

CREATING CONDUCTIVE ENVIRONMENTS
FOR DAR ES SALAAM'S STREET CHILDREN THROUGH ARCHITECTURE

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ABSTRACT

How can architecture be part of a solution to the difficult lives of street children in Dar es Salaam, Tanzania? In Dar es Salaam, street children exist in poverty without family support, education, or technical skills. Currently, economic and political difficulties in Dar es Salaam's architectural built environment does not allow a condition for street children to improve their current and future lives. Also, it does not help awareness for change, education, hope, life, and reform, in Dar es Salaam's urban development, as well as across Tanzania. Several methods were conducted during the process of collecting information about Dar es Salaam's Street children condition, with respect to their daily activities. These include architectural analysis of current street children centers, observations, and interviews/questionnaire with current and former employees at the centers. As Dar es Salaam's population increases, this paper suggests a new design model for a better future for street children lives.

Key Words: Street children, Environment, Architecture, Dar es Salaam, Education, Reform

INTRODUCTION

I was born in Dar es Salaam, Tanzania, East Africa, and the city was my home for twenty years. Dar es Salaam is located on the east coast region of Tanzania. It has the largest population compared to other cities in Tanzania with the busiest activities going on daily such as businesses that include retail and commercial offices. "The Dar es Salaam Region had a population of 4,364,541 as of the official 2012 census."¹

Dar es Salaam is an example of Tanzania's urban development since our independence in December 9, 1961. However, it is also known for a large number of street children. Street children face some serious social difficulties; most are between infants to eighteen years old. Most children are on the streets because of many reasons and their individual background. Some of the reasons include losing one or both

parents to HIV/AIDS, break down of the family, verbal abuse, physical abuse, sexual abuse, emotional abuse, poverty, neglect, and loss of support from adults due to illness, abandonment, just to mention few. Life in the street for children is very difficult. They are unable to access basic services such as school (education), health care, shelter, food, as well as safety. In addition, they are not only stuck in a circle of poverty and violence; but also involved in drugs, child labor, criminal activities as well as isolated from middle and upper classes (socially excluded from society). At the moment, there are several street children centers in Dar es Salaam, Tanzania; however, the number of street children is increasing in Dar es Salaam. In 2012, a rapid assessment on the situation of street children in Dar es Salaam region was released by Ministry of Health and Social Welfare which shows that, "With 93 wards in the region the estimate is therefore put at 5,580 street children."² As an

2 CREATING CONDUCTIVE ENVIRONMENT FOR DAR ES SALAAM'S STREET CHILDREN THROUGH ARCHITECTURE

architecture student who lived in Dar es Salaam for several years, I ask myself; are there solutions for street children (housing/shelter)? Is architecture a solution to such social issue (street children)? How can architecture impact positively (hope/change) the life of street children and communities in Dar es Salaam? Is there a way through architecture to provide for street children? And to enable them out of the cycle of poverty?

METHODOLOGY

In this paper, numerous methods were used to center the findings such as sociologists' reviews and architects discussion of community concerns with respect to designed community centers. The purpose is to gain knowledge of the economic, political, and social issues, as well as to find out how and what other people and countries have done regarding similar issue. Sociologists: Jerry Hollingsworth, Penelope K. Trickett, Cynthia J. Schellenbach and architects: David Adjaye, BC architects, Ofis Arhiekti articles and books are analyzed based on deep critical thinking with respect to the author's deliverables. A thorough analysis of case studies conducted from the authors' point of view as well as critique on their architectural design. Architectural case studies critic are based on my own analysis, as well as a discussion regarding the outcome of projects and to what extent architecture plays a role in the social issues of urban development.

Moreover, interviews with questionnaire were conducted with current and former employees at centers of street children and children observation activities at main (busy) junctions. The interviews and questions were tape-recorded and documented. Types of questions were based on personal thoughts and awareness at centers. Studies of previous data were collected and analyzed as well as conducting observations for situation in the city. Critical analysis of ethnographic was conducted to current number of street children versus Dar es Salaam growth population.

BODY OF TEXT

There are several kinds of explanations when it comes to defining the term "Street children". Jerry Hollingsworth, author of the book titled *Children of the Sun* describes three distinct groups of children living in the streets: market children, street family children, and homeless

street children. He uses the first two definition categorized by UNICEF. He states, "...market children. These children work in the streets selling and begging for their survival, but return to their families at night."³ These children are the financial providers to their families either willingly or unwillingly. They tend to sacrifice their lives so that they can provide food or money for the family at their early age instead of attending school; however, at the end of the day they have homes to return to. Another category of street children addressed by Hollingsworth is street family children. He states, "... there are those children I define as street family children, who live on the streets alongside their families, and beg for their survival."⁴ These children live in the street with their parents, but do not have any kind of support from parents. They tend to beg for money as a daily routine activity so that they can provide for themselves as well as parents, and at sunset they reunite their families in the streets. He also states that, "... homeless street children, who work, live, and sleep in the streets, often lacking any contact with their families, or have been totally abandoned."⁵ These children are children who escaped from their parents or home for many reasons. These reasons can be previous experiences or background with their families such as mistreatment and violence that led them to full time street life. They tend to beg for money and food so that they can support themselves. This paper addresses these kind of street children who have no one to provide for them, no skills to better themselves, no one to guide them towards their current and future lives with no means of grounded positive economic, political, and social impact to their lives.

During the process of analyzing and collecting information, there were several reasons mentioned why children end up in streets. Child abuse is one of the reasons children end up in the street. "Child abuse is a complex issue, especially if the perpetrator is a family member."⁶ Child abuse, one may refer in different categories such as physical, sexual, verbal, and emotional, just to mention few. "Parents who physically abuse their children are more likely to be single, young, and nonbiological parents."⁷ As a parent of two children, I know raising a child is not an easy task. It can be very frustrating especially when caring for them. Having children at a young age might be a challenging situation, because

maybe a parent is not ready mentally, physically and financially for taking care a child.

CASE STUDIES

Several case studies are presented to gain knowledge as well as categorize the spaces that are needed for children. "The spaces designed for children requires a thorough understanding of the anthropometrics as well as types of learning behaviors that best works for them. Most of the street children have difficulty in adjusting to the community at large, yet alone a learning environment."⁸

Dogodogo center is a street children center located at Kigogo, Dar es Salaam, Tanzania, which started in 1992. The center used to offer services such as food, shelter, counselling, and health care for street children in Dar es Salaam.



Figure 1: © Malekela, 2015. Exterior spaces-Dogodogo center

However, in December 2010, Dogodogo center stopped offering services at the center because of the center's environment. It continues to support street children by offering services such as counseling, mobile education, and referrals for health care in the streets. Currently architectural environment at Dogodogo center (Figure 1.) is not conducive for children. The center has limited interior and exterior spaces which has not been supporting a childhood environment. Within the center, spaces such as dormitories, dining room, kitchen and offices are limited to the square footage due to shortage of land. At the beginning, the main concern was to accommodate children at the center; however, the issue of enough spaces was not considered by the owner and architect. Thus, in the interior spaces rooms are too small as well as lacking of daylight and air ventilation.

Also, the exterior spaces such as garden, playground and parking are very small which did not support capacity of children and employees at that time. Therefore, the center buildings demonstrate poor planning from the beginning because each building was forced to fit in a small piece of land.

The library of Muyinga (Figure 2), is located in Muyinga, Burundi, designed by BC Architects and completed in 2012. Burundi is located in east Africa near equator. The architects states, "BC architects and studies is one group trying to conceive, create and practice architecture and urbanism as a potent lever to contribute to an ongoing paradigmatical shift in world balances."⁹



Figure 2: © BC Architects, Library of Muyinga

The library is the future school for deaf children in the community Muyinga. ODEDIM, the client, offered a site within a community with nice surroundings such as trees. On the website of BC architects, the façade is constructed with Compressed Earth Block (CEB) a masonry product that allows the library to have a luminous appearance in the night time. The architect's main focus when designing the space was to look at the climate. The climate for equatorial area is very humid and dry which requires the space to have an interior cross ventilation system to improve air movement within. Most designs rely on local materials, utilizing daylight and natural ventilation. The use of materials such as compressed earth blocks, stones and clay tiles are the strategy for the cultural concept of the project. "This "hallway porch" (Figure 3) is a space often encountered within the Burundian traditional housing as it provides a shelter from heavy rains and harsh sun. Life

4 CREATING CONDUCTIVE ENVIRONMENT FOR DAR ES SALAAM'S STREET CHILDREN THROUGH ARCHITECTURE

happens mostly in this hallway porch; encounters, resting, conversation, waiting - it is a truly social space, constitutive for community relations."¹⁰ The project intention is to relink deaf children and community because, perhaps, a separation between deaf children and society exists.

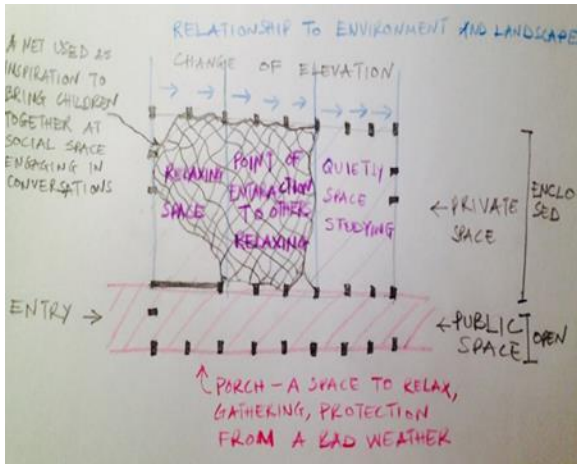


Figure 3: © Sketched by Author: Malekela, March 17, 2015

Moreover, located in Ribnica, Slovenia, designed by Ofis Arhitekti is the "Four-Leaf Clover Kindergarten". It was completed in 2010 for Kindergarten/nursery facility for community of Ribnica.



Figure 4: © Ofis Arhitekti, Four-Leaf Clover Kindergarten

The design concept is to use four-leaf clover that every single leaf signifies the function of that particular department in the facility.

The leaf is the inspiration for designing the building; however, perhaps, there is a message the designer is trying to communicate. When looking at the leaf, one may analyze it by its appearance, parts or a leaf's function. In Figure 5 of a leaf, one may observe that it has skeleton that supports other parts such as green tissue. The ribs function to transfer fluids to feed the rest of the leaf and act as support structure for the leaf to survive. Some of the ribs are longer than the others and some have more branches than the others. The ribs create geometries that have almost similar appearances. The skeleton of the leaf is also used to define circulation within spaces and how to make users interact while small branches of the leaf used to create volume of spaces. From exterior spaces with surrounded trees to interior spaces, there is a connection between users, the building, surroundings and nature/environment. The entrance leads people

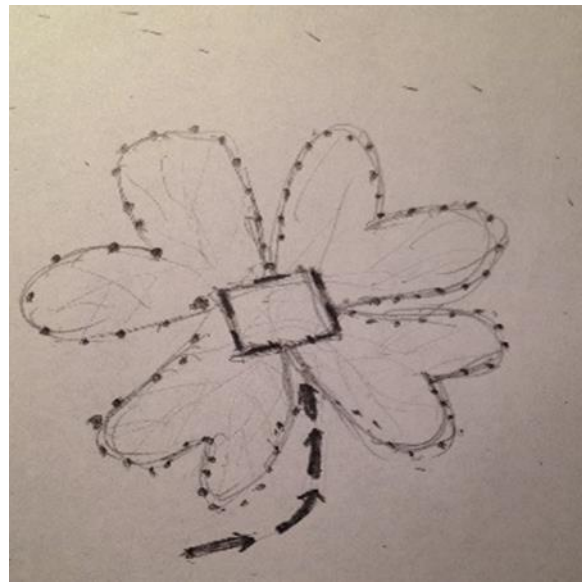


Figure 5: © Sketched by Author: Malekela, March 4, 2015

to a common space which is connected to other spaces with their functions.

The concept of "leaf" creates a good environment especially for children. Children tend to enjoy the outdoors activities where they would be free in spaces. The idea of creating open spaces gives children some kind of freedom experience while engaging with others or any activities is very important. In my opinion, when spaces are more open it give users sense of no limitation to spaces. Users

are able to engage with others as well as nature or built environment.

DISCUSSION OF FINDINGS

What are the circumstances and life experiences for street children in Dar es Salaam? Sociologists Joe Lugalla and Jessie Kazeni Mbwambo states, "... urban street children are seen as a problem which further compounds the nature of the urban crisis."¹¹ This is because of the increase number of street children in Dar es Salaam as well as their behaviors. Lugalla and Mbwambo continue, "... the official government attitude towards street children has been very negative. Street children are considered to be hooligans, vagabonds and prone to commit crimes."¹² They are experiencing tough lives and challenges that led them to bad behaviors. However, perhaps, bad behavior was generated from their past experiences such as abuse. Children who suffer from child abuse are affected mentally and behaviorally. Furthermore, Lugalla and Mbwambo note, "The argument is that learning about safety and danger is an innate, preconscious priority that organizes mental and behavioral functioning for all humans. Exactly what is learned and how that learning is expressed vary as a function of life circumstances."¹³ Street children tend to commit crimes because either they learned from adults/society who happen to do the same behavior or is the mental processed behavior that have been disturbing them. Perhaps, they are doing so because no one is there to listen their problems, guiding them to the right directions, caring or providing them basic human needs.

The increase number of street children has been increasing every day in Dar es Salaam. This is the tragedy for the city of Dar es Salaam, as well as Tanzania. It will increase the number of crimes and reduce better futures for children of next generations. According to Lugalla and Mbwambo, "Politicians, policy-makers and urban planners seem to be helpless in their efforts to either resolve the problem or to assist street children and have so far failed to prescribe plausible solutions which are realistic, down-to-earth and concrete."¹⁴ Tanzania, as a third world country is still struggling to improve different sectors; however, it is everyone's duty to resolve issues such as street children. Politicians cannot solve every problem,

especially in a corrupted country such as Tanzania.

Who is responsible for this tragedy? Is it the government, politicians, policy-makers, urban planners or societies? In my opinion, it is everyone's responsibility. These children are the future leaders of our nation. Tanzanians are responsible to care for those who cannot do for themselves. Tanzania has a culture that is structured with mutual principles and standards. My cultural background is a combination of collective values that we shared to respect each other without looking at someone's origin. It has a key word "Umoja" which means unity. From a personal experience, I grew up in a culture that a mother and father are biological parents, but everyone in a society can be someone's parent. It is a responsibility of everyone in societies to make sure we take care of each other. If someone sees a child is not doing the right thing, they shall take a responsibility of guiding towards right direction or disciplining that particular child.

There are several street children centers in Tanzania, particularly Dar es Salaam; however, the number of children is increasing in streets. Why are children still roaming in the streets and are not in centers? Perhaps, because the centers' capability to accommodate only few children or the lack of environmental friendliness? Most NGOs rely on donor funds to operate the centers. It is not possible to serve the large number of children because of insufficient funds while they are not getting much aid from the government.

How can architecture provide an economic, political, and social solution regarding the lives of street children in Dar es Salaam? Maybe housing/shelter would be helpful, but it can go beyond that perimeter. The book *Children of the Sun* by Jerry Hollingsworth explains the importance of play. Hollingsworth writes, "An extensive amount of time that youth generally spend with peers in early childhood involves play, and it continues to be a common activity among children in most industrialized countries."¹⁵ Children tend to interact with others and their environment. They find social spaces where everyone can be engaged and celebrate together most enjoyable. Furthermore, Hollingsworth references developmental psychologist Erik Erickson's belief that children require play to engage

6 CREATING CONDUCTIVE ENVIRONMENT FOR DAR ES SALAAM'S STREET CHILDREN THROUGH ARCHITECTURE

imaginary situations to deal with past frustrations, and tensions. Similarly, adults also need play to cope with life's issues.¹⁶ The role of architecture and architects to design environmental friendly spaces is very important. It allows children to have their own spaces that gather them together, giving them the opportunity to release their past obstacles. Hollingsworth notes the importance of play, "It is thought to increase interaction and cooperation with other children, allowing them to practice social roles they will follow later in life. Play may also allow a release of anxiety and tension, as well as advancing cognitive development in children."¹⁷ The moment children play together, it is an opportunity for them to know each other and socialize together. This can be done within centers by designing social spaces that can be utilized by any child in communities to allow more interactions to each other. It expands opportunities to socialize, a place that allows anyone to utilize it without limitations. Spaces invites others to engage in activities, possibilities to learn from others. What is the importance of freedom in a space? It is hard to control freedom, but people need it especially within spaces or places. Freedom allow users to go beyond perimeters in spaces. It is a sense of independence to utilize and share a space, a feeling that permits users to enjoy with no boundaries. Space that brings people together with no limitations, a point of interaction that people might enjoy together, learn from each other.

How can Architecture provide/infrastructure safe spaces that allow children who rarely have any chance? Is it important for street children in Dar es Salaam? The relationship between users and spaces is very important. Hertzberger states, "The sense of space sustained by the lack of an overall view of the space you are in."¹⁸ It is important to set arrangement of sequence which moves user from one space to another relates to their lives or experience in the transition. This can be an experience from interior to exterior or vice versa. It can also be an environment arrangement of landscape and organization of materials, as well as use of lighting. This notion allow users to own a space or have a feeling that a space belongs to them. This can be a concept of previous experience that moves people to better their future/lives. What kind of spaces engage people? Maybe public space. It is a matter of people understanding themselves as well as a space. The purpose and intension comes first then users utilize for positive activities, to be a

ceremonial space. It can be an expression or a representation of culture and tradition of people within a community/society. It allows people to have a variety of learning experience, and gain ideas/skills to better themselves.

CONCLUSION

Street children are our future leaders, professionals, and parents for next generations. People of Dar es Salaam, all Tanzanians and I, are accountable for these children. As a parent of two children, I feel responsible for this tragedy. It is time to better their lives and produce a better Dar es Salaam urban fabric. An improved urban condition will bring hope, change lives, and improve awareness, educate people's perception, and reform regulations.

Architecture can play its role to improve street children lives and communities by proposing an environmental friendly facility/center. A better facility for street children to live/shelter but also utilized by other people, such as children from communities. This can be a combination of different services and activities within facilities such as education; a vocational school, a public space, park/playground or ceremonial space, research center, just to mention few. It will allow children to engage with each other as well as learn from one another. This facility proposal is anticipated to be an ongoing new paradigm to improve social, economic, and political situations and better Dar es Salaam's urban development. The idea is to be a facility that open doors to other facilities and reduces the number of street children in the long run.

NOTES

FIGURES

Figure 1: Photo by Malekela

Figure 2: <http://architects.bc-as.org/LIBRARY-of-MUYINGA> (Accessed, March 3, 2015)

Figure 3: Sketched by Malekela

Figure 4: http://www.ofis-a.si/str_3%20-%20PUBLIC/09_FOUR_LEAF_CLOVER_KINDERGARTEN/ofis_FOUR_LEAF_CLOVER_KINDERGARTEN.html (Accessed, March 10, 2015)

Figure 5: Sketched by Malekela

FOOTNOTES

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- ¹² Ibid
- ¹³ Ibid, p. 19.

- ¹⁴ Lugalla, Joe L. P., and Jessie Kazeni Mbwambo. 1999. "Street Children and Street Life in Urban Tanzania: The Culture of Surviving and its Implications for Children's Health." *International Journal Of Urban & Regional Research* 23, no. 2: 329. SocINDEX with Full Text, EBSCOhost (accessed March 20, 2015), p. 1.
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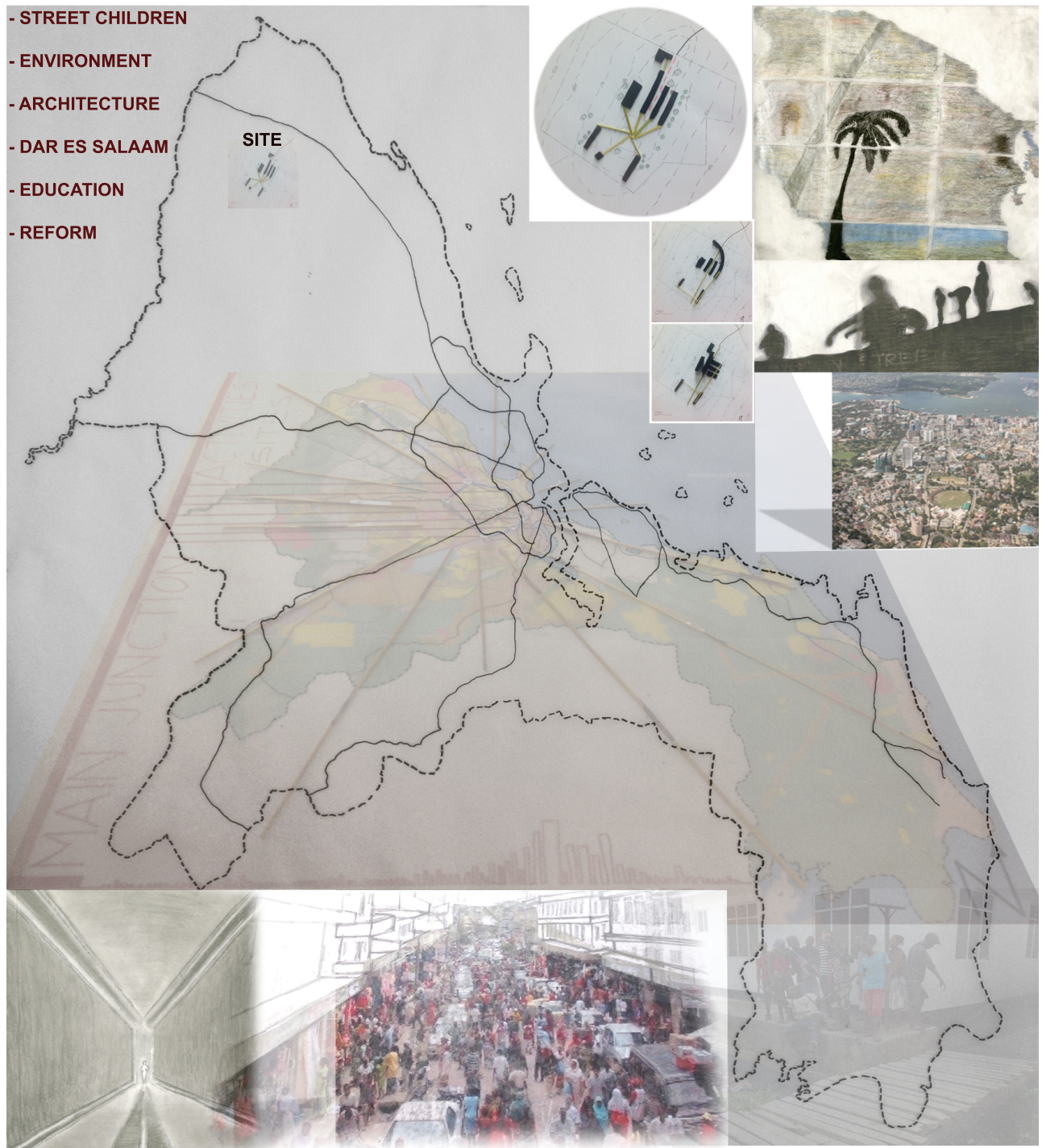
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PROCESS

CREATING CONDUCTIVE ENVIRONMENT FOR DAR ES SALAAM'S STREET CHILDREN THROUGH ARCHITECTURE

- STREET CHILDREN
- ENVIRONMENT
- ARCHITECTURE
- DAR ES SALAAM
- EDUCATION
- REFORM



- HOW CAN ARCHITECTURE BE PART OF SOLUTION TO THE DIFFICULT LIVES OF STREET CHILDREN IN DAR ES SALAAM, TANZANIA?
- IS THERE A WAY THROUGH ARCHITECTURE TO PROVIDE FOR STREET CHILDREN?
- AND TO ENABLE THEM OUT OF THE CIRCLE OF POVERTY?

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ABOUT DAR ES SALAAM

History of Dar es Salaam

- believed to mean the "HARBOUR (HAVEN) of PEACE" - name come from the Persian-Arabic Bandar-ul-Salaam (Swahili- Bandari ya Salama).
- Other contemporary records - in late 1860's name simply means "The House (or Abode) of (Peace or Salvation)" originally chosen by the City's founder Seyyid Majid Sultan of Zanzibar in 1862.
- declared a Township in 1920 and in 1949 upgraded to a Municipality under the first appointed British Mayor Mr. Percy Everett. When
- Tanganyika became independent in 1961, Dar-es-Salaam Municipality was elevated to a City status and continued to be the headquarters of the then Independent Tanganyika and later the United Republic of Tanzania.

