CARING FOR PHYSICALLY AND MENTALLY CHALLENGED CHILDREN

A CASE STUDY OF THE MISSIONARIES OF CHARITY MOTHER TERESA’S HOME

BDS 413

BY

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A research project submitted to the School of the Arts and Design in partial fulfillment of the requirement for the degree of Bachelor of Arts (Interior Design)
DECLARATION

This proposal is my original work and has not been presented for the award of any degree in any other University.

Signed:……………………………….. Date:…………………………..

Rwabwega Geraldine

Supervisor

Dr. Walter H. Onyango
DEDICATION:

This goes out to all the children living with physical and mental disabilities, along with their care givers who work tirelessly to ensure that these children the care, love and attention that they so desperately need yet so obviously lack.
ACKNOWLEDGEMENTS

My acknowledgement is first to the staff and children of the Mother Teresa’s home who patiently co-operated and helped in my research.

Next, my beloved family who have supported me both morally and financially throughout the project.

I cannot forget to mention my lecturers and mentors who guided and corrected me throughout the project.

Last and most importantly, I thank Jehovah for being with me throughout the project.

Many thanks and May Jehovah’s blessings be upon all of you.
ABSTRACT

Susan Hampshire once said that it is a lonely existence to be a child with a disability. She wasn’t wrong. Living with a physical or mental handicap can be especially hard for anyone. Communication is virtually impossible which often times means that people don’t understand you. For an able bodied person to comprehend the plight the disabled go through, they would need to put themselves in the position of the handicapped person, and even then, they wouldn’t fully comprehend the challenges these individuals face from day to day. Unfortunately, a lot of people not inclined to go out of their way to understand such people often find it a bother to make adjustments that show consideration for these people, many thinking of it as a bother. As interior designers, though, we know that a lot of changes can be made in our designs to suit the needs of the handicapped.

This paper is an attempt to look into the lives of those living with both physical and mental disability with the aim of understanding the challenges they face in carrying out their day to day activities and with a view to offering recommendations that would make their lives a little easier.

A lot of these people are ignored by the society in general, as if it was their choice to be born that way. As will be seen through the case study, many parents who give birth to children with physical and mental handicaps often abandon them and leave them to the mercy of the elements. The few who stay with them tend to neglect them or lock them away in a room as if they were some kind of inconvenience.

Clear details of the purpose of the study as well as the objectives have been put down in this paper. The scope of the study and the confines within which the study has been carried out have down in the paper along with the limitations which may have led the researcher to have done less than she would have liked.

The literature review which serves as the basis upon which this whole project is based covers various topics. It discusses various disabilities, and focuses on those affecting the girls in this particular case study, multiple sclerosis and cerebral palsy. Discussed too are suggestions for caring for the disabled and even games that are healthy for them to play.
Moving away from the local scenario, consideration is given to an international facility that caters for the physically and mentally disabled. This helps show how this is a global problem and also gives a comparison between the care given there and that which is given here. Some of the recommendations made are also based on observations made from the international case study.

From field work the research came up with information that had to be organized and analyzed through various means. Data collection was done by way of interviews, research, structured questionnaires as well as photography. The analysis and representation has been done by means of graphs, pie charts and tables. These are highlighted in chapter four.

A comprehensive summary of the whole project along with the recommendations can be found in chapter 5. These represent the researcher’s point of view and seek to provide recommendations that would help improve the facility and hence provide better quality care for the girls.
CHAPTER ONE:

INTRODUCTION AND THE PROBLEM
1.1 INTRODUCTION

“Only the person wearing the shoe knows where it pinches”. A simple saying but filled with a lot of wisdom. Indeed, unless you have gone through a certain situation, it is very hard to understand what the situation feels like. This may perhaps be why many do not understand the struggles faced by people living with physical and mental handicaps. Different and varied factors can lead to disability in children which may leave them on crutches or a wheel chair for the rest of their lives. From that point onwards they are sentenced to a life of constant dependence. They can do little on their own and have to look to others for assistance. Simple day to day tasks like buttoning up a shirt that they would previously do without giving it a second thought now become as difficult as scaling a mountain. Some even need help bathing and using the restroom. This is bound to strip them of their dignity and leave them feeling helpless and a burden.

