception leads to personality's formation and progress child's learning and development. The atmosphere around them is an important factor for realizing their talent and creating the personality (Zarghami, 2014).

Architecture is a science which is related to emotional and psychological of people and environment, also environment is effective in formatting child's personality (Emam Gholi, 2016).

The child' soul and mentality gets energy from the objects and the environment in surrounding. Using the right colors for different spaces is an effort to improve the quality of the environment, which enhances the health and vitality and concentration. Creating a pleasant, warm atmosphere, and flexible also inducing calmness is the result of the connection between architecture and the environment. Therefore, according to the findings, it can be concluded that children are the assets of any city or country, assets that are far more valuable than economic resources. In order to secure their rights and interests, there must be fundamental changes in the process that control them. Child's need should be met in the best possible way based on the principles of children's space design and climatic and cultural conditions to ultimately increase the quality and quantity of the child's relationship with space and create a sense of place in them. This is important in working children who have

been affected by hurt and should be paid special attention. Thereby, in this important matter, there is a need for architects who are familiar with the child's behavioral sciences design places for educational and social activities, in order to have effects on discharging emotions and treating children's emotional pressures. Creating such spaces and places provides children to interact more with the environment and have a place to treat their problems and issues. According to experts, paying attention to safety items, attractiveness, scale, accessibility and form in the design of spaces for working children should be prioritized.

The importance of caring about children who are in vulnerable situation; leads to create a center which is designed by psychology and environments' potential for them to help them by increasing the sense of belongings to education and therapy (Bazr afkan, 2012). What expands child's ability and skill is some stimuli such as form and space that create an emotional connection between children and environment that match with child's mental activities depends on architect to create the environment.

This study shows that the person's living surrounding as space affect his sprits. Volume, shape, texture, and color define space. Our soul gets energy from the environments and objects around us. Choosing right color for different environments is one of the methods to improve life's quality, green enhance health, vitality, and concentration, blue is used in different spectrum, for example; makes you feel calm. Psychologist believe that bold and highly reflective colors increase and create child's attention. The soft and dense texture of floor and walls by designing personal space is too effective in sense of belonging to the environment. Contrasting texture together are essential in sense of balance and sequence also attract attention, on the other hand it is a way to avoid monotonous space and arouse curiosity. Spiral pass and passages are suggested by psychologist. Curved lines are more suggested for these children because of its proportion and biological growth and softness. Fluid spaces are so attractive for children.

Creating a cozy and pleasant atmosphere and giving calmness is the result of architecture and environment. Recently the connection between man and nature has been diminished and strengthen the environmental intelligence,

which can help cognitive development of child, completely depends on the child's relation with nature.

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