Geographical location

- located between latitudes 6.36 degrees and 7.0 degrees south of Equator and longitudes 39.0 and 33.33 east of Greenwich.
- bounded by Indian Ocean on the east.

Climate

- equatorial climate - hot and humid throughout the year; average 29°C.
- hottest season: October to March, up to 35°C and cool between May and August, around 25°C.
- short rain season October to December and long rain season March and May.
 - The average rainfall is 1000mm (lowest 800mm and highest 1300mm).
- Humidity : 96% in mornings and 67% in afternoons.
- climate influenced by southwesterly monsoon winds from April to October and northwesterly monsoon winds between November and March.
- three ecological zones
 - the upland zone comprising the hilly areas to the west and north of the City
 - the middle plateau, and the low lands including Msimbazi valley, Jangwani, Mtoni, Africana and Ununio areas.
- natural vegetation : coastal shrubs, Miombo woodland, coastal swamps and mangrove trees.

Area

- total : 1,800 square kilometers, comprising of 1,393 square kilometers of land mass with eight offshore islands (0.19% of the entire Tanzania Mainland's area).

Revenue Enhancement

- collected through: Widening the revenue base, Maximizing donor assistance, Utilizing the benefits and potentials of Information and Communication Technology in revenue planning, collection and as e-commerce and ebusiness model.

Major Industries

- light industries : manufacturing goods for both domestic and export markets.
 - industrial establishments by Municipality : (64%) in Temeke, (29%) in Kinondoni and (7%) in Ilala.
 - Ownership : 64% are privately owned, 19% public owned and 14% are joint ventures.
 - Type of industries: textiles, breweries, distilleries, beverages, bags, cigarettes, cement, paints, pharmaceuticals, plastic, metal products, steel, grain milling, chemicals, timber and wood products, confectionery, food products, petroleum products, edible oil, dairy products, domestic utensils, tea blenders, batteries, radiators, body building, printing and publishing, paper products, garments, electricity generation and glass.

Internal Trade

- Wholesale, retail trade and hotels areas are the catalytic factors in the economic activities of the City, which is the commercial capital of the United Republic of Tanzania.

Socio-Economic Activities

- The major economic activities include: Internal Trade, Manufacturing, Tourism, Transport and Communication, Urban Agriculture, Forestry and Fishing, Mining and Quarry, Utility Services, Construction, Finance and Insurance, Public Administration and Education

Fishing

- one of major economic activities - for subsistence or commercial purposes
- contribution of the fisheries sector to GDP is about 29 % (1997, BOT).

The Employment

- ~ 95 % residents are working in the informal sector, remaining 5 % employed in the formal sector including the government and public cooperation.

City Product per Capita

- 2002 statistics from the Bureau of Statistics, the GDP was Tshs 1,459,013 million which represented 16% of the national GDP of Tshs 8,618,071. The survey indicates GDP per capita for Dar es Salaam to be Tshs 584,086 with 35% of the population earning an average low income of Tshs 387,319 per annum (about Tshs 32,000 per month).

Education System

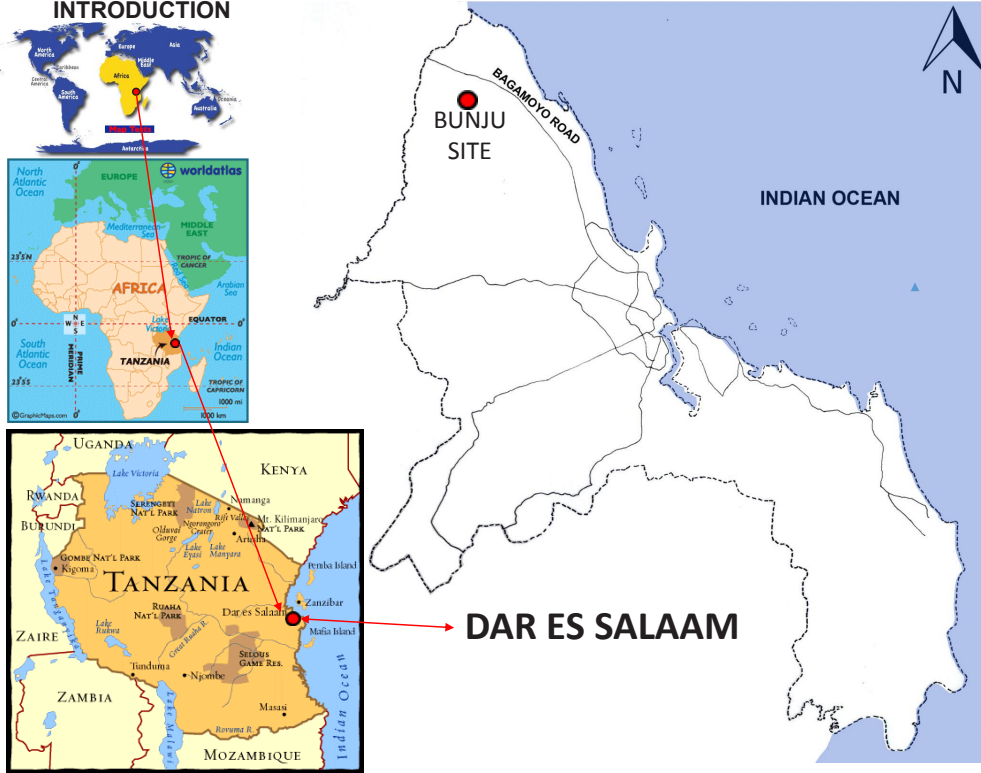
- Pre-primary education: (takes one to two years), enrolled at the age of five to six years.
- Primary education: (takes seven years), enrolled at age of seven years.
- Secondary education: (takes four years) covering form one to form four.
- advanced education: (takes two years).
- College education: (takes three to seven years depending on the field of study).

CRIME AND VIOLENCE

- Safety and Security are a major concern.

SITE LOCATION

INTRODUCTION



CITY AERIAL VIEW

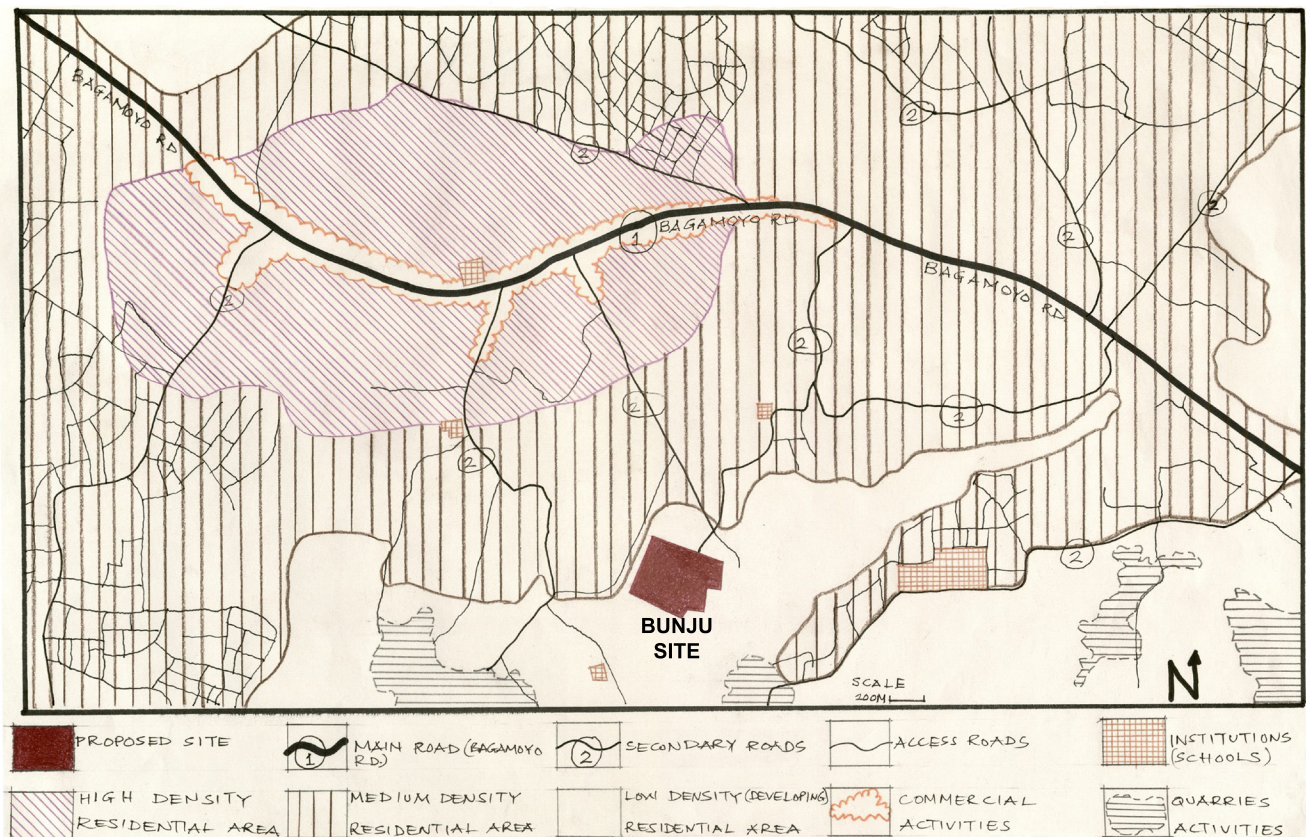


ACTIVITIES: RETAIL AND COMMERCIAL



TRAFFIC

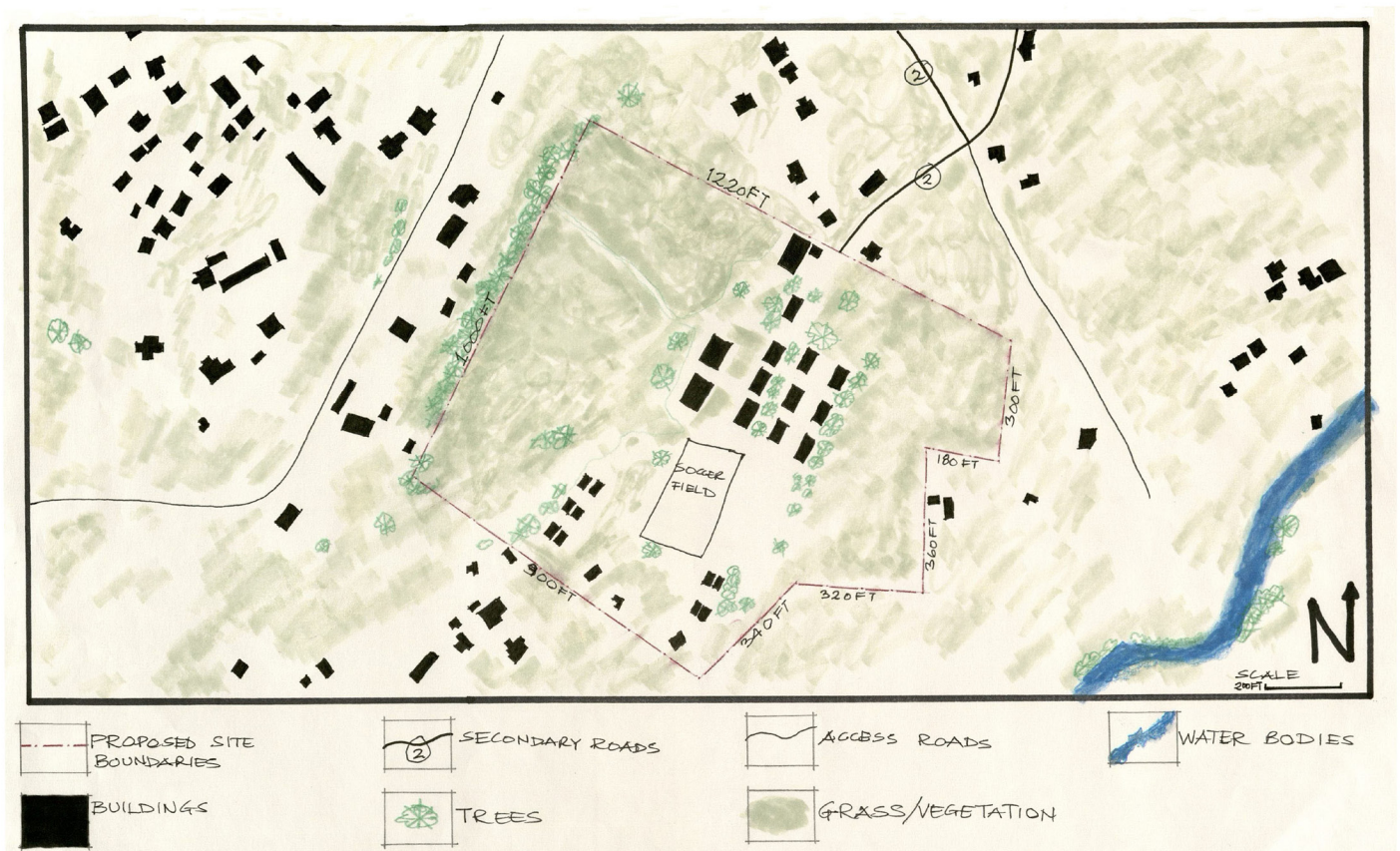
NEIGHBORHOOD CONTEXT - SURROUNDINGS, EXISTING, PROJECTED & CURRENT USE



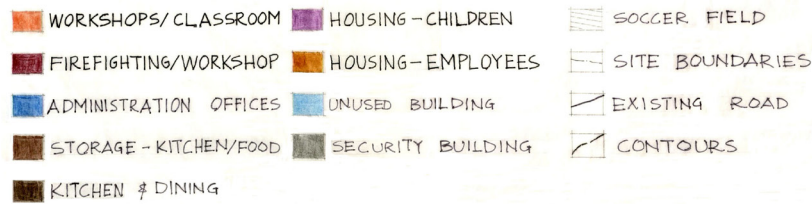
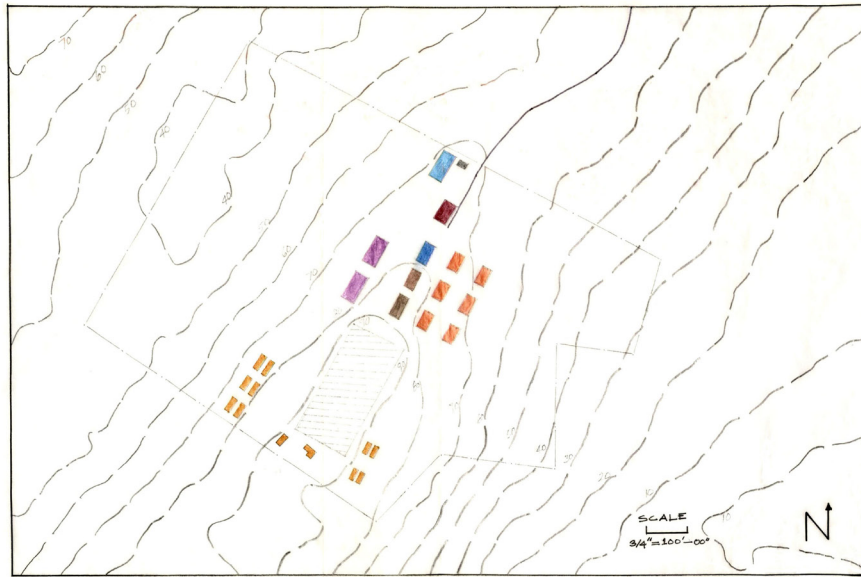
SITE NARRATIVE

- Located at north west of the city
- Owned by dogodogo center with total land of 20h.
- Population of mixed income level, majority are low income, few middle income, very few high income
- The area is developing especially for the past 15years, before used to be farming area
- Type of residential is single families and some have extended family members live with the families
- There are few local government and private schools
- There some quarries activities around the area, some are for local people to generate income and some are for large scale companies
- Majority of the landscape are hills with different views around the city
- Way far from the city center and major traffic junctions in which most street children activities occur
- Proposed site is currently serving street children by offering services such as tailoring, firefighting, carpentry, traditional dance and drama.
- Majority of existing buildings are old with poor architecture, no enough daylight and air ventilation, lack of views and buildings orientation

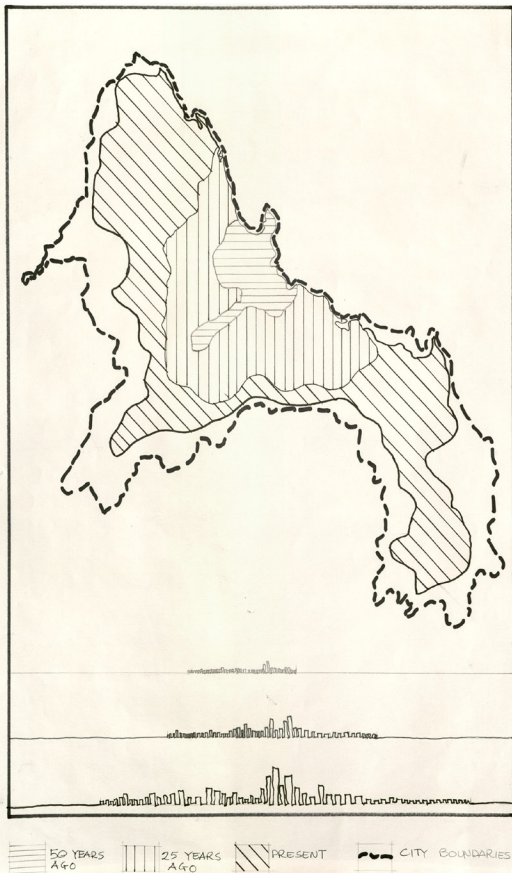
FIGURE GROUND / VEGETATION / WATER BODIES



EXISTING STRUCTURES

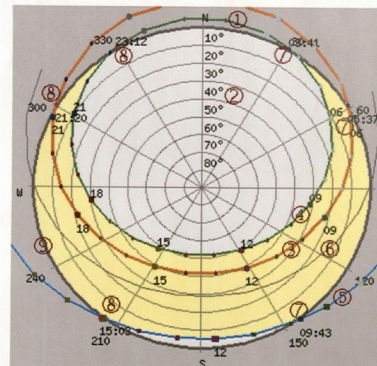
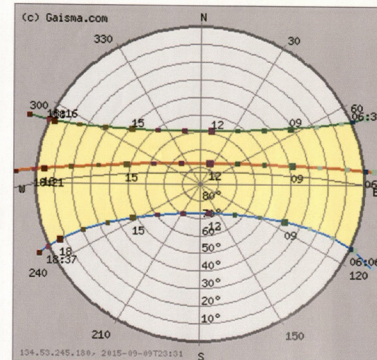


CITY GROWTH BY YEARS



CLIMATE

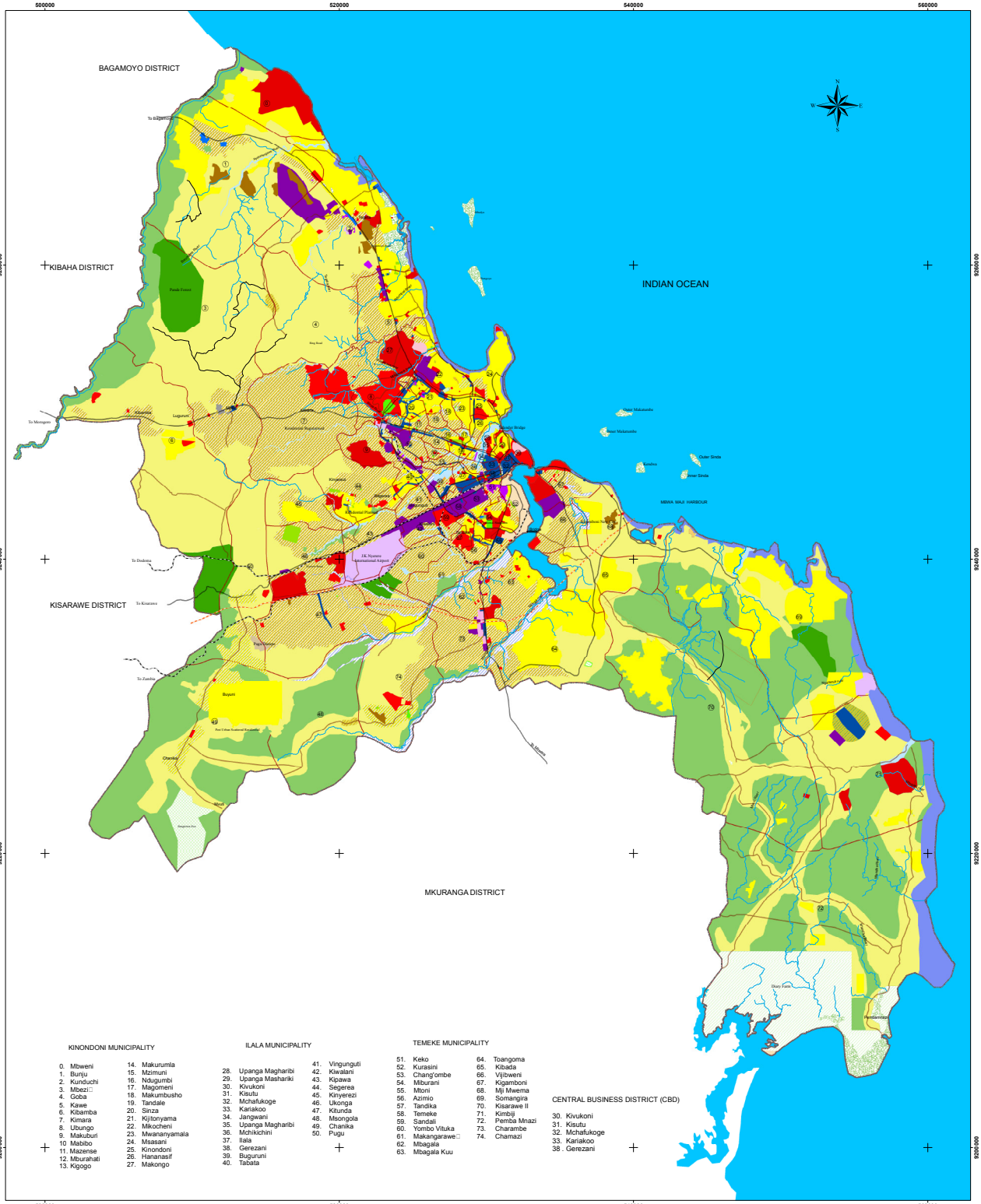
Dar es Salaam, Tanzania - Sun path diagram



1. Azimuth angle
2. Elevation angle
3. Sun's path today
4. Sun's path on the 21st June
5. Sun's path on the 21st December
6. Sun's path during the equinox
7. Sunrise
8. Sunset
9. Horizon

SOURCE: <http://www.gaisma.com/en/location/dar-es-salaam.html>

DAR ES SALAAM CITY MASTER PLAN - PLANNING GUIDELINE CENTERS (2014)

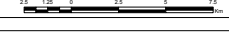


- | | | | |
|-------------------------------|---------------------------|----------------------------|------------------|
| KINONDONI MUNICIPALITY | ILALA MUNICIPALITY | TEMEKE MUNICIPALITY | |
| 0. Mtweni | 14. Makurumita | 41. Vingunguti | 51. Keko |
| 1. Barju | 15. Mzimuni | 42. Kwalani | 52. Kurasini |
| 2. Kunduchi | 16. Ngugumbi | 43. Kipawa | 53. Changombe |
| 3. Miaszi | 17. Magomeni | 44. Segerea | 54. Mburani |
| 4. Goba | 18. Makumbusho | 45. Kinyezezi | 55. Mtoni |
| 5. Kawe | 19. Tandale | 46. Ukonga | 56. Azimo |
| 6. Kisamba | 20. Sinca | 47. Khandia | 57. Tandika |
| 7. Kimara | 21. Kijitonyama | 48. Msongola | 58. Temeshe |
| 8. Ubungo | 22. Mikocheni | 49. Charika | 59. Sandali |
| 9. Makubuti | 23. Mwananyamala | 50. Pugu | 60. Yombo Vituka |
| 10. Mabibo | 24. Masiani | | 61. Makangarawe |
| 11. Mazenise | 25. Kinondoni | | 62. Mbagala |
| 12. Mburahati | 26. Hananasiif | | 63. Mbagala Kuu |
| 13. Kigogo | 27. Makongo | | |