Physically challenged people have very special and unique needs which must be catered for in order to ensure that they live lives that are as close to normal as possible. Physical handicap limits these people and the extent to which they can accomplish tasks. Mental handicap however compounds the problem by limiting their communication. Not only are they unable to do things for themselves, often times they are unable to express themselves clearly to state what they want done for them. This leaves these individuals frustrated and most of them get depressed and throw tantrums often.

The nature, degree of handicap and the age of the physically challenged person go a long way in determining the type or extent of adaptation to be made. There are varied types of disabilities which one can have that are brought about by various factors. For instance, arthritis, Cerebral palsy, Muscular Dystrophy, Multiple Sclerosis, Asperger’s syndrome, sight related disorders and genetic disorders such as Downs’s syndrome.

Catering for mentally and physically challenged members of the society has proven to be a major challenge in itself and most people have more often than not found it demanding resource wise. All around the world these people continue to be marginalized in developed as well as in developing countries. People seem to have lost sight of the fact that all human life is important and that special need require special care not neglect.

1Housing adaptations for Disabled People, Terence Lockhart pg. 2
The in the local scene we often witness a very sad reality. Disabilities both mental and physical are attributed to witch craft. This means that a child born with a handicap is dubbed ‘cursed’ and is thus kept away from the public eye. According to many local customs, it’s considered taboo to even look at such ones. This is what leads to so many of them being locked away and denied proper healthcare and many die prematurely simply because no one bothered to seek medical assistance for them. The rest are abandoned at birth, left in forests to the mercy of wild animals or abandoned in dumpsters to be collected by a Good Samaritan. Some mothers even go as far as abandoning them at the hospital once they realize that they have some kind of defect.

In recent times, Non-governmental Organizations have emerged with the aim of educating the masses and helping them understand the plight of the disabled ones and to see the need to treat them as individuals. This has helped somewhat alleviate the stigma associated with physical and mental retardation, but to a small extent. A lot of people still do not want to believe that that kind of ‘imperfection’ should be considered as anything less than pure evil.

In Kenya, an estimated 10% is known to harbor either one or multiple disabilities. A great majority of these are children. The government has not been fully committed in taking strides to support these children and ensure that their basic rights are not violated. For instance it has not provided ample education facilities which cater for the needs of this marginalized group.

Some individuals in the private sector have also felt the plight of the disabled and have offered to help by setting up homes and schools to cater for these children, despite their good intentions, these are still not adequate and may lack the proper facilities to adequately care for the need of the handicapped.

This paper will address the state of one of the homes that has been set up. It outlines some of the everyday design problems that are encountered and how these can be countered and effectively solved.
1.2 THE PROBLEM

1.2.1 Background

The education sector in Kenya has always faced many challenges; Few teachers, inadequate facilities, inadequate funds and lack of proper equipment in schools. The government sought to ease the problem somewhat by introducing first free primary and then free secondary education. The aim was to ensure that ‘all’ Kenyans get equal opportunities in school and get the chance to learn and make something of themselves.

It’s interesting to note, however, that ‘all’ Kenyans did not include those with physical and mental disabilities. The provision for free education was not extended to such like ones. As it is paying for the education of a regular child is hard enough for most parents. The thought of having to pay the extra fees for a physically or mentally handicapped child ends up being too much for some parents. Thus they end up leaving their children home all day to just sit and stare at the sky.

To date not much has been done by the government to cater for the need of this group of citizens who desperately need people to look out for them but yet have the least people on their side. The disability act was passed in December 2003, but its impact is yet to be felt.

This paper attempts to come up with design solutions that will create conducive and accessible internal and external environment for playing, learning and working to cater adequately for the girls as well as their care givers.

1.2.2 Problem Statement

Mother Teresa’s home has not adequately allocated the spaces within it to accommodate the needs of the girls.

