



# CHILDREN'S HOME

DISTRICT XVIII BUDAPEST RS | Roeleveld-Sikkés Architects

Den Haag / Budapest



### *Official opening of the Children's Home, April 2007*

Commissioned by the city of Budapest

Designed by **RS | Roeleveld-Sikkés Architects**  
Den Haag / Budapest

Opened in the presence of, among others:  
Mr. Cs. Horváth, deputy mayor of Budapest  
Mr. S. Szaniszló, deputy mayor of the XVIIIth district of Budapest  
Mr. G. Fehér, politician  
Mr. M. Maár, director of the children's home  
Mr. J. Lovró, contractor







← site plan

## Concept

### Basic principles

A modern children's home is not a closed building. The most important question for us was, how can the children be integrated with the community, get the feeling of protection of their home and in the same time get discipline by the institute. Considering the operational questions, the openness and the accessibility of the buildings, even for the outside world, are very important. So the buildings should not only have good visual connections, transparent layout and easy access for the surrounding residential area, but should also provide security and safety. Except for enclosing stonewalls, we suggest forming the borders with facades. The composition of the blocks makes space for open sport fields, with a smaller, closable playground between the buildings. By forming the units, creating a family

house atmosphere was our goal. It is also important to keep the sociable and connecting character of the houses. The children spend most of their free time outside that's why we integrated the design of the playgrounds in the planning.

### Mass forming

The living rooms are connected by two. The adjoining spaces can easily be opened together with a sliding door, that's why one tutor is enough for the night control. The floor plan shows the double design, which makes the construction more economical.

### Disabled children

For the disabled children we placed a double room on the ground floor of each housing unit. Instead of keeping them all together, they will be spread

over the 'families', which makes integration easier, enriches the education of the other children and contributes to a stronger relation with the community. The tutor's room is next to the room of the disabled children, which enables good assistance for these children.

### Parking

The 15 parking places in the program is planned – because of economical reasons – on the ground level on the street side. There is a lockable bicycle-storage near the entrance side.

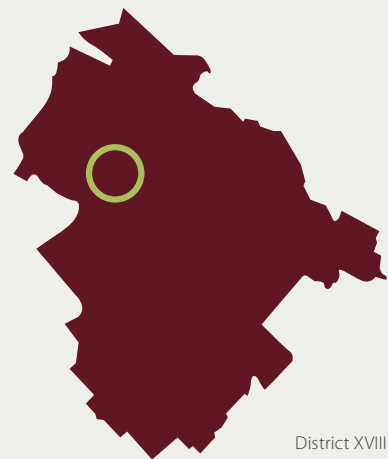
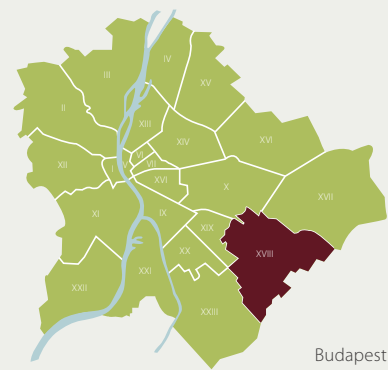
### Roof and ground sloping

All roofs slope under the same degree, which enables the repetition of the blocks. The gradient of the roofs follows about the slope of the ground.



***The facilities of the site***

- part of the green area
- settlement or pavilion structure
- place for service functions like education, cultural, healthcare and sporting facilities
- site is located at the border of a residential area







### *Urban concept*

- 1 respect for the green surroundings
- 2 continuing the pavilion structure
- 3 emphasize on the corner at the crossroads
- 4 creating the highest roof at the corner – answer to the surrounding building heights
- 5 the main entrance in the Tövishát Street – garden entrance in Benedekfalva Street
- 6 following the sloping ground in the organization of the buildings and garden areas



### *The main building*



The first building you reach from the entrance is the main building. All general functions are placed in this 3 storey high building.

The public places – like library and workshop – are located on the ground floor, which are in close connection with the surroundings. They must be easily accessible, though secure and controlled. These flexible spaces can be divided in smaller spaces or be opened up to create a big aula.

On the first floor there are the rooms for healthcare, which requires quiet for calmness and concentration. These rooms are for intense care, with the presence of a tutor and sometimes a doctor.