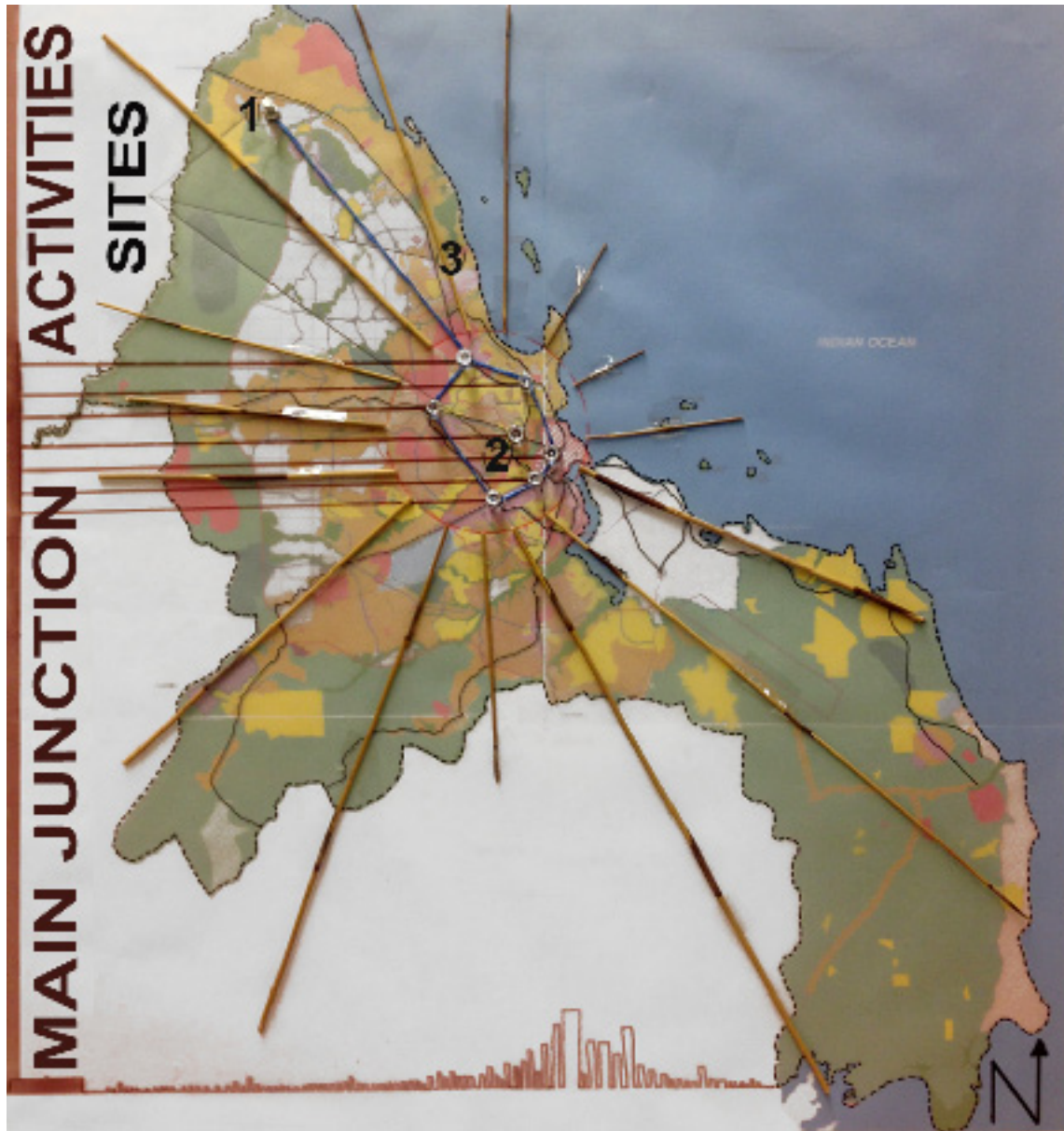
CENTRAL BUSINESS DISTRICT (CBD)

Legend	ZOO	DIARY FARM	HEAVY INDUSTRY	SOLID WASTE DISPOSAL	SERVICE TRADE
--- DISTRICT BOUNDARY					
--- REGIONAL BOUNDARY					
--- MAJOR ROADS					
--- LOCAL ROADS					
--- TAZAMA PILE LINE					
--- SECONDARY ROADS					
--- POWER LINE					
--- RAILWAY					
--- HIGH TENSION					

Data Sources
 Satellite Image 2012
 Ministry of Land-Directorate of Physical planning 2012/2013
 Ilala Municipality 2012/2013
 Kinondoni Municipality 2012/2013
 Temeke Municipality 2012/2013
 City council-Planning Department 2012/2013
 Field visit to selected sites 2014
 Scale: 1:80000



ACTIVITIES OF STREET CHILDREN AT MAIN JUNCTION

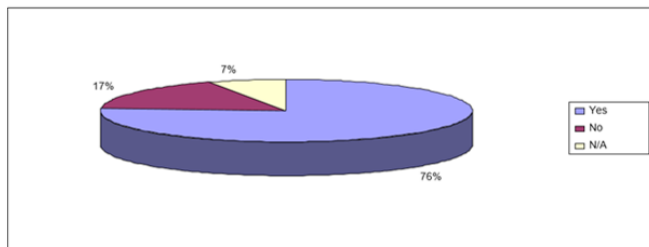


Source: Images by KITABU PEKEE; Irene Kapinga



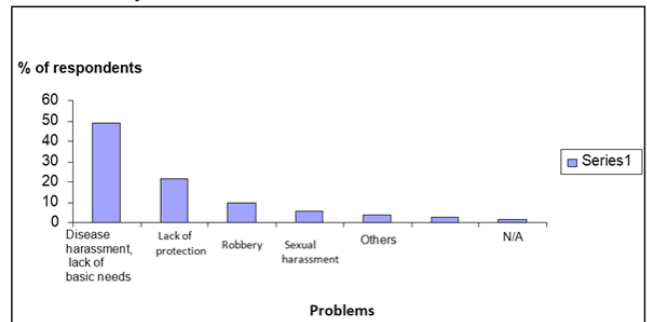
OBSERVATION: STREET CHILDREN AT CHANG'OMBE TRAFFIC LIGHT JUNCTION – VISITED JULY 10, 2015

Incidence of falling sick.



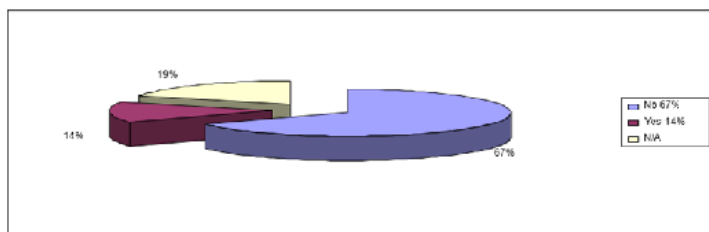
Source: Rapid Assessment Findings 2012

Problems faced by Children on the Streets



Source: Rapid Assessment 2012

Whether or not attending school



Source: Rapid Assessment Findings 2012

SITE VISIT - JULY 2015: EXISTING CONDITION PHOTOGRAPHS



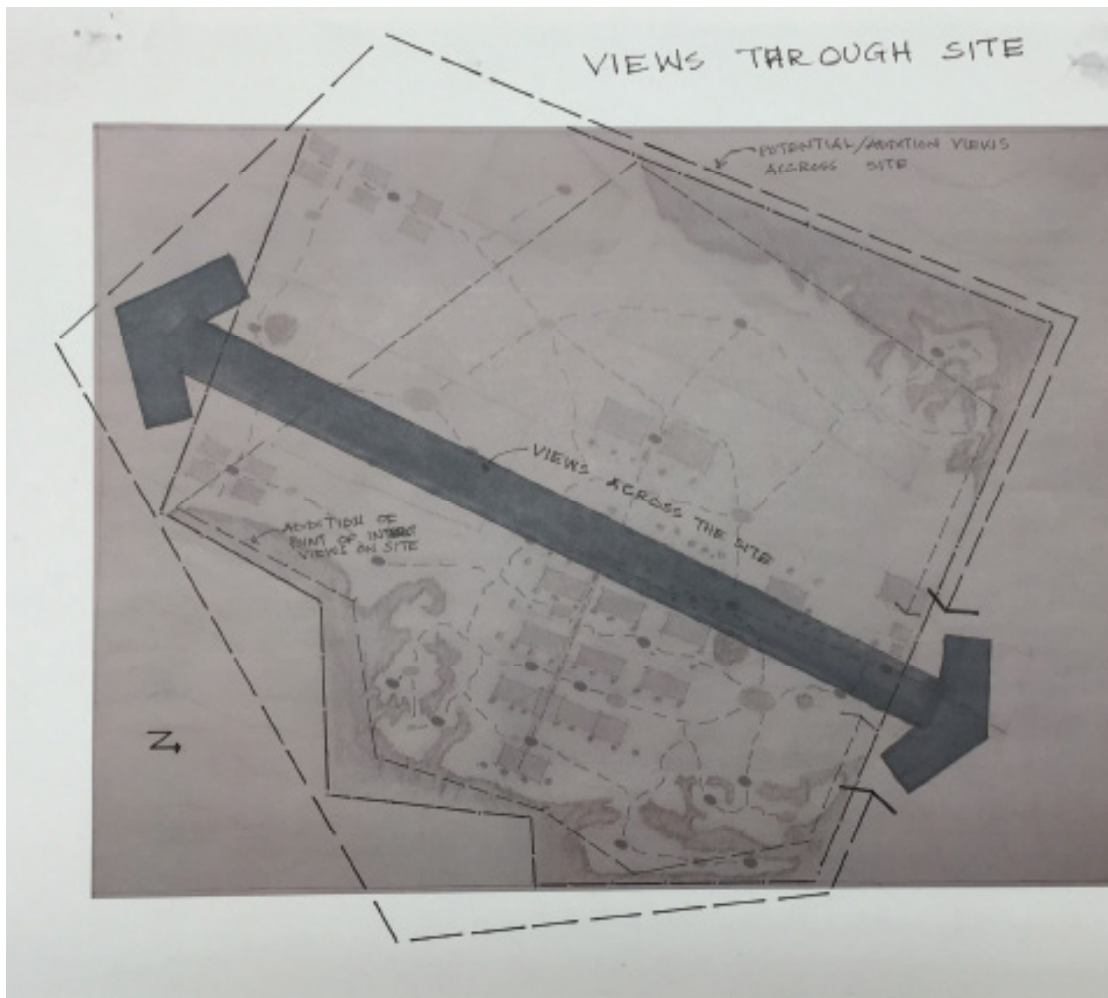
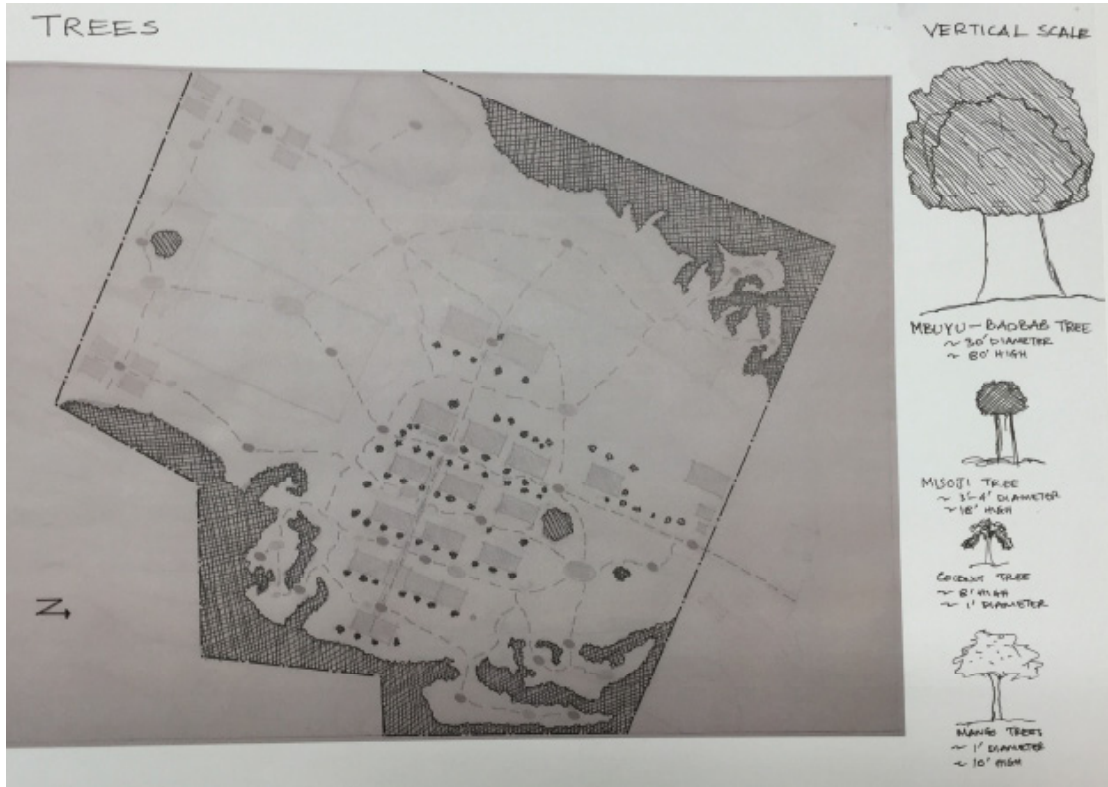
INTERIOR SPACES



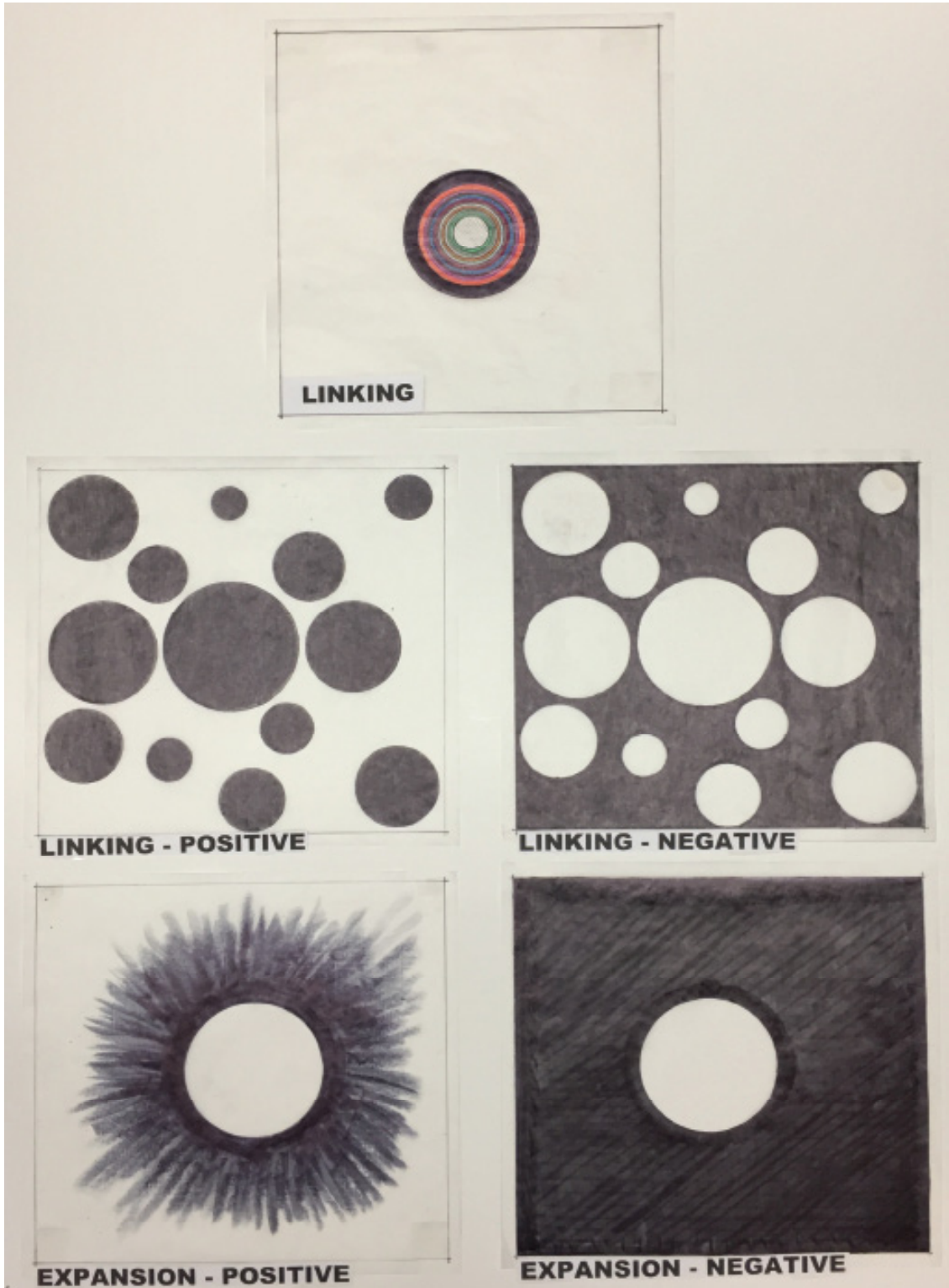
SITE ANALYSIS



SITE ANALYSIS



DIAGRAMS - DESIGN PROCESS



DIAGRAMS - DESIGN PROCESS



CONCEPTUAL IDEAS



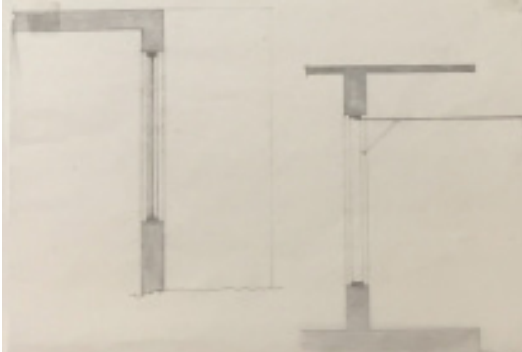
LOOKING AT STRUCTURE



LOOKING AT MASSING



LOOKING AT PUBLIC SPACES



FLOOR PLAN
SCALE: 1/4" = 1'-0"
LOOKING AT FLEXIBILITY

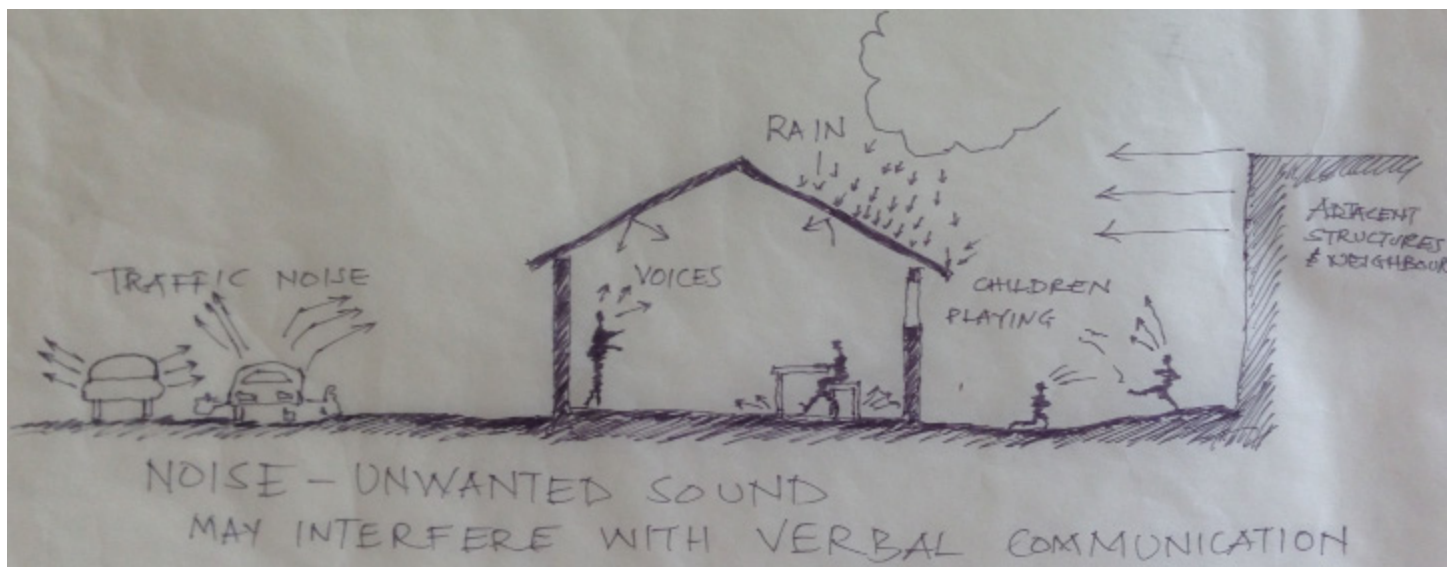
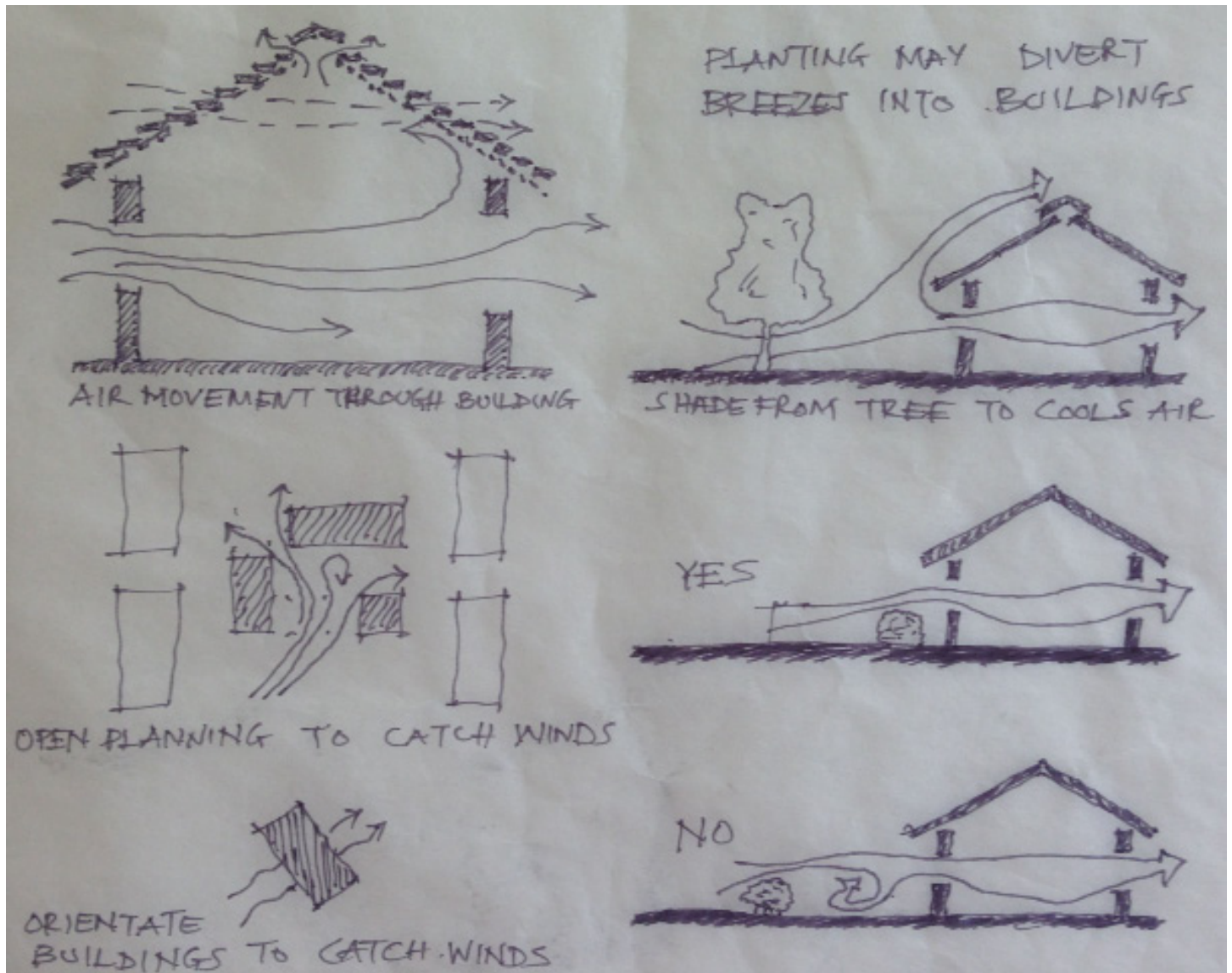