Exterior Space

- The space allocated for playing also serves as a learning area
- No special equipment has been set up for the girls to play
- The whole compound is concrete which is dangerous as the girls are prone to falling out of their wheelchairs.
• The drainage system is uncovered
• The drainage system is uncovered and unmaintained
• There is no proper signage around the facility
• There are places without ramps making it hard for the wheelchairs to pass
• The doors and corridors are narrow and dark making passing through them difficult
• Exterior lighting is inadequate hence it gets dark at night

Interior Space

• The concrete used in the floor is hard and poses a danger to the girls were they to fall
• The colours on the wall are dull and boring and make the atmosphere especially cold
• The beds are metal which may be dangerous
• The beds are also very small
• The sanitary facilities are few
• The cooking area is small and quite congested
• The sleeping areas are congested with about 30 beds being fit in one room

1.2.3 Purpose of the Study

The main purpose of the study is to find ways in which Mother Teresa’s home can be modified to turn it into a more conducive environment that will be able to benefit both the girls and their care givers.

1.2.4 Objectives of the Study

I. To suggest and recommend facilities and furniture that is better suited to satisfy the needs of the girls living at the home.

II. To identify the source of design problems as far as exhibition and display is concerned

III. To be able to use my knowledge as an interior designer to help enhance the environment through landscaping and landscape design.

IV. To help Mother Teresa’s home improve their interior architecture to create a more conducive living environment
1.2.5 Justification of the Study

The space allocated is not being put to adequate use. Some spaces are being used for multiple functions such as the play area that functions as the classroom and is also where the students receive their physiotherapy treatment. The researcher aims at proposing alternative measures to curb this problem.

The location of the site as well as the availability of data and research tools indicate why this was the chosen site by the researcher. The researcher also wants to add to the literature that currently exists concerning the care for the physically and mentally handicapped.

1.2.6 Scope of the Study

The study intends to confine mainly within the Kenyan context of care giving for disabled children. Although the focus of the study will be Mother Teresa’s home, the proposed solutions can be applied in any other similar institution. The study will refer mainly to secondary information. The materials will be obtained from libraries, the internet and previously published papers and articles dealing with the topic at hand.

Due to financial constraints, there were limits to the extents to which the researcher could go. Though a lot more information could have been obtained, time and resources were scarce. Bearing that in mind, a lot more research can be done and the results added to the researcher’s findings.

1.2.7 Limitations

The following were the limitations encountered by the researcher as the study was undertaken:

1) *Financial constraints*: the cost of carrying out the study was relatively high. Travelling back and forth to the site as well as preparing the research materials such as the questionnaires cost a lot of money. As the research was self-sponsored, the costs had to be met by the researcher.

2) *Time limit*: due to time constraints the researcher was only able to collect a manageable sample which will hopefully be enough for the purpose of this research.
3) Privacy: The Girls at the home are all abandoned and have no other place they know to be their home. This makes their care-givers especially protective of them. The Mother Superior in charge was not comfortable with the idea of photos being taken in case they would be used for illegal purposes for example to solicit foreign donor aid using the girls as an excuse.

4) Environment: Interacting with the physically and mentally handicapped can be intimidating for someone who is not used to dealing with them.

1.3 RESEARCH METHODOLOGY

Overview

Explanation is given on how collection and analyzing of relevant information to address the research theme was carried out. The nature of the study problem and the theoretical orientation led the researcher to select relevant research design that identified Mother Teresa’s Home as the area of study.

Research instruments employed included: participation and observation, interviews, questionnaires photographs and document reviews.

1.3.1 DATA COLLECTION

Interviews

Face to face interviews were conducted especially with the main adminstrators of Mother Teresa’s Home as well as some of the members of staff.

Review of documents

Examination of documents both published and unpublished was carried out to assemble information on education and requirements of physically and mentally challenged children.

Questionnaires: These were handed out by the researcher to various workers and members of staff at the establishment to get their viewpoint on various subjects and also get their suggestions
on any improvements they felt would be necessary. The formulated questionnaire contained both open and closed ended questions relevant to the research objective.

Photography: Photographs were taken by the researcher to give a clearer picture of the situation and help better explain the study.