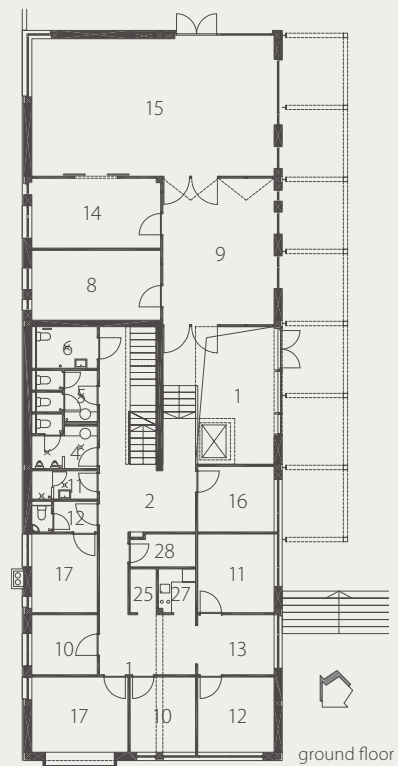




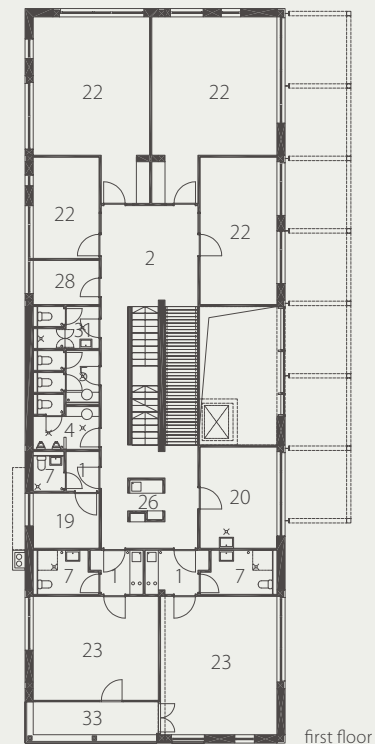
On the second floor only those spaces are located, which are not often used by children. This administrative part can be closed down for separate use.

The part for the adolescents is separated from the other housing units. This is a psychological step to the outside world. The 'children' between the age of 18 and 25 need their own suite separate from the smaller children, but they are still in the same institute. That's why these units get their own entrance. The service zone is in the basement. This contains the garage, workshops, storages and the common fitness room as well.

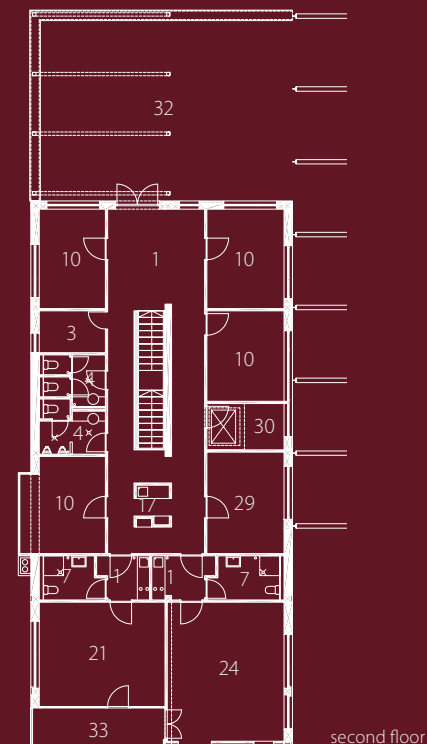




ground floor



first floor



second floor

- |                            |                         |
|----------------------------|-------------------------|
| 1 hall                     | 18 visitors' room       |
| 2 hallway and stairs       | 19 seclusion room       |
| 3 toilet                   | 20 doctor's office      |
| 4 men's room               | 21 crisis room          |
| 5 ladies' room             | 22 therapy              |
| 6 toilet for disabled      | 23 aftercare            |
| 7 shower                   | 24 spare apartment      |
| 8 library                  | 25 copier               |
| 9 reading room             | 26 kitchen              |
| 10 office                  | 27 tea kitchen          |
| 11 manager's office        | 28 storage              |
| 12 deputy manager's office | 29 storage and archives |
| 13 secretariat             | 30 smoking room         |
| 14 workshop                | 31 cleaning room        |
| 15 multifunctional room    | 32 terrace              |
| 16 interview room          | 33 balcony              |
| 17 meeting room            |                         |





### *The housing unit*



The housing units should not only be a place to sleep, but also a home for the children. Even if the children will only spend a short period of time here, they should feel comfortable. That's why we designed the building as a self-maintaining house for big families.