LOOKING AT EXISTING

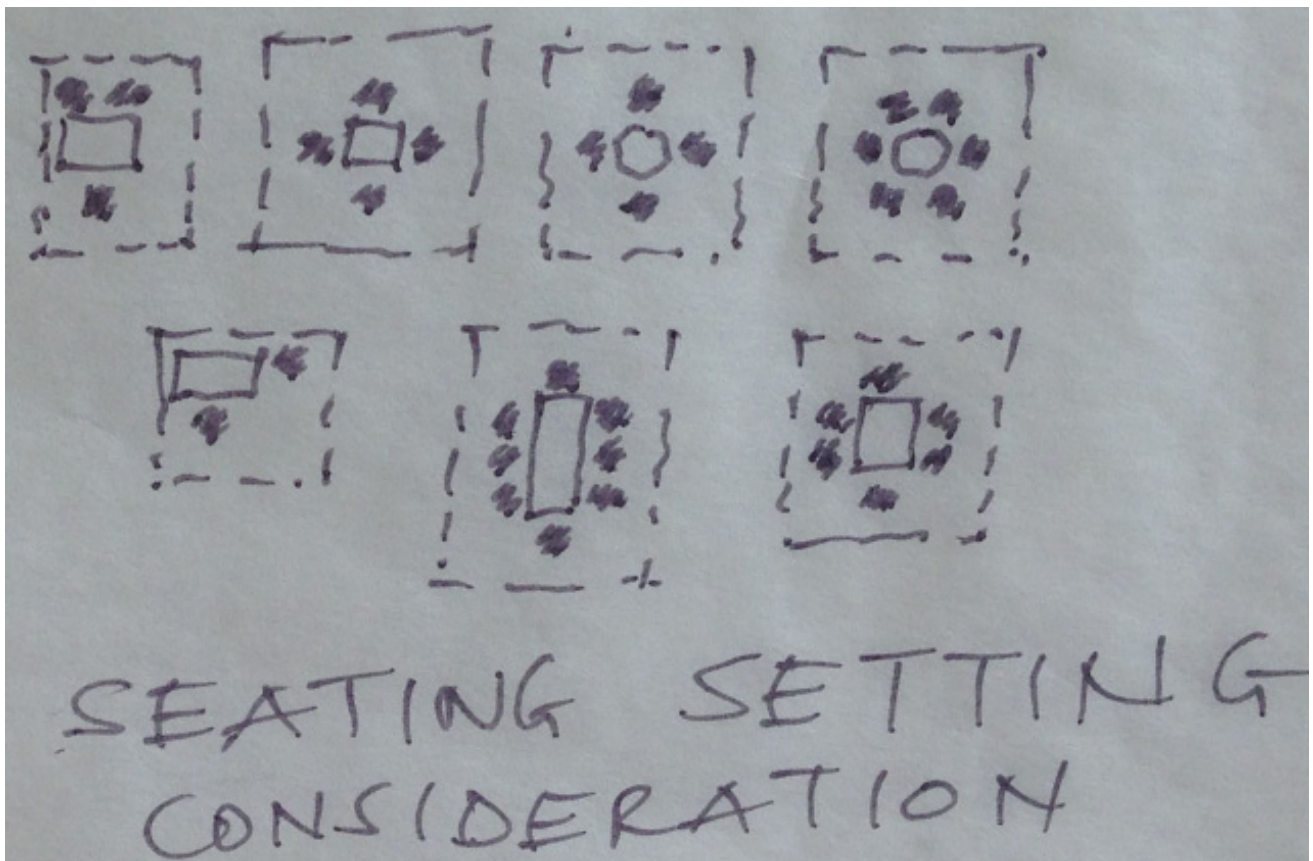
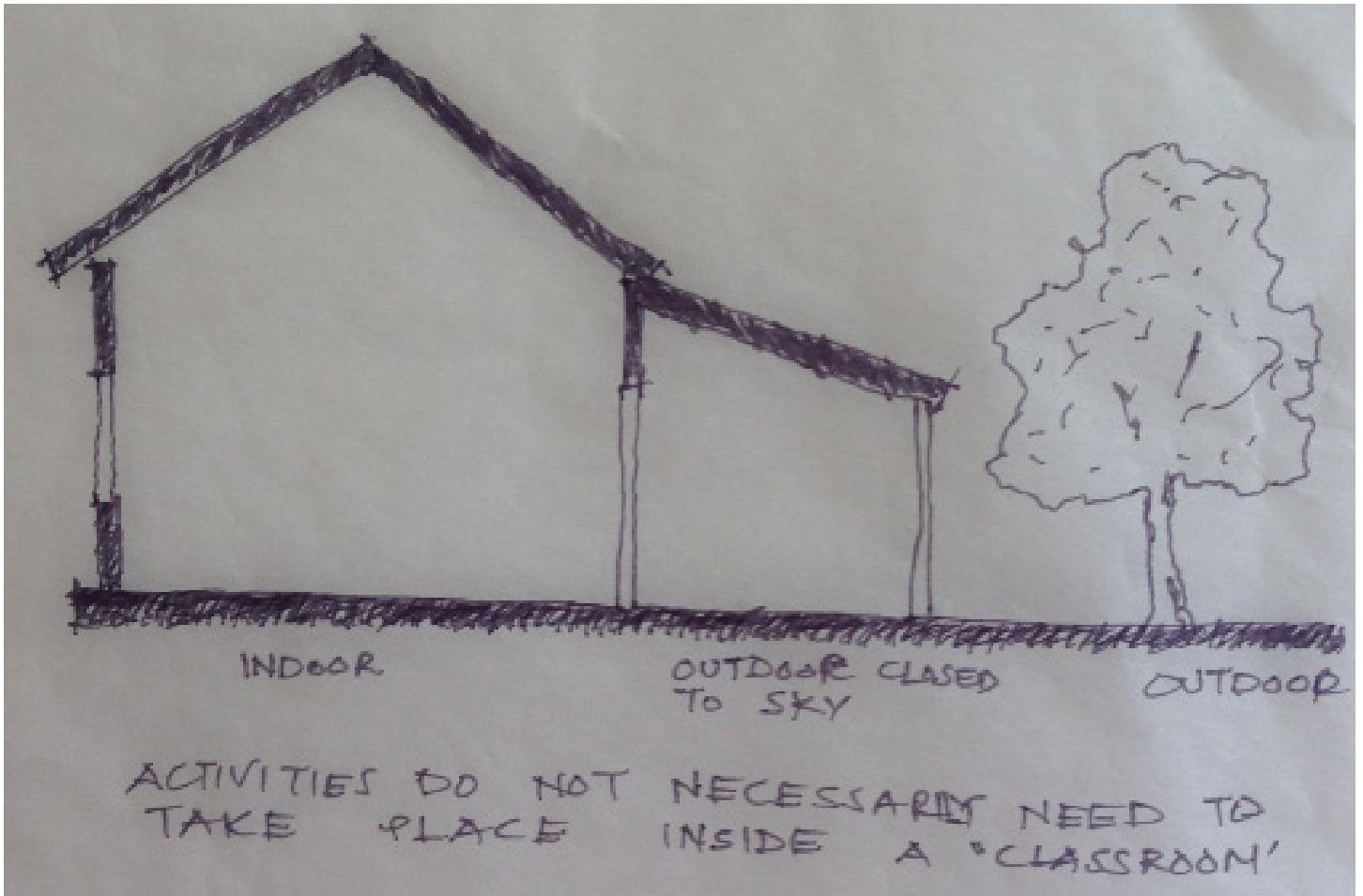


PROPOSALS

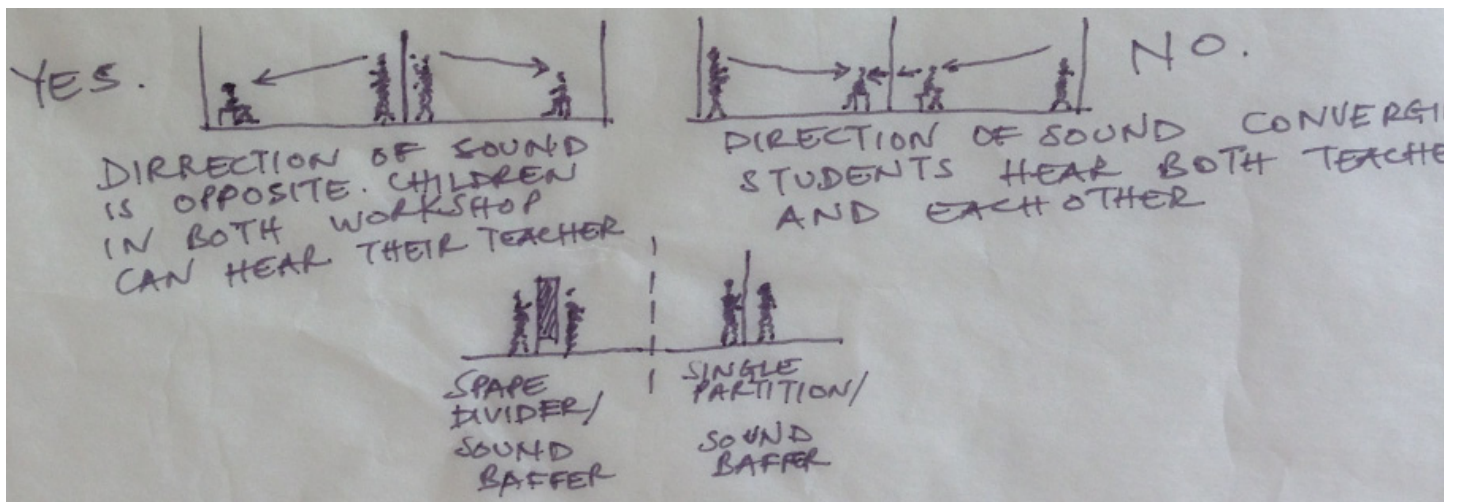
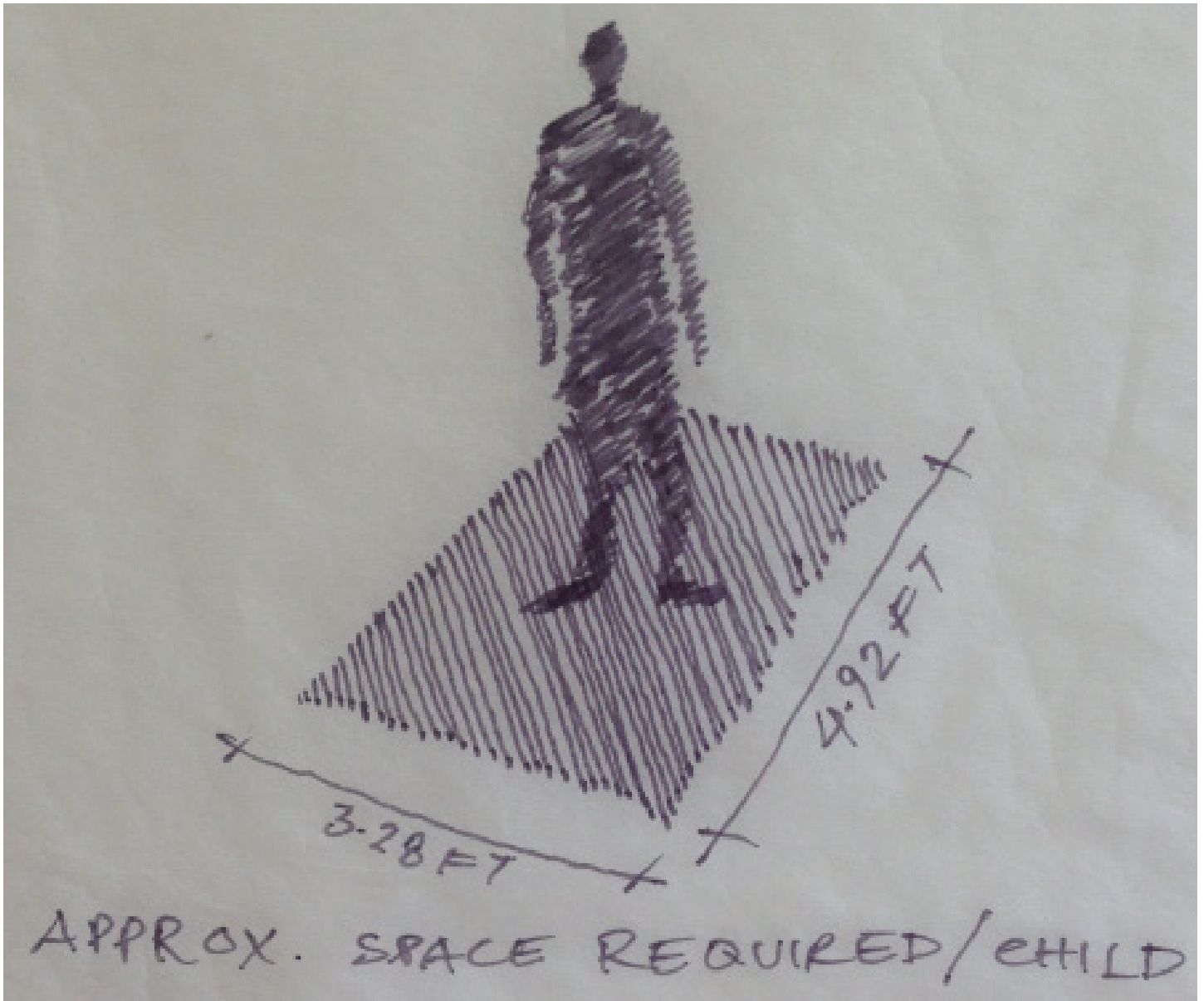
IDEAS - SKETCHES



IDEAS - SKETCHES



IDEAS - SKETCHES

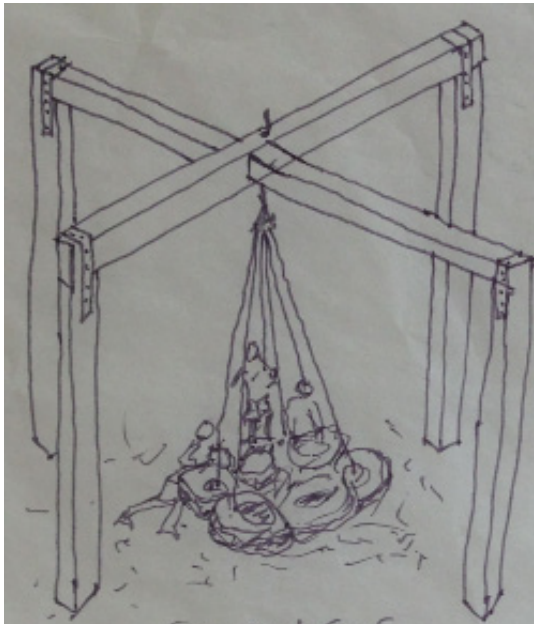


IDEAS - SKETCHES

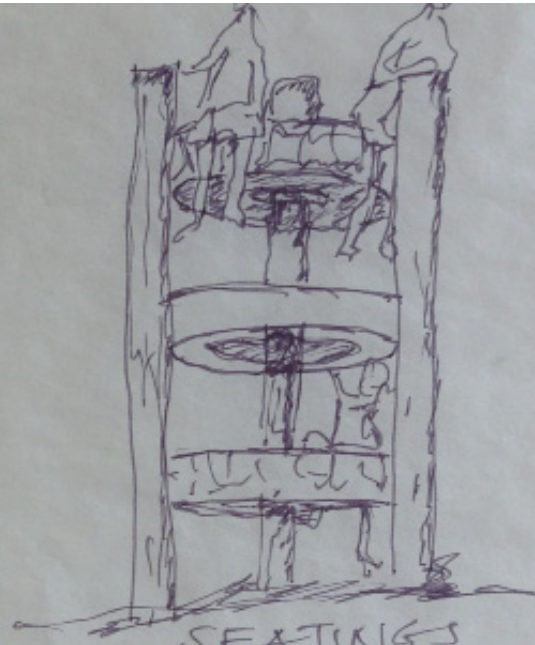


GROUND SHAPING
*FLAT AREAS BEST FOR SOCCER

IDEAS - SKETCHES



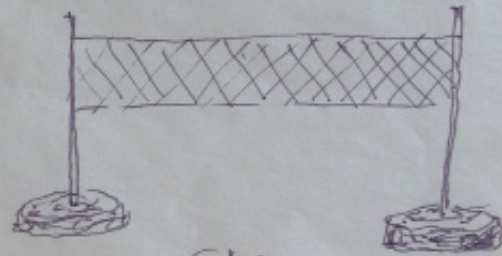
SWINGS



SEATINGS



PLANTER



GAMES

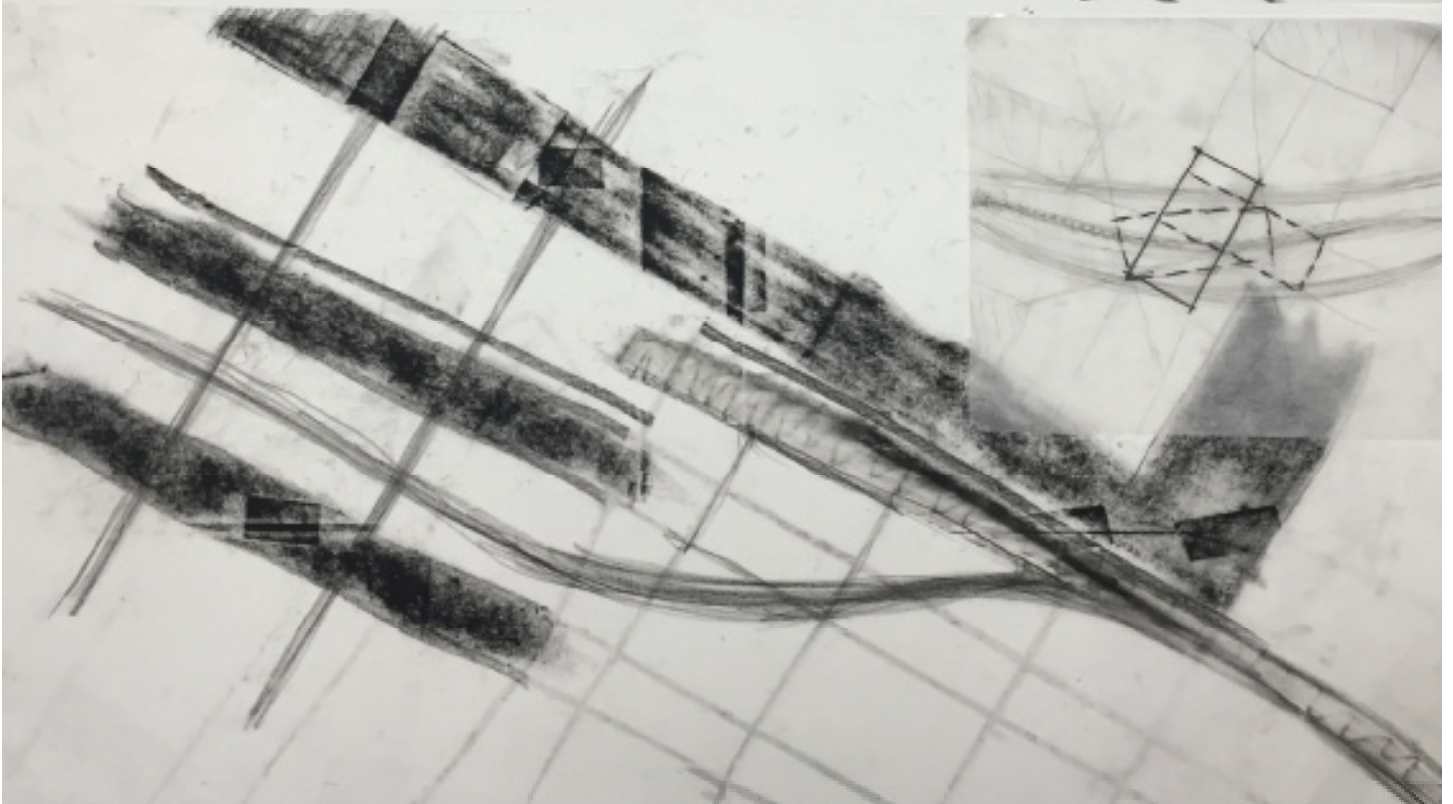
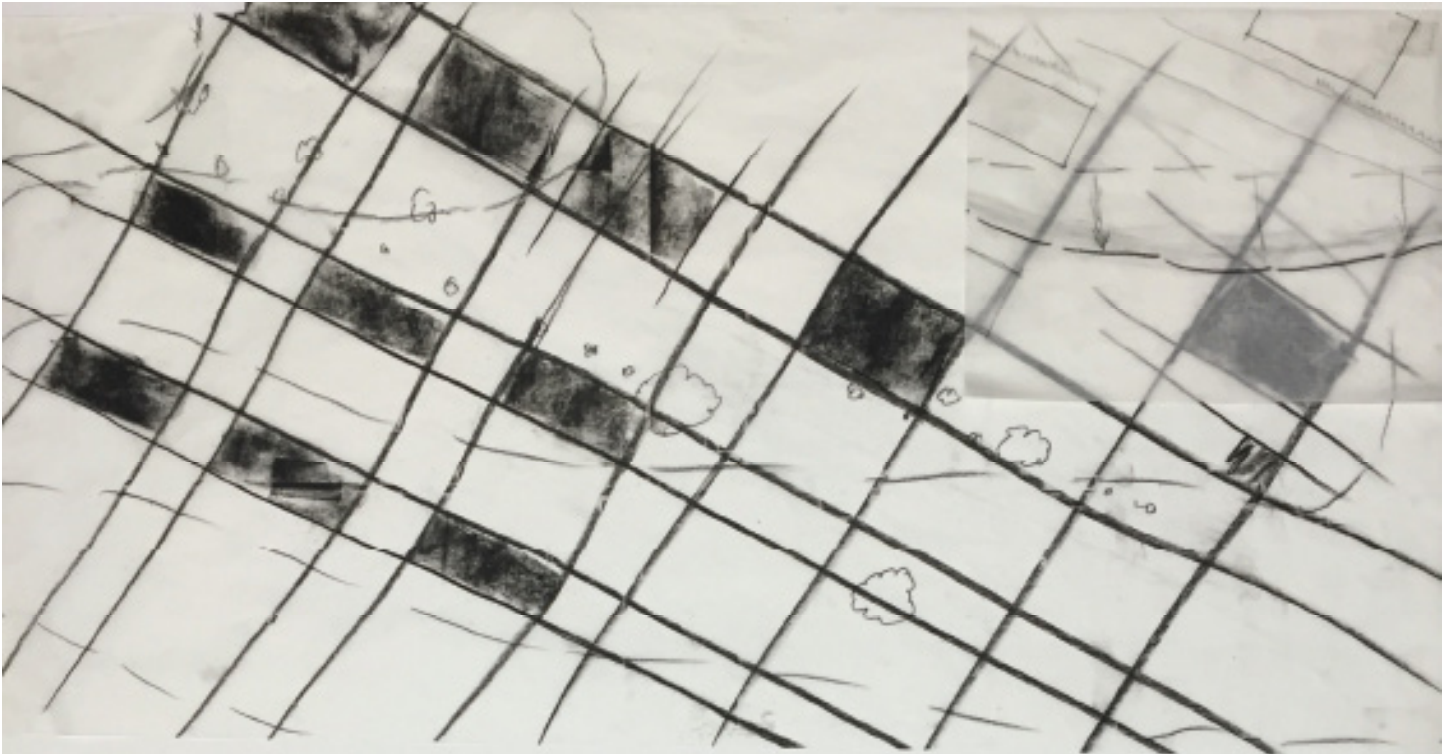
INNOVATIVE USE OF TYRES
FOR RECREATIONAL PURPOSES