1.4 DESIGN CONSIDERATION

Design is a difficult process because good design attempts to satisfy several goals:

Safety and health: the design needs to keep the user safe and healthy. Good design is the key to health and safety.

Performance: Poor environment may harm the performance, growth and development of growing children thus proper design floor and planning is key in enhancing good development.

Comfort: ‘…discomfort occurs when one is distracted from the task at hand…’ hence if the girls lack comfort, they are unable to learn

Aesthetics: spaces that are aesthetically pleasing are comfortable and provide the best environment for development.
CHAPTER TWO:

LITERATURE REVIEW
2.1 Introduction
One of the advocates for the physically and mentally challenged over the last decades was Wolf Wolfensberger (1988; 1987). He argued that these people, regardless of their handicaps, should be recognized as adults and not children. Physically and mentally challenged children and adults are challenged in more ways than one. Because they have little power over their own destiny and because other persons or groups make decisions for them, their personal needs are often neglected or marginalized. They are judged and labelled according to their ‘handicap’ or valued according to their potential and personal qualities. In the same manner, their personal needs can be easily dismissed or disregarded. In this sense, the physically and mentally challenged can be considered as members of a minority group population. Physical disabilities can either be short term or long term. Some can improve with time, others can’t.

2.1.1 Types of Disabilities

Non Ambulatory: Those that confine individuals to wheel chairs

Semi-Ambulatory: impairments that cause individuals to walk with difficult or insecurity, with a limp for instance.

Sight: total blindness or impairments that affect the vision to a great extent.

Hearing: deafness or hearing handicaps that may make a person insecure.

2.1.2 Disability Statistics

Disability primarily affecting Daily Living

-Sight – 34%  
-Intellectual - 4%

-Physical – 20%  
- Psychiatric – 5%
CHAPTER 3:

INTERNATIONAL CASE STUDY:

CASA CARITAS HOME FOR THE PHYSICALLY AND MENTALLY HANDICAPPED
CASA CARITAS HOME FOR THE PHYSICALLY AND MENTALLY HANDICAPPED

Casa Caritas - meaning "Home of Compassion".

The Casa Caritas Home for Physically and mentally Handicapped Persons is a non-profit and non-racial organization caring for persons mentally and physically impaired who are unable to be trained or educated. The Home has been rendering this service to the community since 1973 caring with compassion and dedication.

Francois Keulder
Inspiration for Casa Caritas

Francois Keulder was a normal child until he was 3 years old when he became severely ill. Due to an incorrect diagnosis he became a handicapped person. In 1971 his parents realized that Francois had to be placed in a special institution, as he would not have been able to function in a normal school. Nowhere in the Kempton Park area was there such an institution or any suitable facilities.
A committee was established by the three sister churches of the Dutch Reformed Church. As a result thereof the 'Committee for Handicapped People' was established.

In 1973 Casa Caritas was officially opened in Maxwell Street Kempton Park. At that stage there were only 8-day residents. However there was also a large demand for permanent residential facilities.

Due to the insistence of the Department of Education the residents at Casa Caritas were divided into two groups, those who could be educated and those who could not. The residents who could be educated were relocated to the Con Amore School, which operates under the Gauteng’s Education Department. Those who could not be educated remained residents of Casa Caritas.

In November 1975 Casa Caritas started working independently.

The current premises of Casa Caritas at De Villiers Street, Terenure, Kempton Park were opened in November 1985.

Casa Caritas is a residential care facility providing life-long care to physically and mentally handicapped persons who are unable to be trained or educated. The centre is administrated by a
Controlling Body which consists of Professional people from the community. We are dedicated to providing a warm and nurturing environment for all our residents.

The support services offered to the residents include skilled nursing, physical therapy and recreational activities. Professional, experienced staff develop individualized care plans for each resident.

Without the facilities that Casa Caritas offers, the residents would find life unpleasant and unmanageable because of their disabilities. Here they get protection, care and love against the harsh realities and threats of today's world.