The common spaces are located on the ground floor and the sleeping rooms are upstairs. The tutor's room is next to the entrance, with good view at the stairs.

The living room is connected with the garden across the terrace. It is an important part of the house because it opens to the gardens and the outside world. There is a good view on the playground from the kitchen for controlling smaller children's games.

Placing the bedroom on the first floor benefits the silence and the privacy, which are important qualities for shy or more independent children.







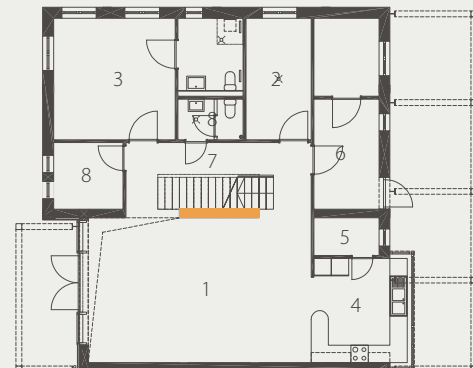
← passage between the two housing units



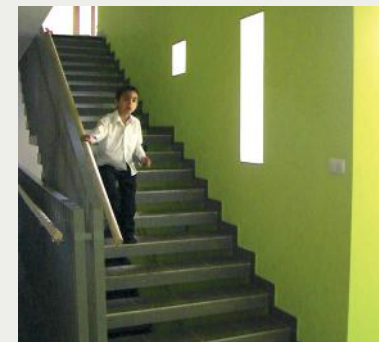
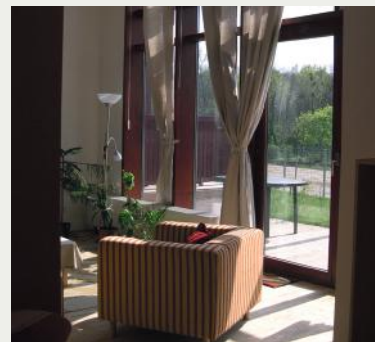




the interior now that the →  
children have moved into  
the children's home



- 1 living room
- 2 laundry room
- 3 room
- 4 kitchen
- 5 larder
- 6 hall
- 7 hallway and stairs
- 8 storage and furnace room



***Main building***

The inner spaces of the main building are all connected to the middle corridor. The visitors arrive into a light and spacious foyer, with an opened reception desk. The public functions on the ground floor - such as the library and the big hall - also have a higher ceiling due to the level-differences of the building. The coloured bearing wall of the main stairs puts an accent on the wooden bridge in the void in the entrance area. The common rooms, the medical and visitor rooms are located on the ground and first floor, the administrative functions are situated on the second floor. The basement is partly built below the ground level where the maintenance and installation spaces and with a small fitness room are located. There are separate apartments in the building for people over 18 - these are located near the street side above each other. These spaces are the transition areas between the childcare complex and the outside world.

***Living units***

The buildings have to provide a real home for the children. That's why the blocks have a family house character, where the spaces serve communication for family life. The airy and light spaces in the building were important design aspects as well. The common functions are situated on the ground level and the bedrooms are on the upper floor - except of the bedrooms for disabled children. The tutor's room is located in the centre of the living unit, giving an optimal visibility of the inside actions.

Lively, happy colours dominate in the interior spaces - the furniture and materials of the several living blocks were chosen together with the tutor of the units, creating a cosy home feeling for the children.







### *The garden*

The children spend a big part of their time in the open air, where they can learn a lot about making contact. That's why the architectural idea was extended from the building design to the outside spaces, the garden, the sport areas and to the playground as well. The pergola system forms the transition between interior and exterior. It is a continuous element between the units, and binds them together. In the same time it creates shed places for games.

The exterior areas – gaming and sport areas – are separated by the need and age of the users. These spaces are following the ground's natural sloping. The central location of the sportfield is a strategic choice, which serves the connection to the surroundings. Our idea was, to give the neighbour children the opportunity to enter this field for some common football play. The children who do not like to play together, can watch the game from the stairs. The playground for smaller children is placed between the housing units. This part can be closed down separately, and the good view throughout the kitchen's window helps the tutor's control. There is the 'central tree', a sycamore tree in the corner of the playground.

The garden's most intimate part is the place for the campfire. This is not only for making fire, but for gathering as well, creating attractive space for teenage children.









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