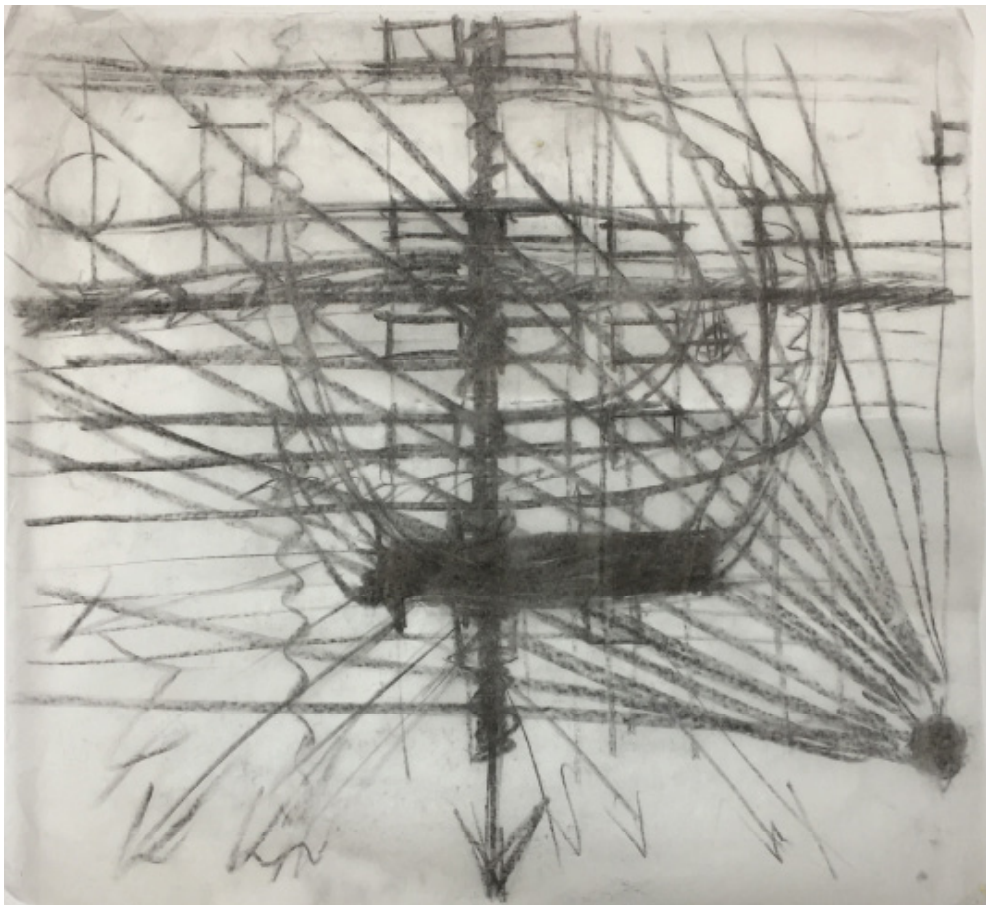
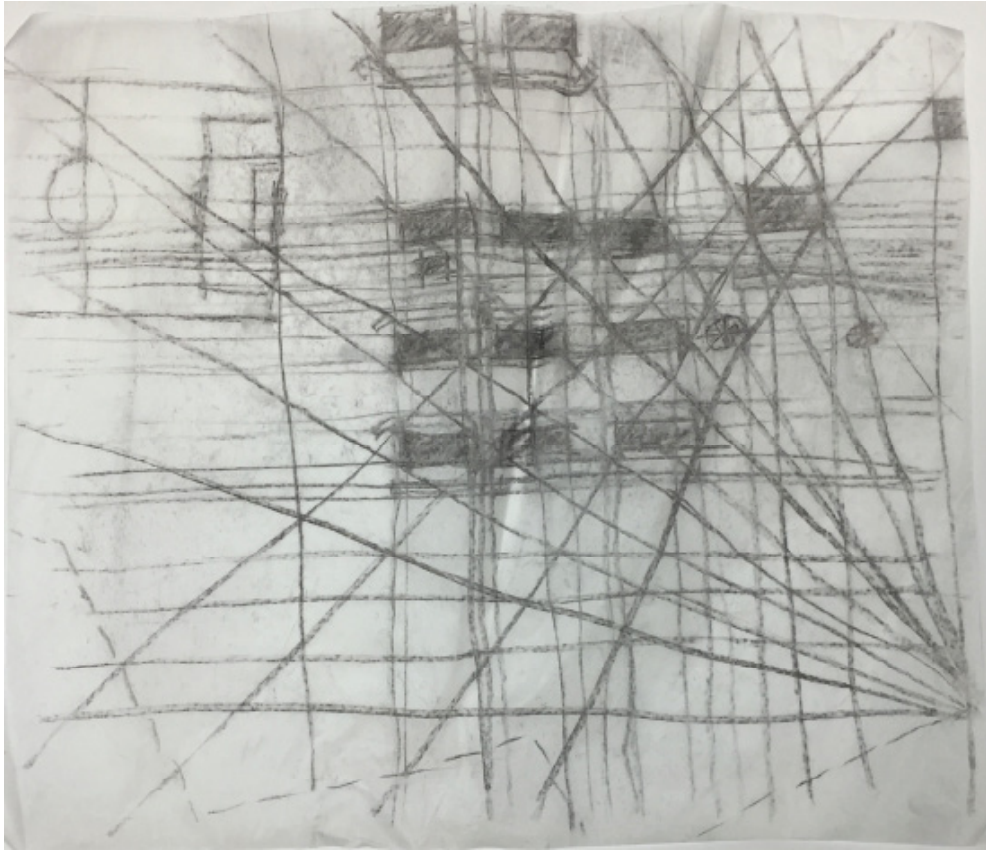
NATURAL CHANGES IN GROUNDLEVEL
MIGHT BE USED FOR SEATING OR PLAYING
AS WELL AS ACTING AS WIND SCREENS
AND CREATIVE VISUAL BARRIERS

DESIGN PROCESS

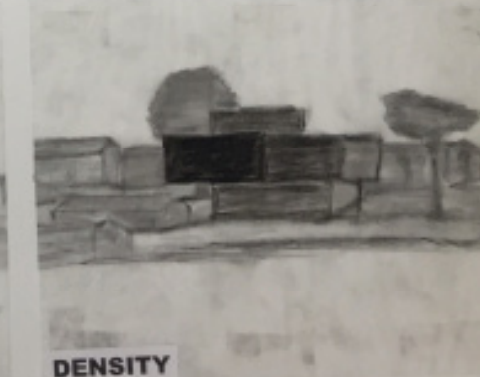
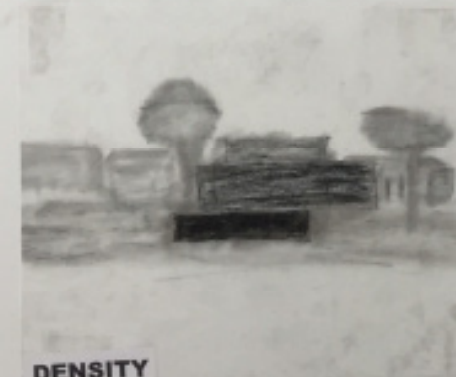
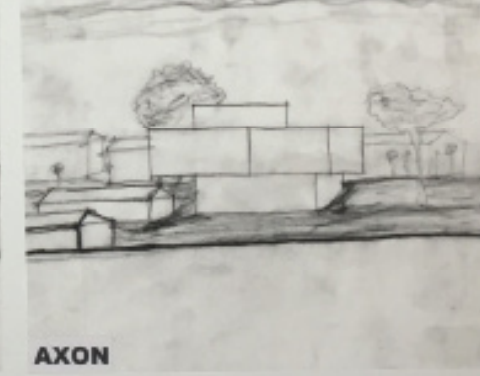
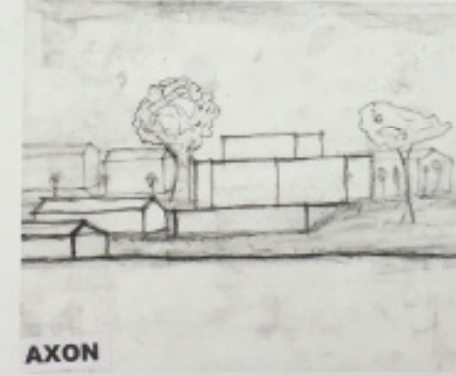
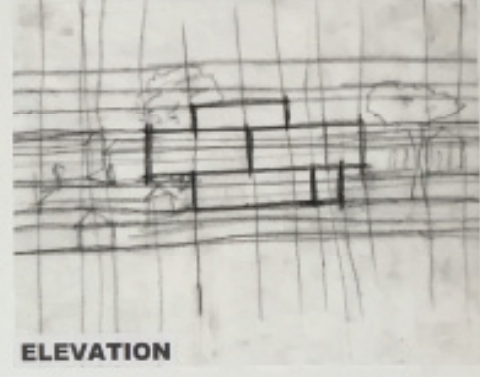
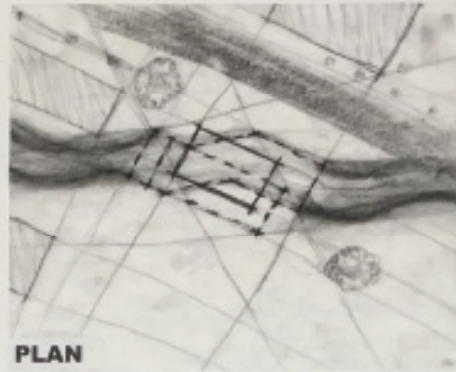
DESIGN PROCESS - SCHEMES 1



DESIGN PROCESS - SCHEMES 1



DESIGN PROCESS - SCHEMES 1



DESIGN PROCESS - SCHEMES 1

SITE PLAN



SCALE : 1" = 100' - 00"

ROOF PLAN



SCALE : 1/16" = 1' - 00"

DESIGN PROCESS - SCHEMES 1



VIEW FROM ENTRANCE



VIEW TOWARDS ART & LIBRARY

DESIGN PROCESS - SCHEME 1



LOOKING TOWARDS MAIN GATE



VIEW FROM SECURITY BUILDING

DESIGN PROCESS - SCHEME 1



WALKING THROUGH MAIN ENTRANCE



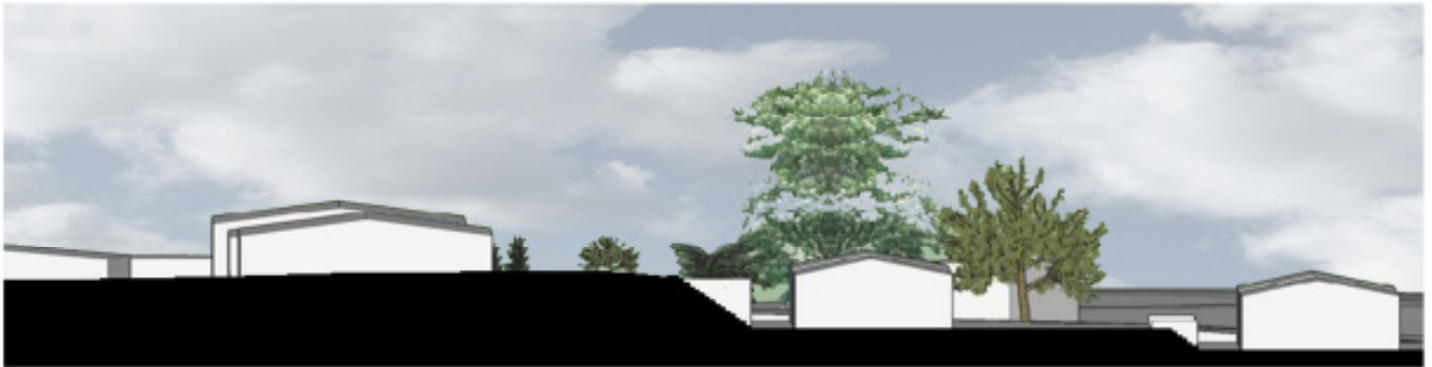
LOOKING FROM NORTHWEST

DESIGN PROCESS - SCHEME 2

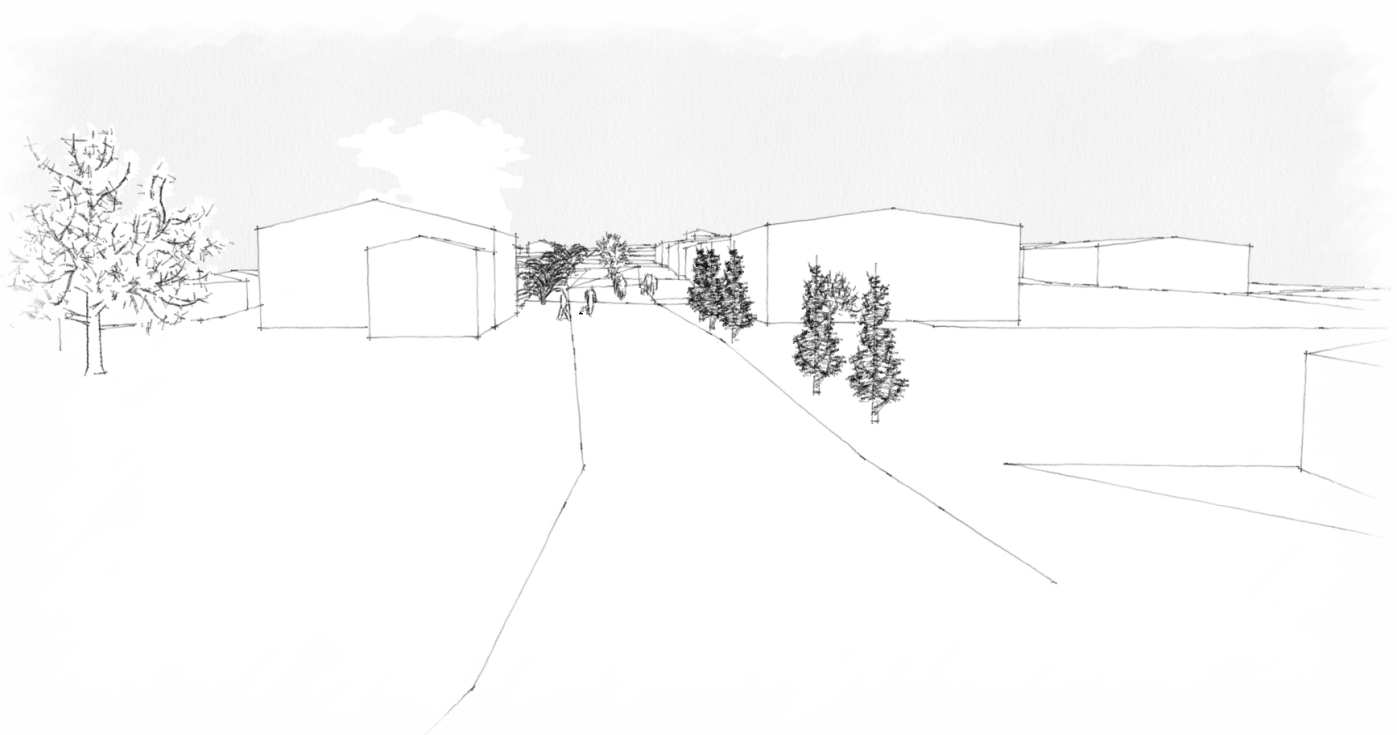
SITE SECTIONS



SECTION 1
SCALE : 1" = 100' - 00"

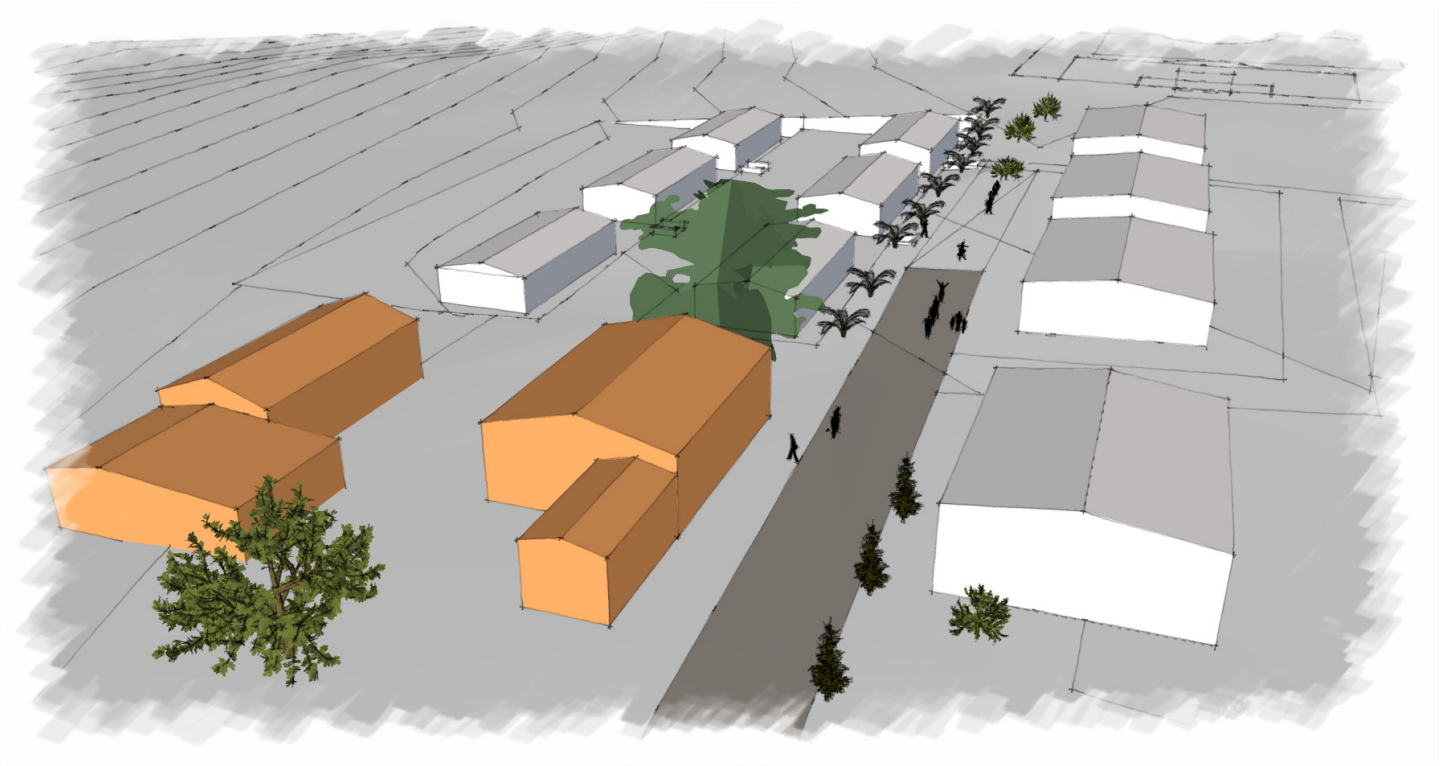


SECTION 2
SCALE : 1/16" = 1' - 00"