Casa Caritas is a privately owned home. Residents over the age of 18 receive a small Disability Grant from Government which contributes about twenty percent towards the monthly fees required to sustain a resident.
Sleeping quarters

Bathroom

Art work to keep the place cheerful

Casa Caritas Residents:
There are 45 full-time residents and 4-day care. Ages of the residents vary between 4 years and 43 years of age. 97% of the residents are severely mentally and physically handicapped and all of them require fulltime attendance to their needs 24 hours per day - having to be fed, changed and in most cases moved about. They are unable to render any assistance to themselves.

Each one has their own personality, likes and dislikes in spite of their shortcomings. Flippie (Phillip Booysen) is a good example, he shrieks with laughter when he has his blue pants on, but refuses to wear red pants. When Heidi sits, she sits, and no persuasion will move her.

4% of the residents go home for weekends on a regular basis, either each weekend or every 2nd weekend.

Some of them receive visits from their parents at the centre. We have a lounge fitted out with carpets and furniture where they can spend time with their loved ones.

The only real home they know is Casa Caritas, where they are cared for with compassion and love.

Most people are uneasy to come face to face with a severally handicapped person but we look past their shortcomings and see them as 'normal'.

The average life expectancy of a mentally and physically disabled person is normally about 16 years of age however as a result of outstanding care given to the residents a large percentage of them are older than sixteen. Our oldest resident passed on at 43 years old.
ACTIVITIES FOR THE RESIDENTS

The residents also participate in the day to day activities of the home as in the case of any 'normal' person.

The residents are usually bathed in the morning when they are still fresh and not yet tired and irritable.

The resident's food has to be mashed because they find it difficult to chew. Here Onelia is being fed by Lezette van Jaarsveld from ABSA.

The residents enjoy playing outside in the sun.
The residents enjoy being taken for a walk by members of the staff or just relaxing outside.

**Remedial Therapy.**

A vital aspect of the centre is to assist in the development of the residents by providing intensive therapy programs, which include physio and stimulation.

Spastic muscles or muscles that are taut are some of the problems suffered by the residents. The problem is so severe that in some cases the fingers, knees and wrists are permanently distorted, especially in cases where residents are admitted at a developed stage. Damage appears on the opposite side of the body to where the brain damage is.

The house-mothers who are responsible for the residents are specially trained to undertake the necessary therapy, which is monitored by the visiting physiotherapist. Each residents program is individually planned.

Many of the residents have improved in a short period of time. Some have learnt to sit, how to straighten their legs and lift their heads. Continuous therapy is given on a daily basis.

It's also obvious that they enjoy these exercises tremendously. Internal physiotherapy training is given to the staff by the Nursing Services Manager. A qualified Physiotherapist visits the centre on a regular basis.

**Stimulation Balls**
It is used in order to stimulate the back and to prevent the occurrence of spasms. It also enables better blood circulations.

Beam

It is used for balancing and stimulation, for strengthening the legs, arms and back as well as for the promotion of better blood circulations.

Painting and Puzzles. Painting, building puzzles and putting articles together are the only means of mental stimulation that a small percentage of the residents can participate in.

Trampoline

The trampoline is used for stimulations, strengthening the legs, arms and to prevent the occurrence of spasms.

Lung Therapy This is very important as most of the residents experience difficulty in breathing normally due to their physical disabilities.
CHAPTER 4:

ANALYSIS OF MOTHER TERESA’S HOME
4.0 ANALYSIS AND OBSERVATIONS

4.1 INTRODUCTION

4.1.1 MISSIONARIES OF CHARITY, MOTHER TERESA’S HOME

The missionaries of charity children’s home was founded in 1987 in honor of Mother Teresa. It has two main branches. The main branch is in Huruma. It caters for the infants abandoned at birth up till they turn 15 after which they are transferred to the missionaries of charity home in Lang’ata, which is the focus of this study.

Mother Teresa founded the Missionaries of charity homes with the aim of caring for the unwanted, uncared for and unloved. This has continued to be the focus of her establishments who take in children who have been abandoned and left for dead because of their disabilities. These children have no family, no one to rely on and no one to care for them.

Background and History

The home caters for girls aged between 15 and 30 years. All were abandoned at birth and don’t have any family to cater for them. The home currently caters for 56 children with ranging abilities. Majority of them are mentally retarded and physically handicapped. Most of them are in wheelchairs. They suffer from a multitude of ailments such multiple sclerosis, cerebral palsy, and autism.

Despite their physical limitations, the girls have achieved quite a lot. 4 of the girls sat for their Kenya Certificate of Primary Education, another has finished a computer course. One is studying journalism at the Nairobi Aviation College. Those who are able to study are in a special boarding school.

The home is a catholic facility served by volunteer nuns. There are 15 sisters in charge who live and work at the home. There are 20 other casual workers responsible for the girls; they work in two main shifts, the day shift and the night shift. This ensures that the girls have round the clock care. This is necessary as most of them are quite limited in what they can do. Additionally, there are 5 men who take care of the gardens where they grow some of the food the girls and the workers eat.
The girls have classes for about an hour every day. Their classes are not of the regular kind and are based on the needs of the individual. Being severely handicapped, for most of them, simple, mundane tasks such as buttoning shirts do not come easily thus some are taught how to do basic tasks like those, or how to wear a shirt or sit up. For others, the classes include speech therapy as some do not speak clearly.

Like all children, the girls at Missionaries of Charity love to have fun. They love to play with balls. Many like to sing and it is not uncommon to find them dancing and having fun. The danger here is that many aren’t very steady and some end up falling.

A physiotherapist works with the girls three times a week to help them exercise their limbs and improve their mobility.

**4.2 RESEARCH METHODOLOGY**

**4.2.1 Introduction**

This chapter examines the methods of data collection, data presentation, and data analysis. It covers the sample size, how it will be arrived at and the research design to be used.

**4.2.2 Research Design**

Research design provides the glue that holds the research project together. A design is used to structure the research, to show how all of the major parts of the research project: the samples or groups, measures, treatments or programs, and methods of assignment work together to try to address the central research questions. (http://www.socialresearchmethods.net/kb/design.php)

This research is conducted based on descriptive research methods. According to J. P. Key 2002, descriptive research is used to obtain information concerning the current status of an issue to describe "what exists" with respect to variables or conditions in a situation.

The methods involved range from the survey which describes the status quo, the correlation to determine changes over time.

Investigation will be carried out through:
**Interviews:** One on one interviews were conducted by the researcher in order to gather information relevant to the study.

**Questionnaires:** These were handed out by the researcher to various workers and members of staff at the establishment to get their viewpoint on various subjects and also get their suggestions on any improvements they felt would be necessary. The formulated questionnaire contained both open and closed ended questions relevant to the research objective.

**Photography:** Photographs were taken by the researcher to give a clearer picture of the situation and help better explain the study.

### 4.2.3 DATA ANALYSIS AND PRESENTATION

As soon as the data collection was completed, the researcher collected it and started to put it in a form that would enable her to carry out an analysis and interpretation. The analysis and interpretation of the collected data involved the on-site visits as well as research done based on the available literature dealing with the particular subject involved here. This enhanced the validity and reliability of the information determining results presented in this study.

### 4.2.4 FINDINGS

Mother Teresa’s home has a population of 56 students. All of them suffer from various forms of physical and mental disabilities. There are 15 sisters in charge of the girls. There are 25 support staff. 20 are female and work in shifts. The other 5 are male and help tending the grounds. The students all live at the home; this is the only family they know. A few of the students who are somewhat capable attend regular schools and are in a special boarding school. The rest have a one hour lesson with the sisters where they’re taught basic skills.

From the above information we deduce that all the students are handicapped whereas all the staff are able bodied. This provides a balance as the staff is able to adequately care for the girls.

**FLOOR FINISHES**

Of the 15 subjects issued with questionnaires, majority did not like the current floor finish (cement) saying that although it was easy to clean, many times if a girl fell out of her chair, she’d
end up hurt and if it happened without supervision, the results could be fatal. Others felt that the finishes were okay.