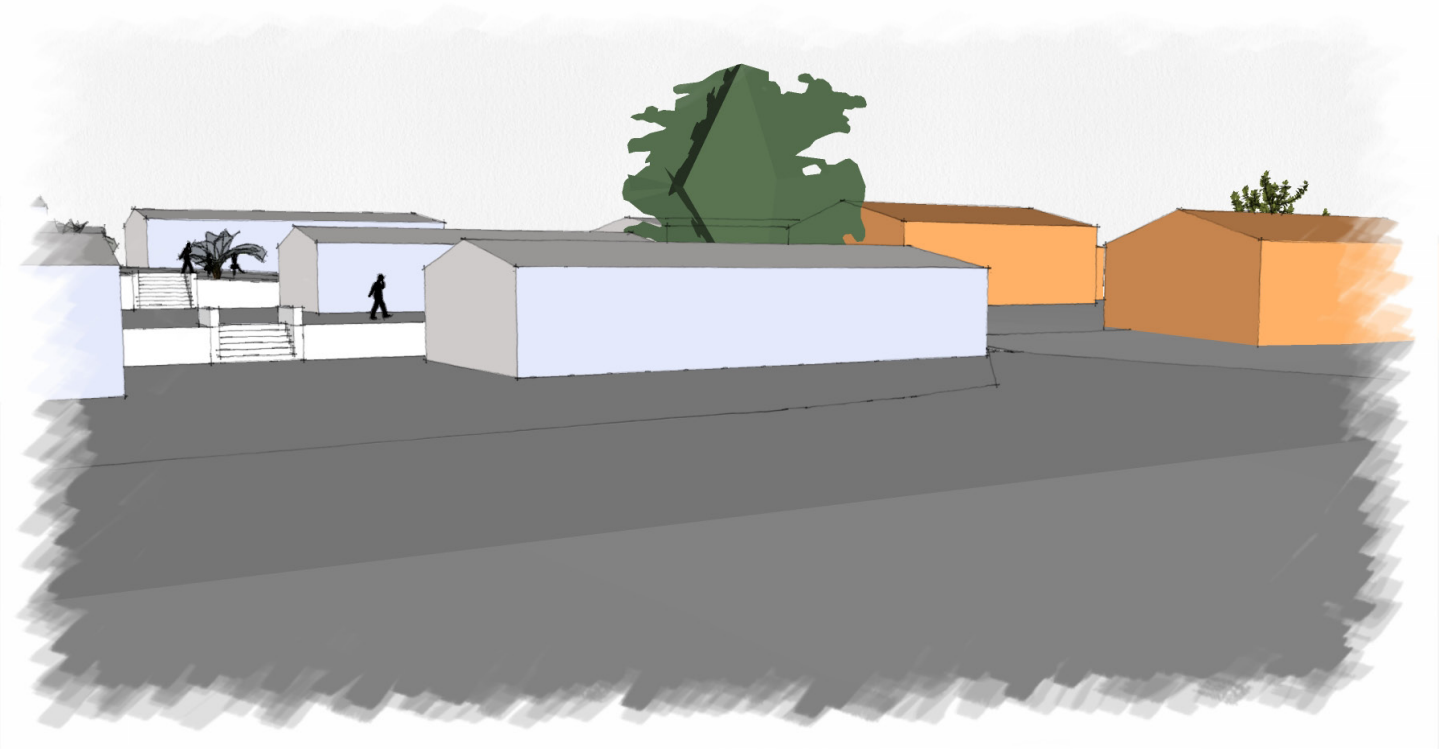


VIEW FROM ENTRANCE

DESIGN PROCESS - SCHEME 2

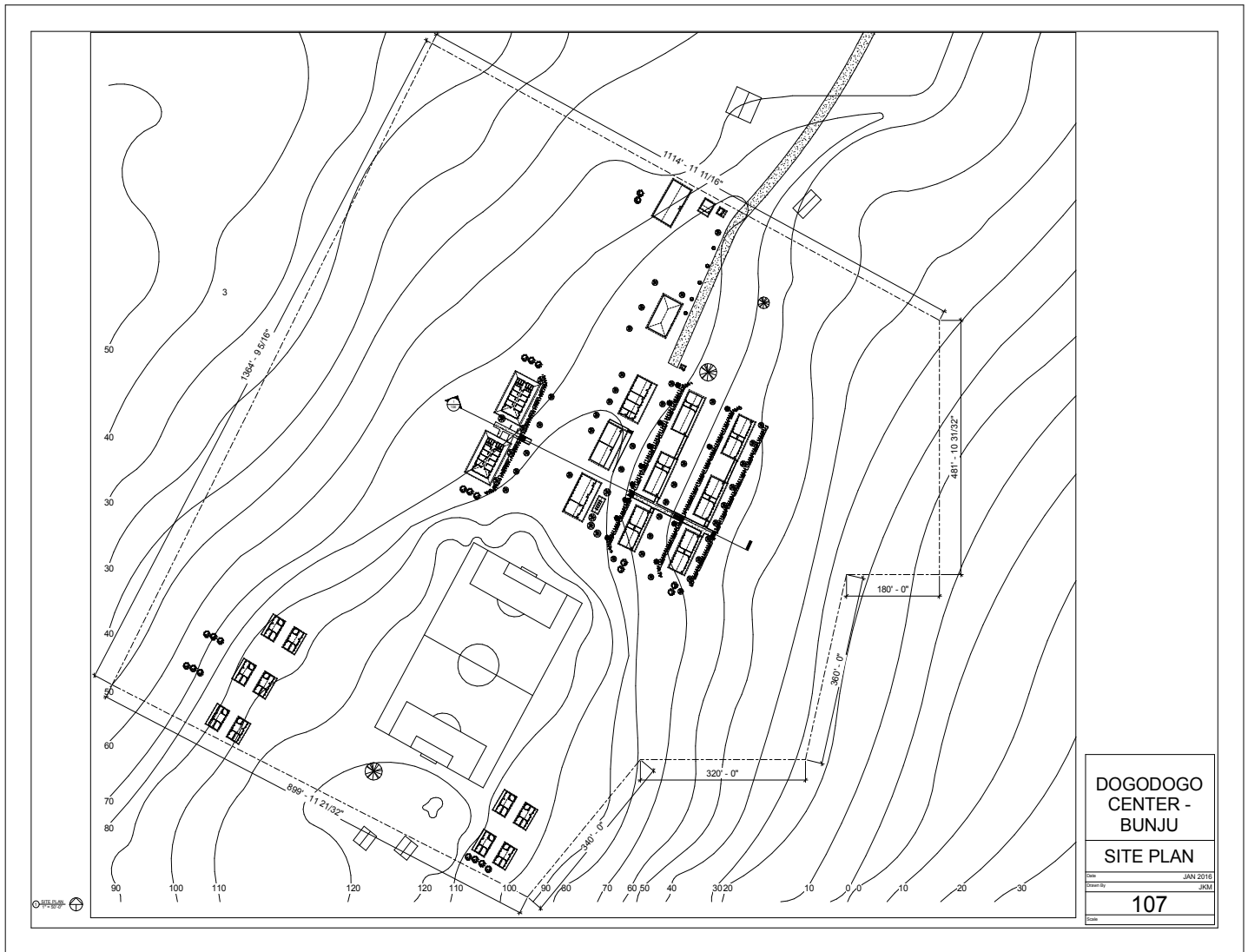


AERIAL VIEW FROM ENTRANCE



VIEW FROM SOUTH EAST

DESIGN PROCESS - SCHEME 3

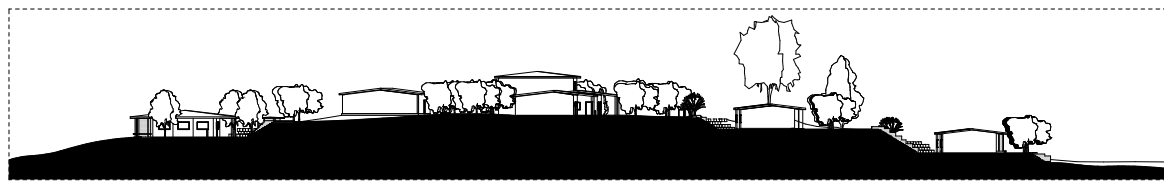


**DOGODOGO
CENTER -
BUNJU**
SITE PLAN
Date: JAN 2016
Drawn By: JKM
107
Date:

DESIGN PROCESS - SCHEME 3



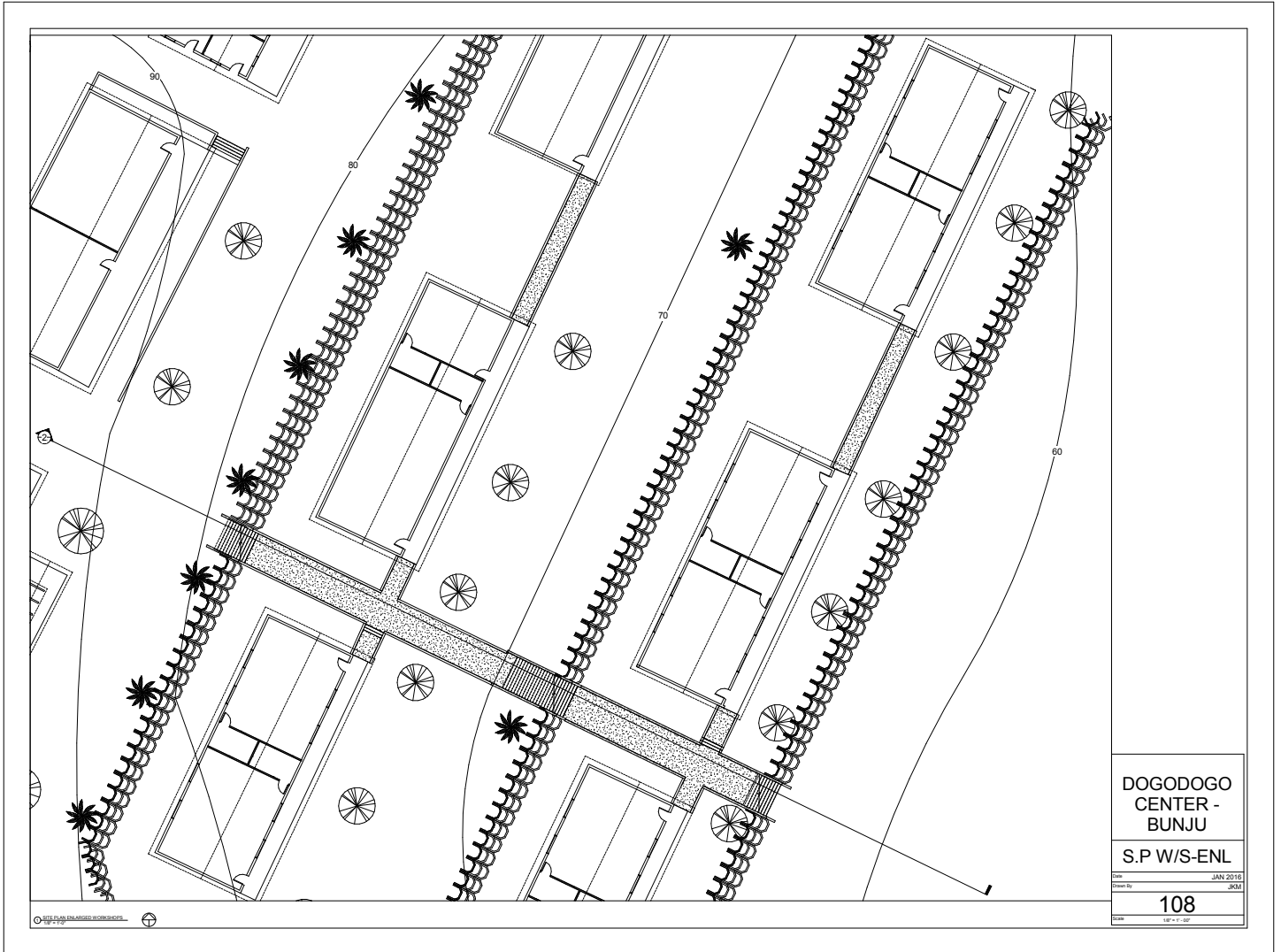
0 SITE SECTION - WESTWARDS
1/4/16



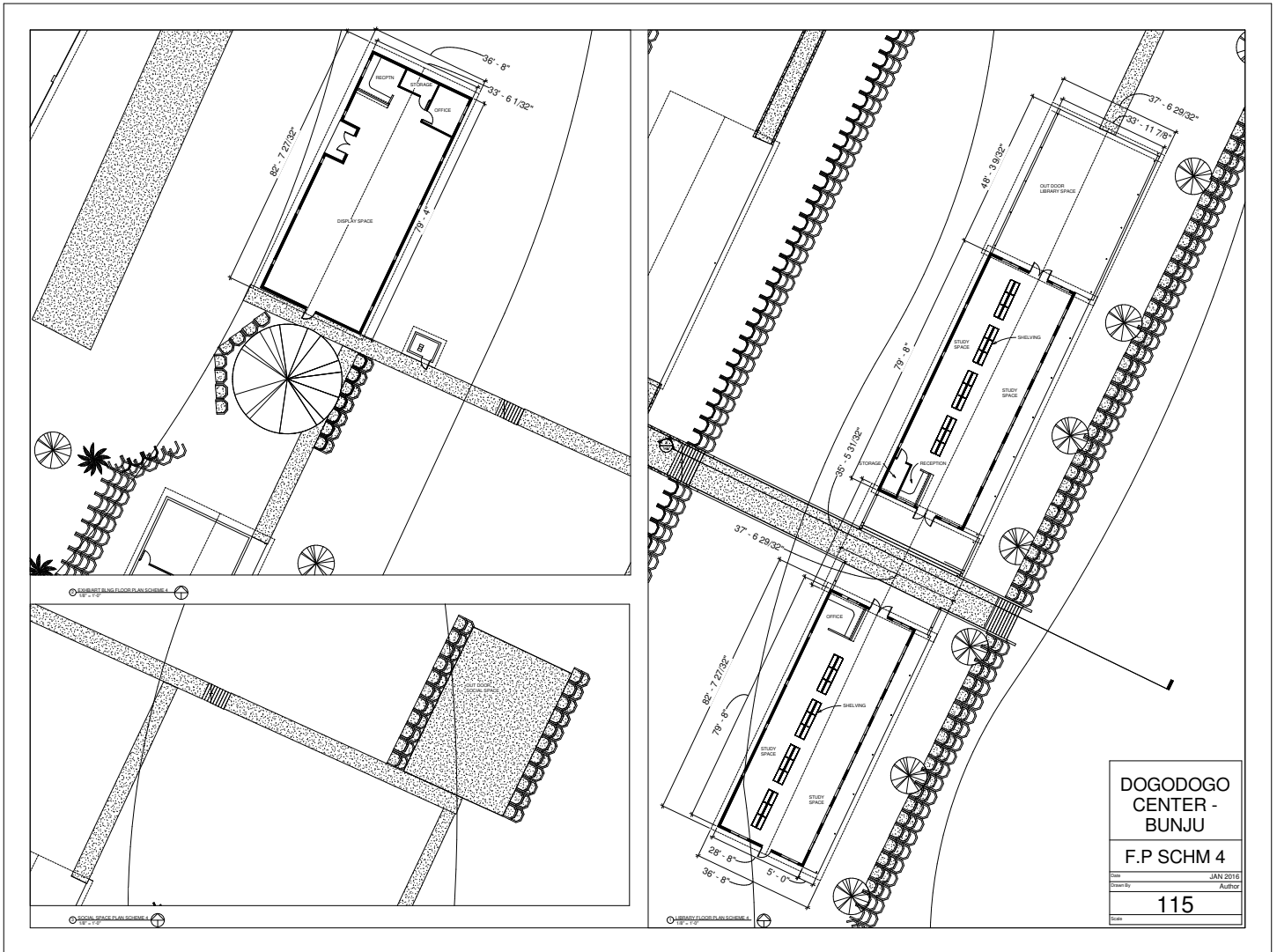
0 SITE SECTION - WESTWARDS
1/4/16

DOGODOGO CENTER - BUNJU
MALEKELA
Date: JAN 2016
Drawn By: JCM
106
Scale:

DESIGN PROCESS - SCHEME 3



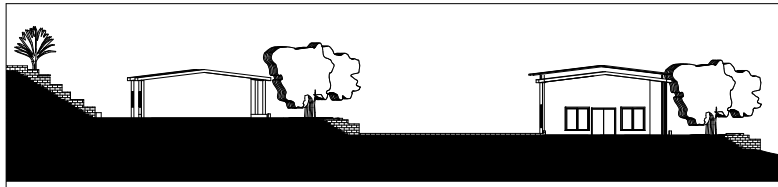
DESIGN PROCESS - SCHEME 4



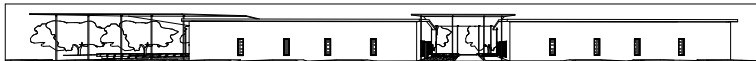
DESIGN PROCESS - SCHEME 4



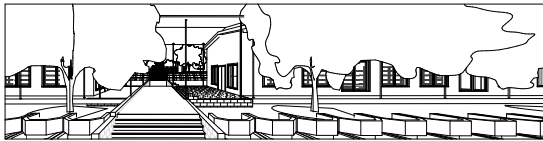
SECTION FROM EAST SIDE OF EXISTING LIBRARY



SECTION FROM LIBRARY



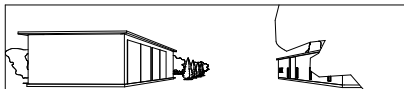
VIEW FROM STAIRS



VIEW FROM EXISTING LIBRARY



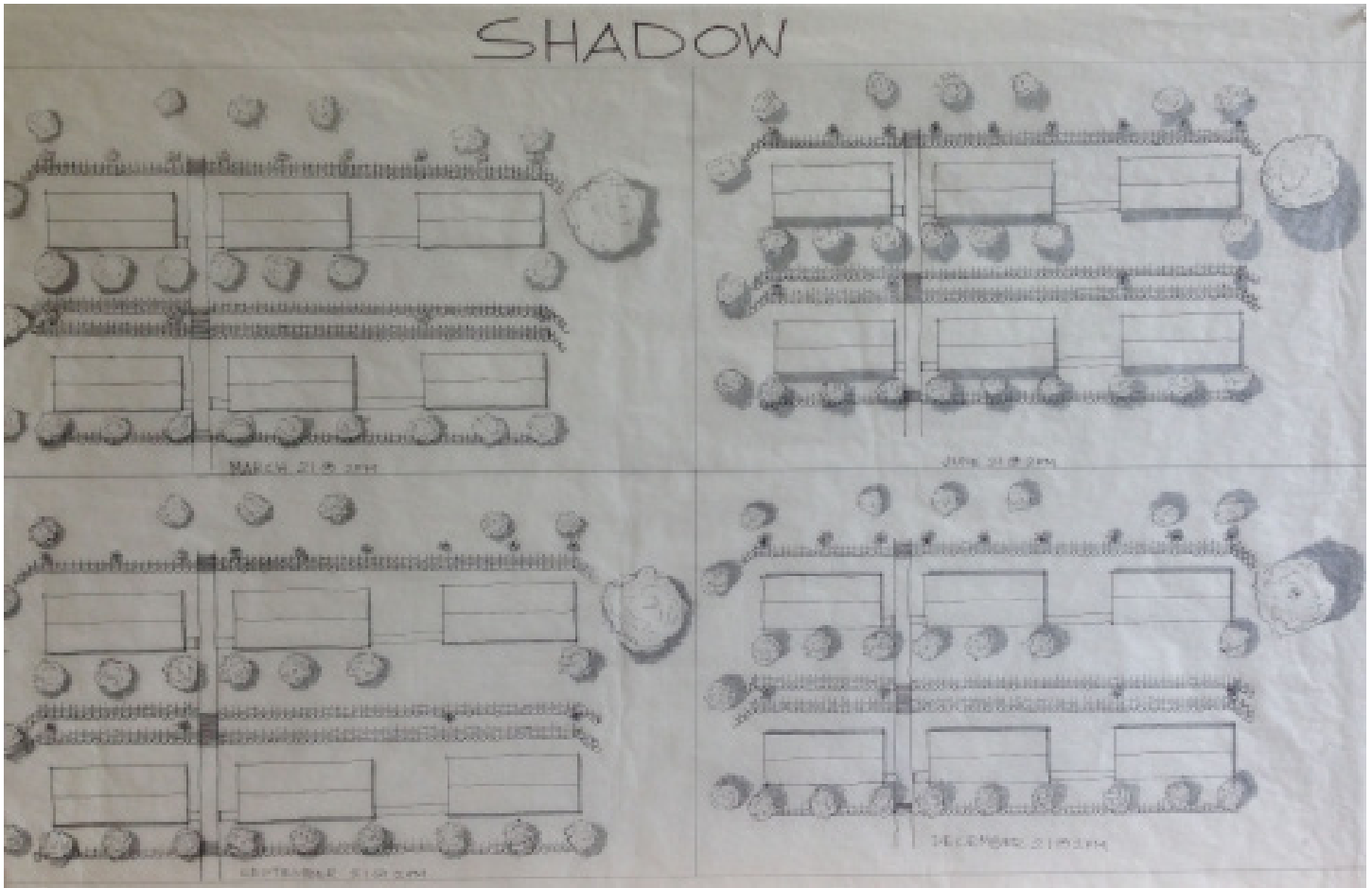
VIEW FROM LIBRARY ROOM



ENTRANCE VIEW

DOGODOGO CENTER - BUNJU	
SEC/ELEV	
Date:	JAN 2016
Drawn by:	Author
Scale:	116

DESIGN PROCESS - SCHEME 4



DESIGN PROCESS - SCHEME 5



REFORESTATION - REPLANTING TREES - RECOMMITMENT
 * TO ENGAGE ABOUT HISTORY OR MEMORIES
 * ENGAGE WITH NATURE
 * TO BE USED AS SOCIAL SPACES - PLAYING/EXERCISING
 * PART OF EDUCATION ON MAKING/MAINTAINING LAKE ONE ENVIRONMENT

EXPECTATION - DOWN SPACES BETWEEN BLOCKS
 - SHARED CONVENTION
 - VERTICAL AND HORIZONTAL INTERACTIVITY
 - DIAGONAL TRAINING WITHIN WALLS/WALLS
 - ACTIVE CIRCULATION



RECOMMENDATION
 - DIRECTED MOVEMENTS
 - ADAPTIVE PLAYING ENVIRONMENTS
 - ENGAGING WITH NATURE

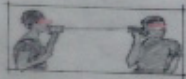


KEY CONCEPTS
 - MOVEMENT
 - INTERACTIVITY
 - ADAPTABILITY
 - FLEXIBILITY
 - NETWORK
 - TRAINING
 - COMMUNITY
 - ENVIRONMENT

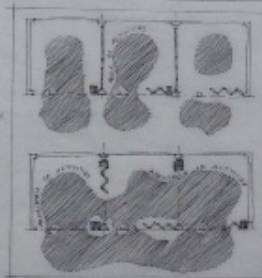
INTERPRETATION OF COMBINATION OF ACTIVITIES AND COMFORTABLE TRAINING BASED ON BEHAVIORAL CHARACTERISTICS OF STREET CHILDREN



- VISUAL AND PHYSICAL LIMITS



- COMMUNICATION AND NETWORK



FLEXIBILITY AND ADAPTABILITY OF SPACES AND STRUCTURES
 - ABILITY TO USE THE SPACES
 - ABILITY TO ADAPT TO CHANGING ACTIVITIES
 - EXPANSION OF SPACES
 - MOVABLE DIVISIONS OF SPACES
 - TO BE REFINED AND REFINED BY TRAINING AND USE OF TRAINING WALLS



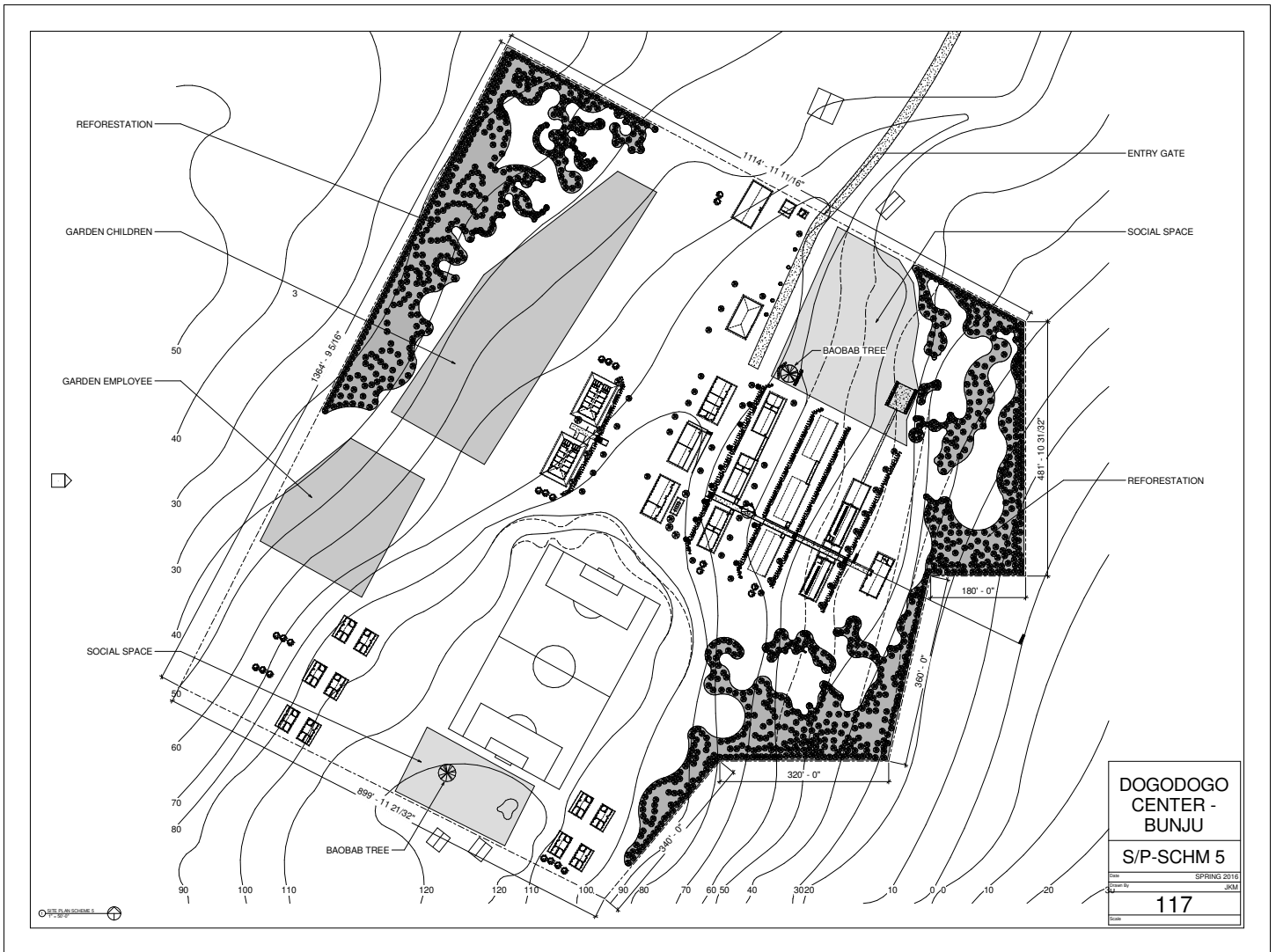
BAOBAB - THE TREE OF LIFE (MBOUYU - IN SWAZILAND)

FACTS
 * LIVE FOR THOUSANDS YEARS
 * MOST BARK OF THE TRUNK WITH UP TO 40 FEET (12M)
 * TRUNK USED AS LIVING/STORAGE SPACE
 * LEAVES BELONG TO SHEEP (DROPPINGS)
 * TO BE USED AS A SOCIAL SPACE/COMMUNITY
 * TREE PART OF THE FUTURE FOR TRAINING/WORK
 * PART OF SWAZILAND/AFRICA/INDONESIA/OUTSIDE SPACE