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<th>Count</th>
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<tbody>
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<td>Cement floor</td>
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<td>Cloth carpet</td>
<td>7</td>
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<tr>
<td>PVC tiles</td>
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<td>Rubber Tiles</td>
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<tr>
<td>Timber Parquet</td>
<td>1</td>
</tr>
<tr>
<td>Any other</td>
<td>-</td>
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*Table showing the preferred floor finishes*

*Graphical representation of the preferred floor finishing*

**FURNITURE**

The existing furniture is a special desk for the girls who have classes and the cot-like beds they sleep on. All the respondents said that the desks weren’t the most comfortable for the girls. The challenge here is that their physical handicaps vary and some are very severe. Therefore it would be very hard to find a desk and chair that would adequately suit the girls’ needs.
The beds in the dormitory were made of metal. 3 of the respondents said this material was okay. The rest said they felt that wood would be a better material for the girls’ beds. The ones who were okay with the metal said it was n bed if the accidentally hit themselves against the metal durable and long lasting. The ones who thought wood would be a more preferable material complained that the girls sometimes hurt themselves while turning. They felt that the injuries would be less severe if sustained from a wooden frame.
SPACE ALLOCATION

The space allocation for most activities was not enough according to most of the respondents. The sleeping areas were congested and held about 25 beds in a room of about 180 square metres. They all agreed that it would be better if they could keep fewer girls together in the same room. The designated play area is also the study area. No play equipment has been provided and no evident safety measures have been put in place to ensure the safety of the girls. 10 of the respondents felt that a proper play area should be established with the right equipment and safety measures.

Graphical representation of the preferred furniture material

Graphical representation of sleeping area space allocation
The storage areas are also not enough. For instance, all the girls’ clothes are stored together in a big wardrobe. This means that sorting through them to determine what belongs to whom may sometimes be a bit of a challenge.

*Storage space for the girls’ clothes*

The one area most did not complain about was the laundry area. They felt the space allocated there was just right.

*Adequate space in the laundry area*
LIGHTING AND COLOUR

The interior of the home does not have enough colour. The main colours of the exterior areas are blue and white.

Blue and white are the main colours used.
The interior walls are white at the top, cream at the bottom and ceramic tiles at the bottom of the walls. Volunteers have since added a few drawings to make the room a little more lively. 4 of the respondents said they did not mind the colours as they were while 11 said they wished they had more colourful and vibrant walls.

![Cream and white walls with the drawings added to make them lively](image)

**Graphical representation of colour preferences**

- enough
- not enough
When asked to give suggestions on what colours they felt should be added, the respondents had a variety of suggestions.

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<td>BLUE</td>
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</tr>
<tr>
<td>YELLOW</td>
<td>2</td>
</tr>
<tr>
<td>RED AND YELLOW</td>
<td>6</td>
</tr>
<tr>
<td>BLUE AND WHITE</td>
<td>3</td>
</tr>
</tbody>
</table>

*Table showing colour preferences*

*Graphical Representation of colour preferences*

**NOISE**

The home is in a relatively isolated area, bordering one of the local estates to one side and nothing else on the other. It is far from the main road therefore noise from passing vehicles is not a problem. External noise pollution is not a plight they have to contend with as they have a peaceful environment. The only noise for them comes from the girls themselves.
### 4.2.4 TIME FRAME

<table>
<thead>
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<th>Method of data collection</th>
<th>Time frame(weeks)</th>
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<td>Participation and observation</td>
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<td>Interviews</td>
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<td>Structured questionnaires</td>
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<td>Photography</td>
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<td>Review of documents</td>
<td>4</td>
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<tr>
<td>Data analysis and presentation</td>
<td>4</td>
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</table>

*Approximate time taken in data collection*

*Chart showing time taken for each activity*
CHAPTER 5:

SUMMARY AND RECOMMENDATIONS
5.0 SUMMARY AND RECOMMENDATIONS

5.1 OVERVIEW

The aim of Mother Teresa’s home is to provide the girls with a suitable environment to be able to grow and develop. This is the only place the girls know to be their home thus it is vital for it to be comfortable for them. The home should be a place where the girls can feel loved, cared for and nurtured.

5.2 RECOMMENDATIONS

Landscaping:

Landscaping can go a long way in changing the atmosphere from that of an institution to a home.