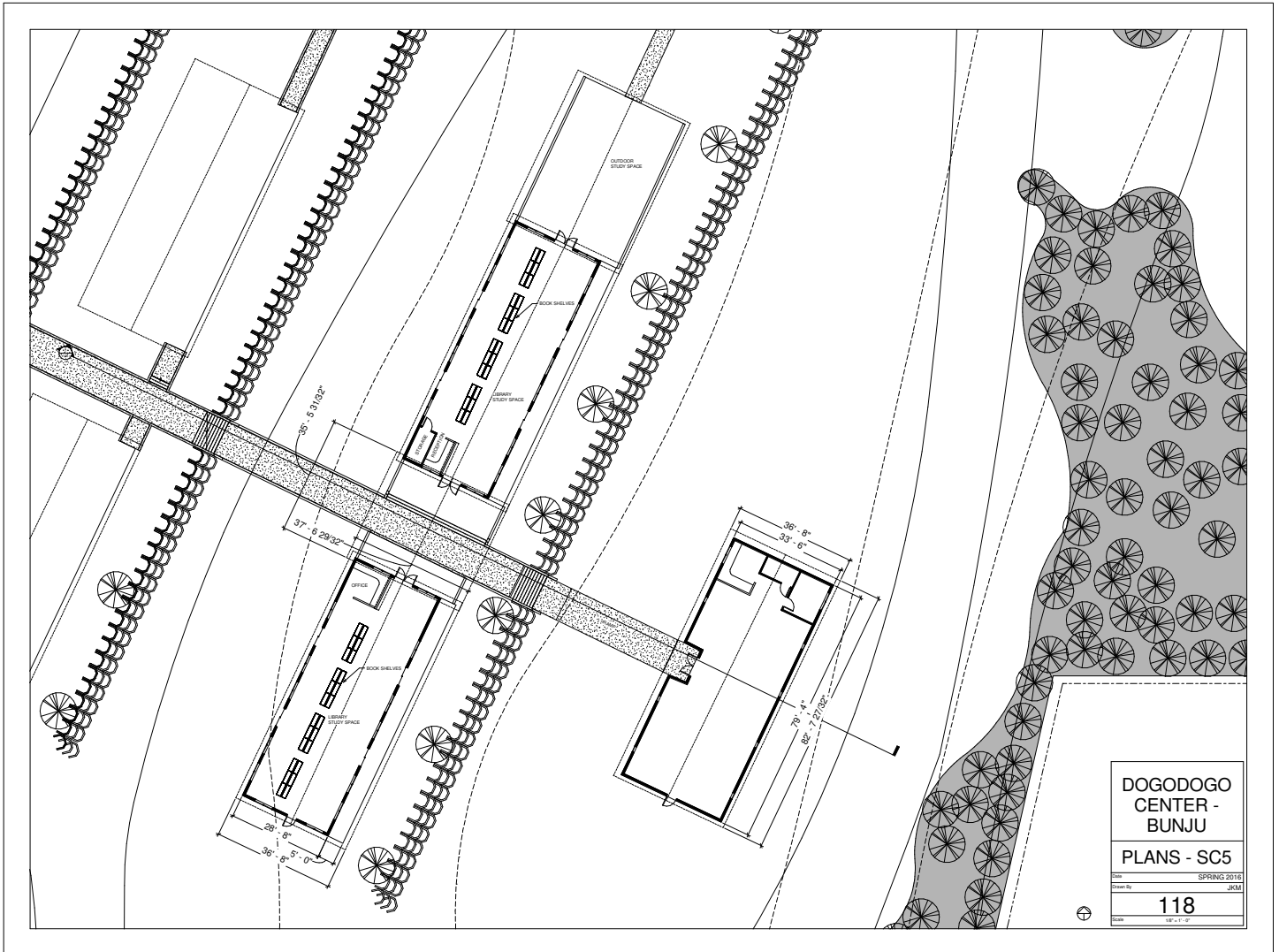
DESIGN PROCESS - SCHEME 5



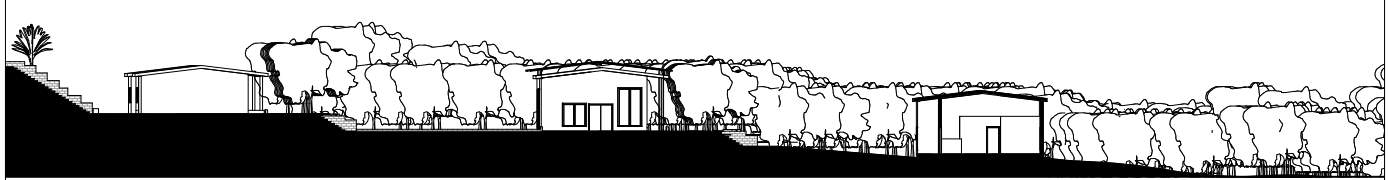
DESIGN PROCESS - SCHEME 5



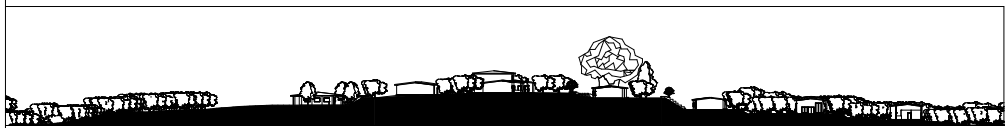
DESIGN PROCESS - SCHEME 5



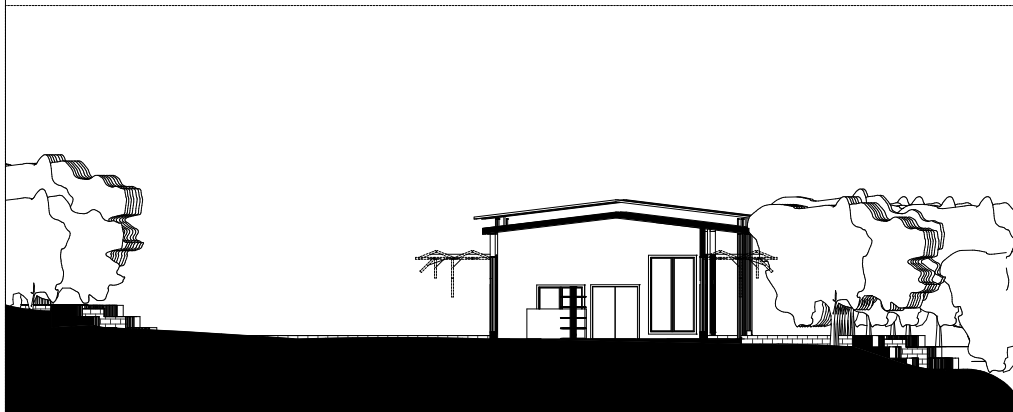
DESIGN PROCESS - SCHEME 5



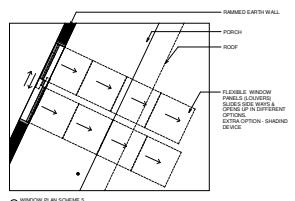
SECTION 1
1/8" = 1'-0"



SECTION 2
1/8" = 1'-0"



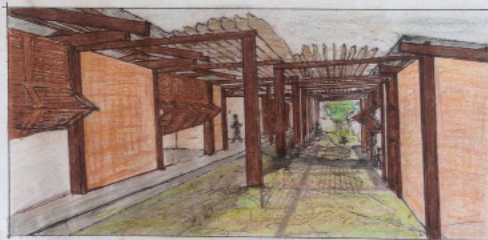
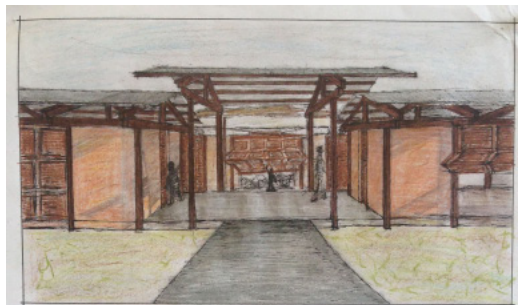
SECTION 3
1/8" = 1'-0"



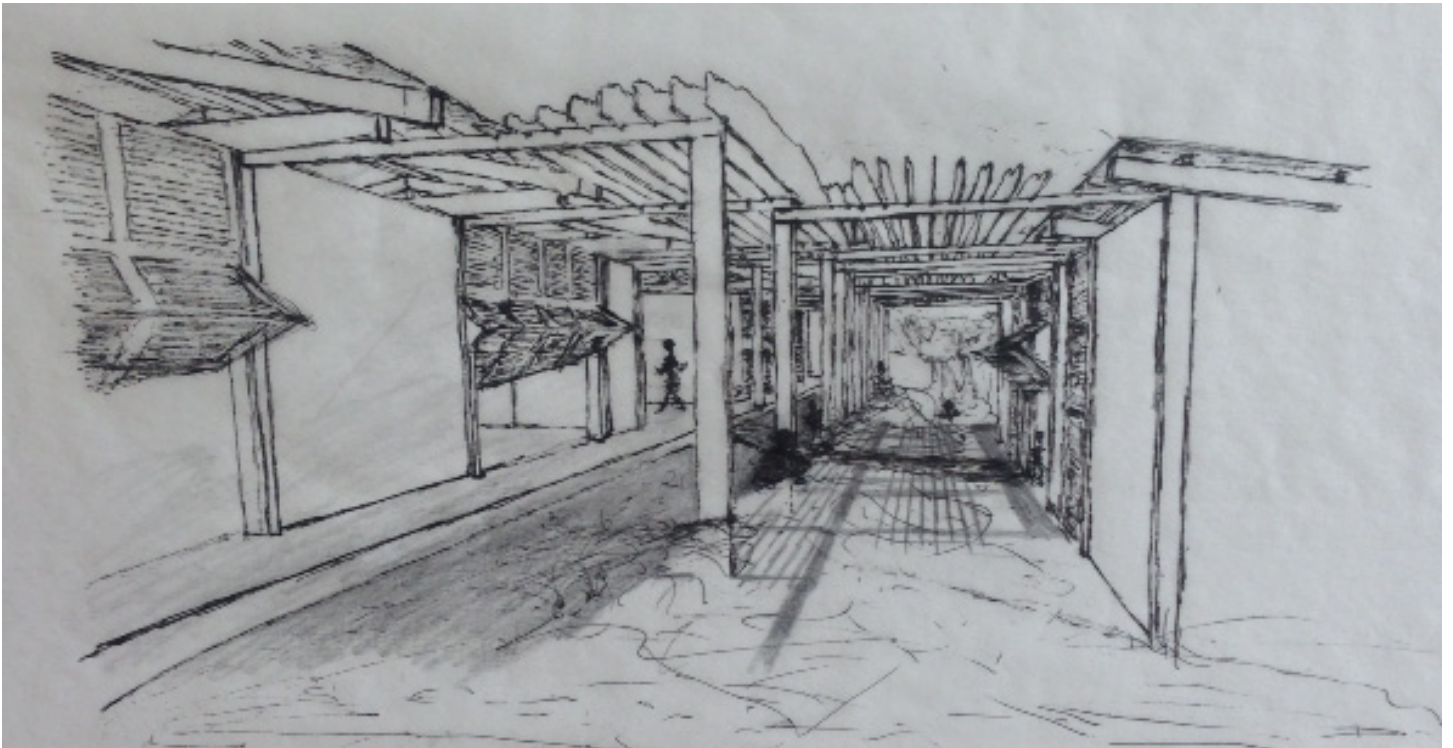
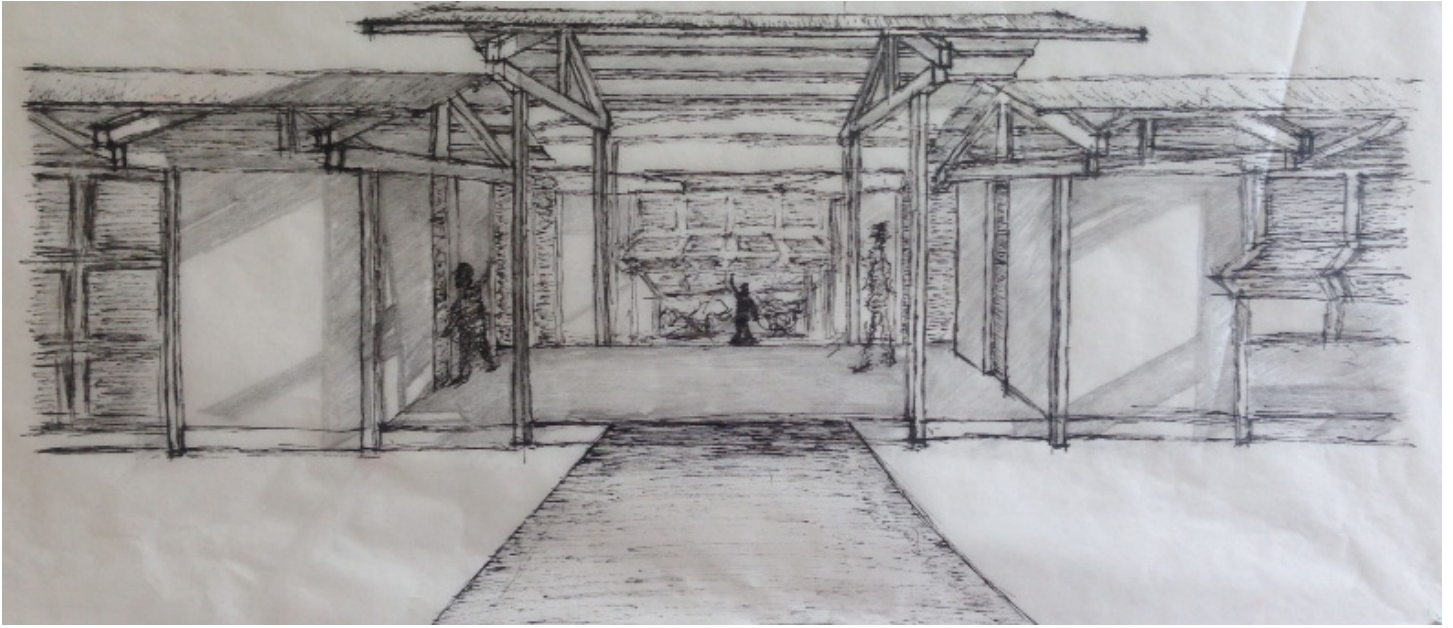
SECTION 4 IN SCHEME 5
1/8" = 1'-0"

DOGODOGO CENTER - BUNJU	
SC/WINDOWS	
DATE:	SPRING 2015
DRAWN BY:	JSM
119	
SCALE:	

DESIGN PROCESS - SCHEME 6



DESIGN PROCESS - SCHEME 6



FINAL DESIGN

MANIFESTO

I am for an architecture that is the process of problem solving to an issues or societies to better their lives. I believe that it can change people the way of living, perhaps, a better environments. The main goal for Architects is to transform people by designing a better spaces as well as creating better environments.

I am for an architecture that is a creation of connection between nature and people. When we design we should not disconnect people from nature, but design in way that engages people to nature. It is important to embrace nature because it reminds us of who we are and the only way of getting back to nature is to design transitions that will experience or perhaps experience through spaces.

I am for an architecture that every design should mean something. It could be a reflection of someone's life of cultural representation that express their territory. This could give a better sense of place or a symbol of identity. It will reminds future generations to understand where they are coming from and where they are heading to.

I am for an architecture that should also try to solve social issues. Designer, one should be able to think ways that can solve issues outside architecture because it touches every aspects. One solution should be able to resolve another solution and becoming a series of solutions. The world is expanding and problems are also expanding. We designers should also be able to expand our thinking capacity of ways to solve issues, there is no limitations on problems solving.

I am for an architecture that could be a means of education to people and societies. I believe, we designer, have the ability to educate our society and it is our responsibility to attain that goal if we utilize our professions the right way. Clients' needs someone to help them to understand and open their minds by introducing ideas that will help them to save money or a better place to live so that it can also help them health wise.

I am for an architecture that should be a way of creating relationships between clients and designers. A better environment we designers creates a better relationship because our job is all about connecting people and it should start by ourselves to prove that we can build relationships not splitting relationships.

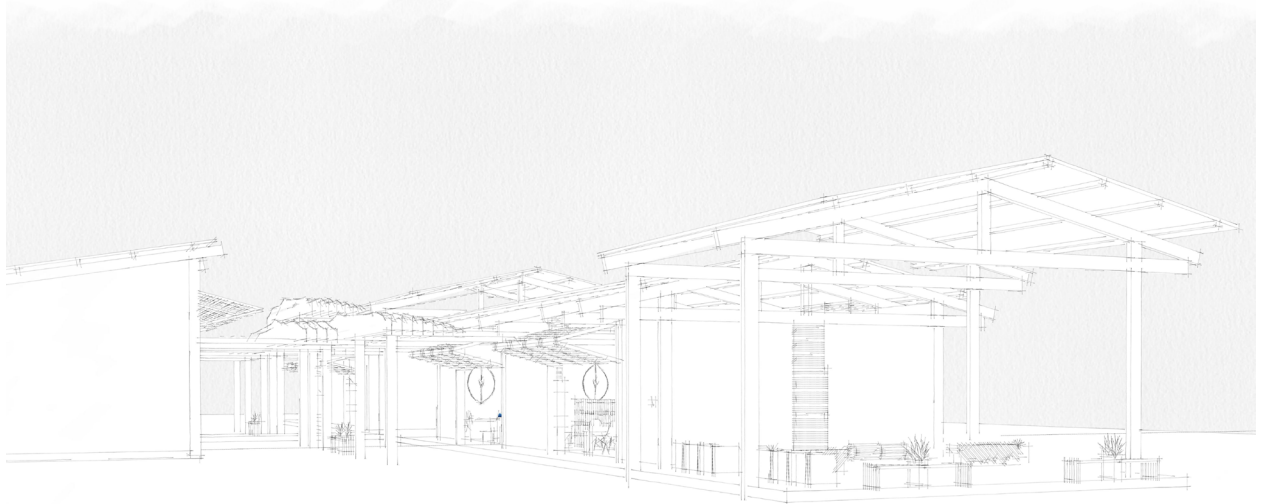
I am for an architecture/landscape that should be abstraction of what we see in real life no artificial. We should be careful on what we view things; however, perhaps we might interpret our ideas as long as we do not misinterpret the meaning. A project's out means a lot to someone's life, it should not misleading others because of the way we design.

I am for an architecture that selection of materials should be relevant to the projects to relate the meaning and intentions. Every project has its own meaning and goals, we should not select materials for the project just because we want to express the beauty or ideas in our minds. Every materials selected should mean something, perhaps, a notation to peoples' lives or a meaning to our societies.

I am for an architecture/landscape that is about experiences at a particular time, place and right moment. Every experience leaves a history in our brains especially when it is very important to our lives. We designers is our job to create that gesture that might make people experience when they move through spaces. I believe that we have an ability to make spaces that can create a memory to our brains which will never be erased for a long time, perhaps, entire life.

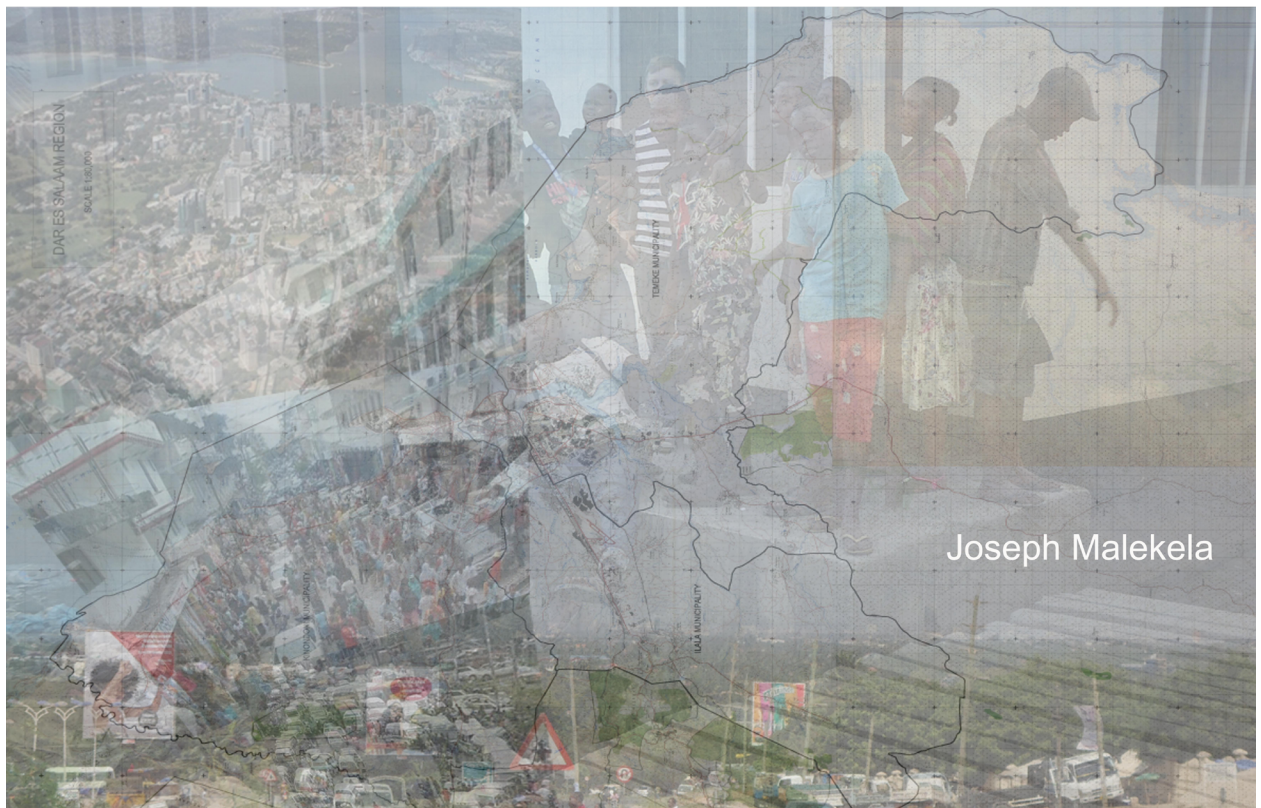
I am for an architecture/landscape that might have a positive or negative effect to people. Final products we produce is just an assumptions that have been processed through our heads, it might not work to every individuals even though our main goal is change someone's life. The positive mind will create a positive effect to our clients if we maintain our professionalism because everything is possible and can be done.

I am for an architecture/landscape that should be ways of creativity to the designs to inspire users. It is a process of trying new things to explore clients as well as our ideas to benefit societies. It is the way of testing and applying by observing what works and what not works.



Creating Conducive Environments for Dar es Salaam's Street Children through Architecture

Currently, economic and political difficulties in Dar es Salaam's architectural built environment does not allow a condition for street children to improve their current and future lives. Architecture may contribute to the solution of street children lives and enable them out of the cycle of poverty.