- More trees could be planted around the facility
- Security lighting can be added to the exterior to make the area safer
- Increasing the size of the pathways
- More colourful flowers could be added to increase the beauty of the landscape

Playground and recreational facility

A separate playground or play area should be established with the following safety measures:

- Supervision and safety fencing
- Suitable play items that would stimulate the girls.

Some suitable games are as shown below:

*Stimulation Balls*

These are used in order to stimulate the back and to prevent the occurrence of spasms. It also enables better blood circulations.
**Beam**

It is used for balancing and stimulation, for strengthening the legs, arms and back as well as for the promotion of better blood circulations.

**Painting and Puzzles.**

Painting, building puzzles and putting articles together are a means of mental stimulation the residents can participate in.

**Trampoline**

The trampoline is used for stimulations, strengthening the legs, arms and to prevent the occurrence of spasms.

All these can be very dangerous given the condition of the girls so there should be adequate supervision.

**INTERIORS**

It is recommended that there is an ambience of colour, tonal variations, lighting, texture and a use of space demarcation and variation to facilitate easy circulation.

The rooms generally need a bright theme in order to avoid drowsy and bored students. Colour has been proven to be an aid to learning.

Light colours make a room more spacious and have a calming effect e.g. green, blue – green

Colours need to be chosen carefully as one may go overboard and end up creating a negative or confusing effect.

The living quarters should be expanded so as to decongest them. There are currently too many girls sleeping in one room. This needs to be amended.
Safety precautions should also be taken when it comes to the flooring. Use of soft carpets in some areas should be considered to protect the girls in case they fall.

The narrow corridors could use some expansion to enable easy passage for the girls as well as for their care givers.

All sockets and light switches need to be kept out of reach of the girls who might otherwise harm themselves if care isn’t taken.

**MATERIALS**

Flooring material should be durable and slip resistant. It should also be able to handle both light and heavy traffic.

The floor itself should have a gradient of zero to ensure the wheel chairs don’t slip.

In making the beds, use of a softer material could perhaps be considered. The metal may pose a danger to the girls.
CHAPTER 7:

APPENDICES
Appendix 1

Structured questionnaire administered at Mother Teresa’s home

QUESTIONNAIRE

Gender:
Male ☐  Female ☐

Category:
Teacher ☐  Students ☐  Principal ☐  Subordinate staff ☐  Other (specify) __________________________

A. SPACE ALLOTMENT

Is the space allocated enough?
Yes ☐  No ☐  Too much ☐

If not why do you think it isn’t?
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What do you suggest be done to curb this?
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If excessive, what do you suggest be done with the extra space?
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Is there space allocated for play activities?
Yes  ☐  No  ☐  
If yes, is the space enough?  
Yes  ☐  No  ☐  

What special equipment is needed to cater for the special needs of the children as they play?  
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What additional measures could be taken to protect the children?  
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B. FURNITURE  
What furniture is used in the classes and living quarters?  
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What special modifications have been made to the furniture?  
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What materials have been used to make the furniture?  
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Would you recommend a change in the materials?

Yes                  No

If yes, what materials would you suggest to be used?
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Why?
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What support systems have been put in place in the living quarters?
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What additional support systems would you suggest to be added?
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C. FINISHING

Do you like the current materials used for the floor finishing?

Yes               No

Why?
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What other materials could be used or added?
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What material is used on the walls of the classrooms and living quarters?
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Could this pose any danger to the children?
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If yes, what changes do you suggest be made?
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D. INTERIORS

Is the natural light in the facility enough during the day?
Yes      No

What would you say is the general condition of the artificial lighting within the class?
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What are the colours if the walls in the institution?
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Do you like the colours used?
Yes      No

If no, what colour changes would you suggest be made?
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Why?
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Are the sanitary facilities in the institution enough?

Yes      No

Are they easily accessible?

Yes      No

Other than the above stated problems, what other problems may you have observed in the institution and how do you suggest these problems be solved?

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Appendix 2

PHOTOGRAPHS

Flower garden within the compound

flower garden

Main offices

bedroom window

Laundry area

The girls at the play area
The desks and chairs

the landscape