FINAL PRESENTATION - BOARDS



FINAL PRESENTATION - PROGRAM / SITE PLAN / SITE SECTION

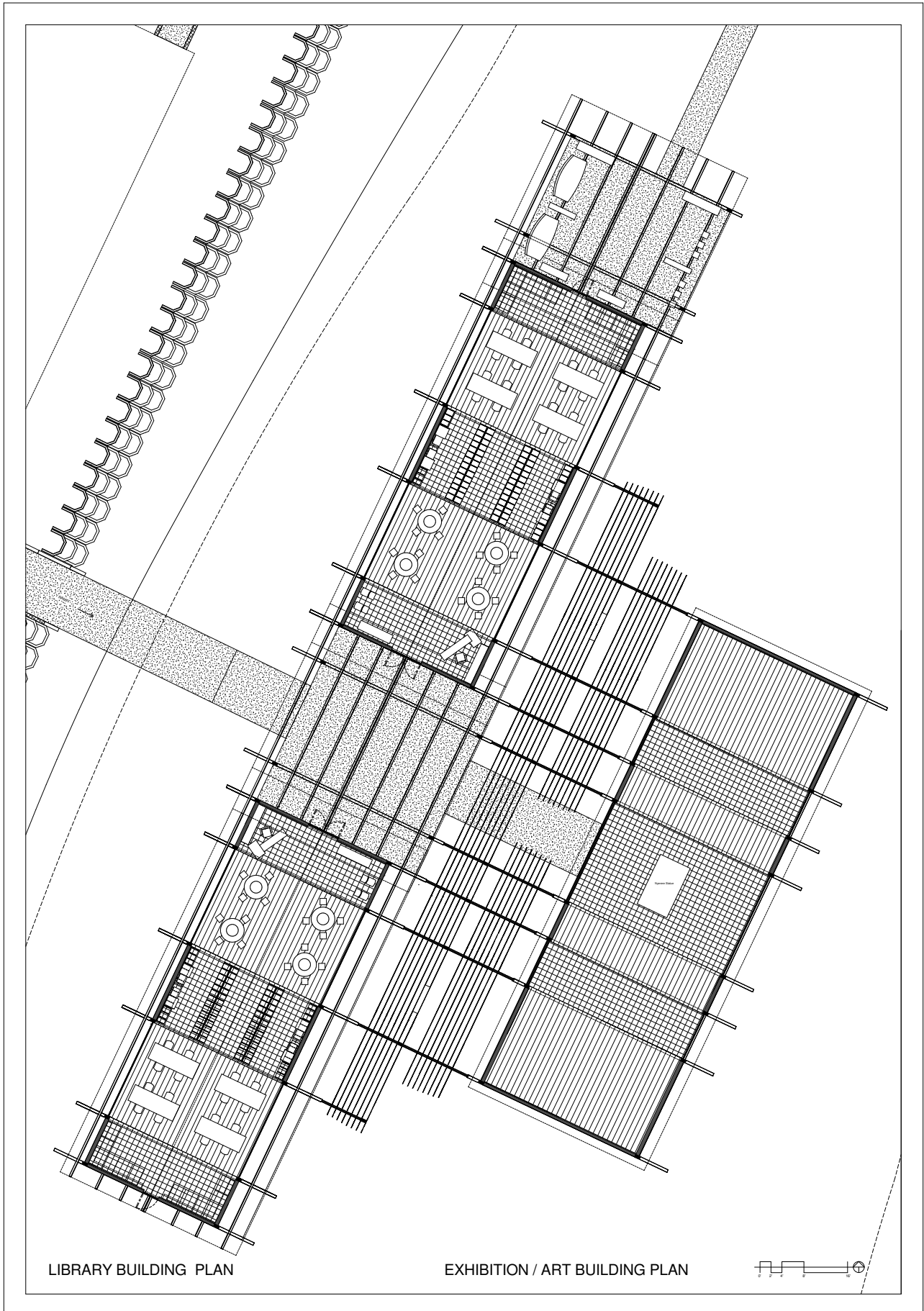
PROGRAM

SPACE	SQ.FT
LIBRARY SPACE	4000
ART / EXHIBITION	3000
TOTAL	7000

SITE PLAN

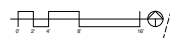


FINAL PRESENTATION - FLOOR PLANS

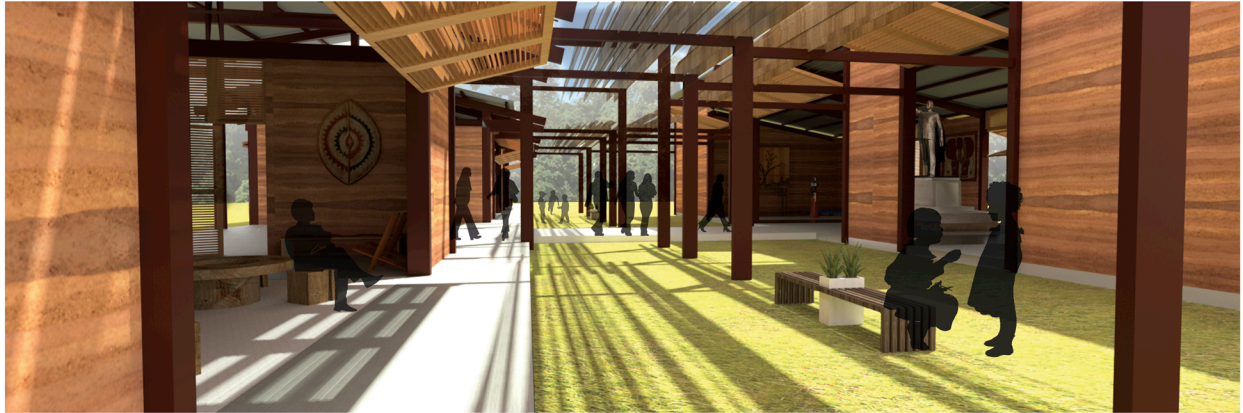


LIBRARY BUILDING PLAN

EXHIBITION / ART BUILDING PLAN



FINAL PRESENTATION - VIEWS / ELEVATIONS/ SECTIONS



VIEW BETWEEN LIBRARY AND ART/EXHIBITION SPACES



VIEW WALKING TOWARDS LIBRARY AND ART/EXHIBITION SPACES



FRONT ELEVATION

SCALE: 1/8" = 1' - 00"



SECTION B-B LIBRARY

SCALE: 1/8" = 1' - 00"

FINAL PRESENTATION - VIEWS / ELEVATIONS



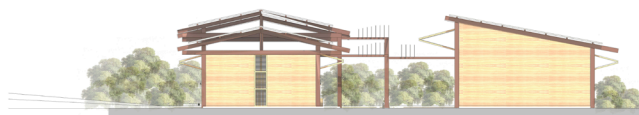
VIEW ART/EXHIBITION - INTERIOR



VIEW WALKING THROUGH LIBRARY SPACE - EXTERIOR



REAR ELEVATION SCALE: 1/8" = 1' - 00"

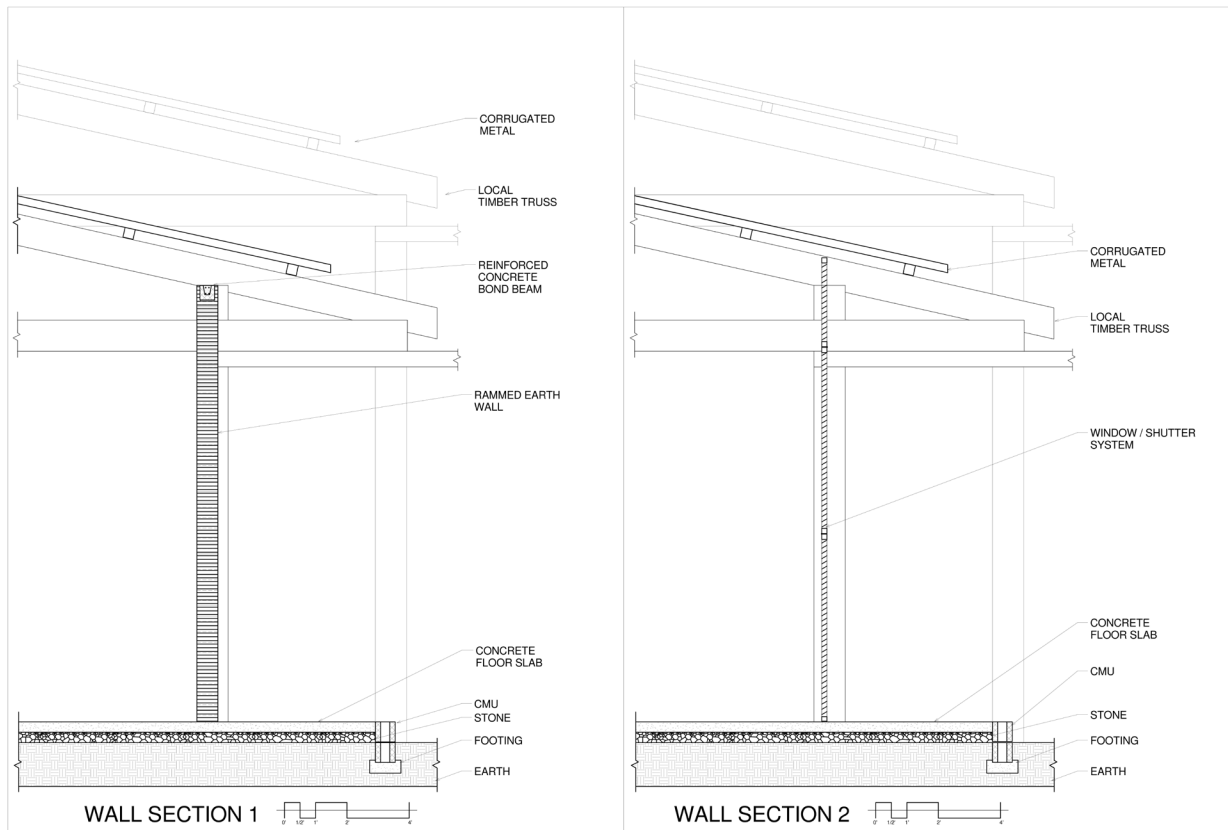


SIDE ELEVATION SCALE: 1/8" = 1' - 00"

FINAL PRESENTATION - VIEWS / WALL SECTIONS



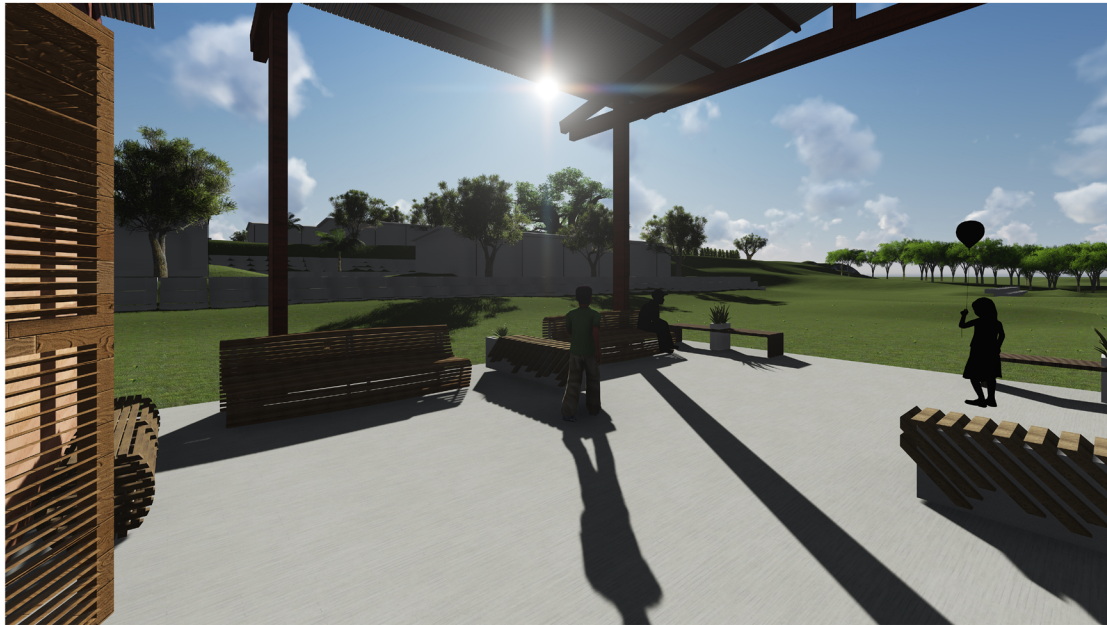
VIEW LIBRARY - INTERIOR



WALL SECTION 1

WALL SECTION 2

FINAL PRESENTATION - VIEWS / EXPLODED AXON / MATERIALS



VIEW LIBRARY - EXTERIOR

EXPLODED AXONOMETRIC

WINDOW / SHUTTER SYSTEM

MUNINGA - LOCAL TIMBER

ADAPTABLE WALLS

1 Rammed earth wall supported by the timber frame with steel beam top

2 Steel and Rammed earth connected to supports in the rammed earth wall

3 Pigeon holes are used for the door and used to force walling up

The image contains four distinct architectural diagrams. The top-left diagram is an exploded axonometric view showing various components of the building's structure, including beams, slats, and wall sections, arranged in a disassembled state to show their assembly. The top-right diagram is a cross-section of a window or shutter system, showing a roller rail and a hinge mechanism with a 7-inch clearance. The bottom-left diagram is a close-up texture of Muninga local timber, showing a rich, dark brown wood grain. The bottom-right diagram illustrates three types of adaptable walls, numbered 1, 2, and 3, showing how they are constructed and supported.

FINAL PRESENTATION - VIEWS / SEQUENCE



ENTRANCE



BAOBAB TREE SPACE



AERIAL VIEW - BAOBAB TREE SPACE

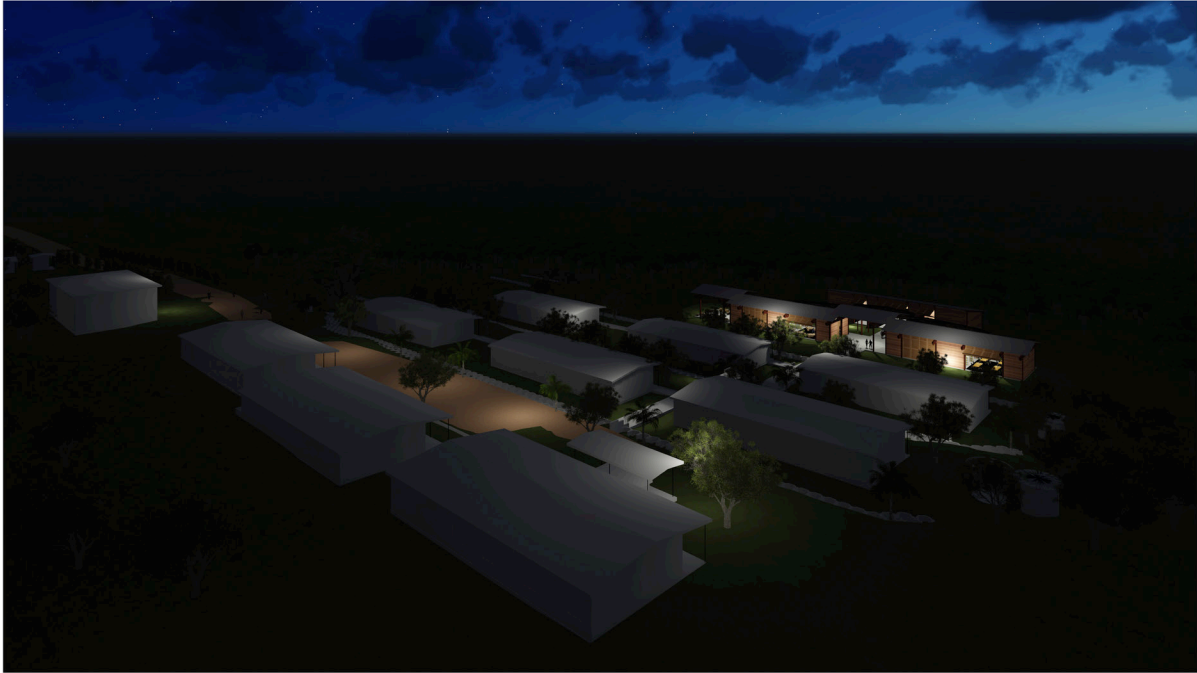


TOWARDS ADMINISTRATION



TOWARDS STAIRS TO LIBRARY

FINAL PRESENTATION - VIEWS / SEQUENCE



AERIAL VIEW - NIGHT



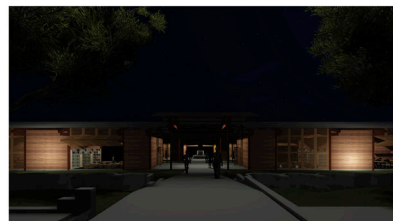
AERIAL VIEW - DAY TIME



FAR VIEW FROM STAIRS

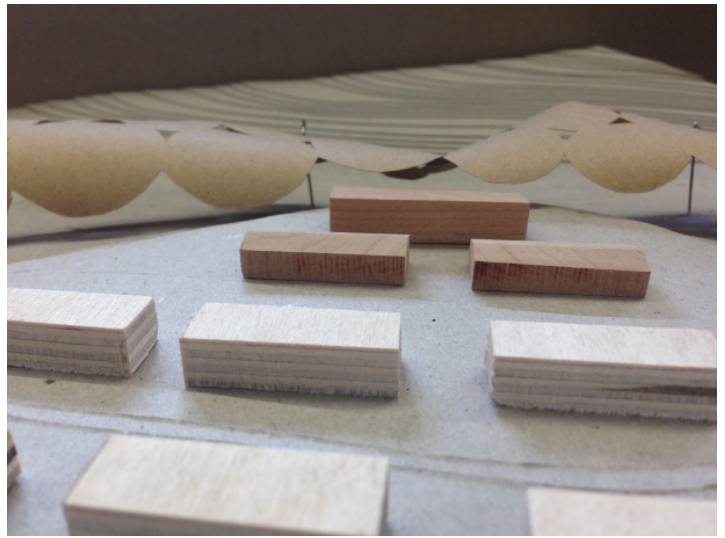
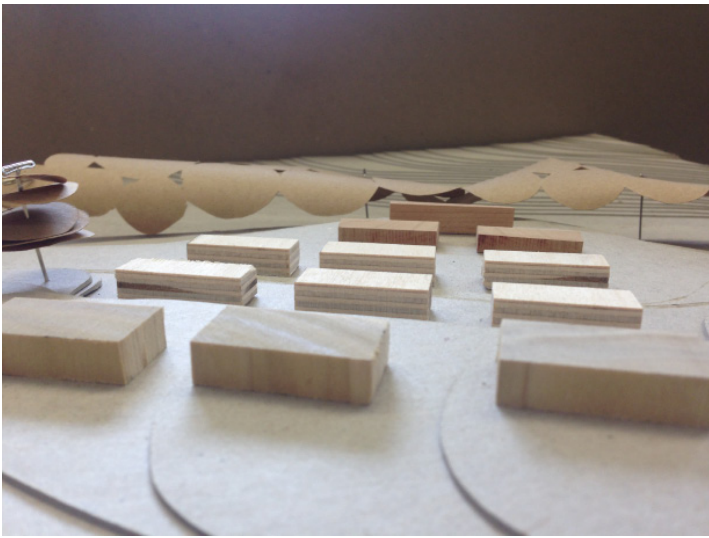
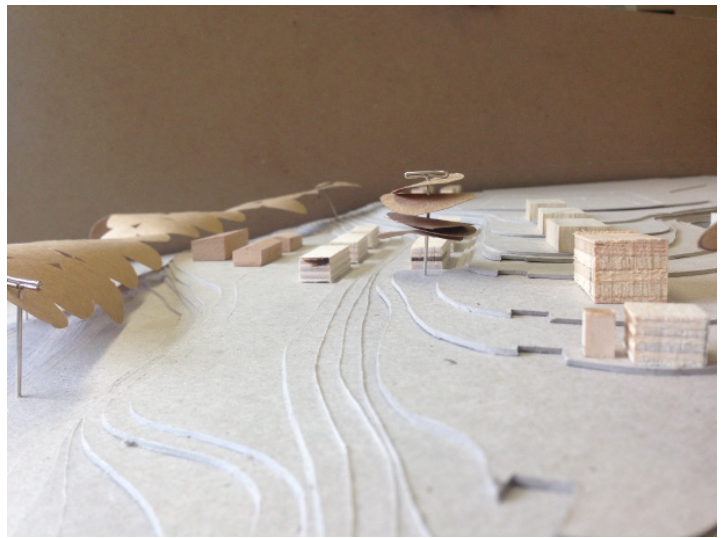
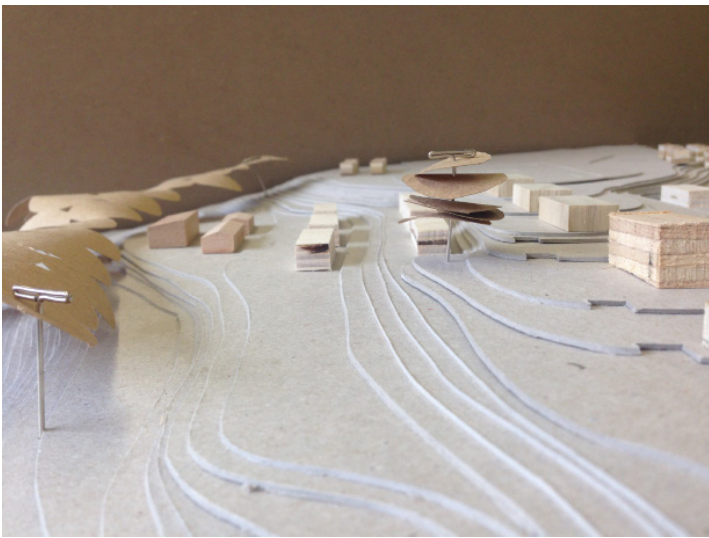
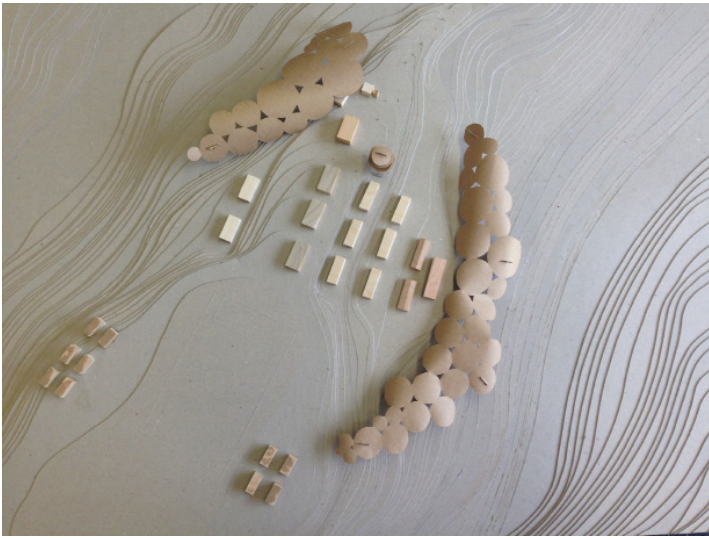


CLOSER VIEW FROM STAIRS



CLOSER VIEW FROM RAMP - NIGHT

FINAL PRESENTATION - SITE MODEL



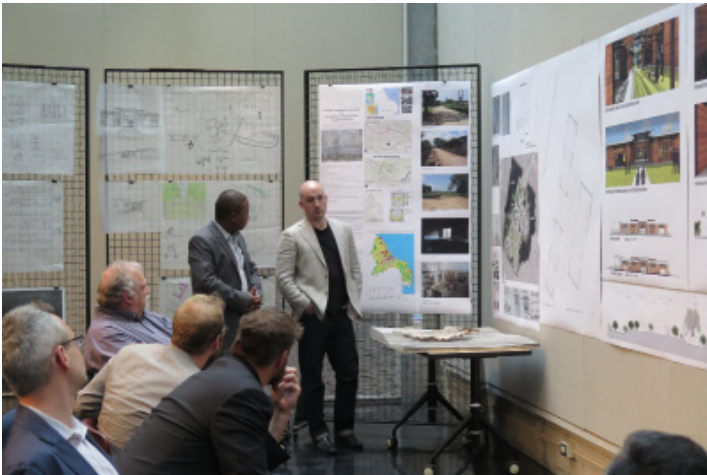
FINAL PRESENTATION - PHOTOS



FINAL PRESENTATION - PHOTOS



FINAL PRESENTATION - PHOTOS



THANK YOU!



THANK YOU!



ADDENDUM

JOSEPH K. MALEKELA
MIAMI UNIVERSITY

MY STORY

I was born and raised in Dar es Salaam city in Tanzania, where I was until high school. Growing up in the third world country, I witnessed a lot. I remember seeing my friends struggling with life while my parents were able to provide for me at least basic needs. As a child I did not understand why our neighbors did not afford food, clothes, education, a better house or health care. I remember my father used to drop and pick me up from school. On our way to school or back to our house, I used to see children begging, selling goods or trying to clean our car when we stopped at main junctions. I asked my father, why these children are doing this instead of going to school like me? Do they enjoy this life? My father answered me, you need to thank God for what he offered to you.

During my childhood, I used to see my father hand drawing, listening to music and enjoying what he was doing. I became fascinated with architecture. I was curious and my dream was to learn about architecture so that I could enjoy it like my father. In 2001, I had an opportunity to pursue my college education in United States. I attended Columbus States Community College, where I earned my Associates degree in Applied Science: Architecture. Thereafter, I attended Franklin University where I earned my Bachelor of Science – Applied Management, concentration on small business with honor of Society of Leader Scholars.

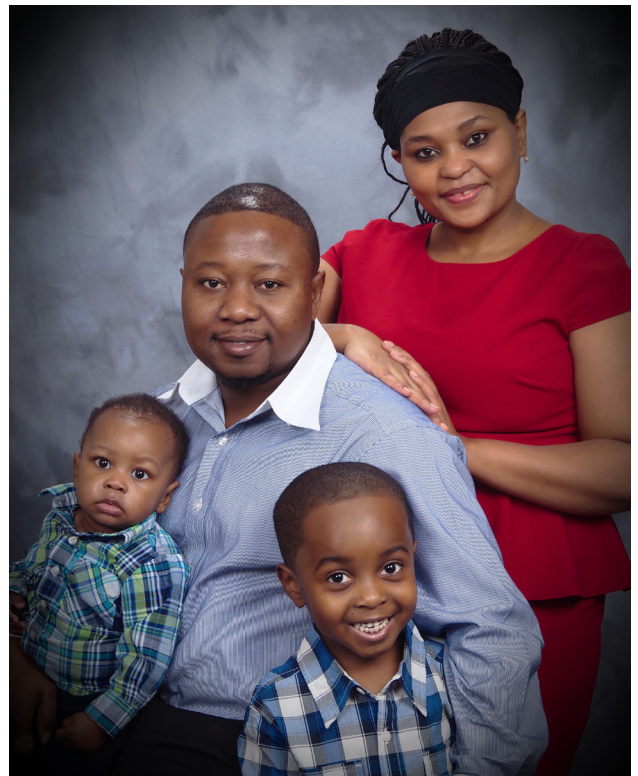
In 2013, I had the opportunity to pursue my Master of Architecture at Miami University. Through my education and life at Miami University, I learned a lot from my fellow students and faculty. My dream is to one day be able to help those who are less privileged. That is the reason I wanted to help street children in Dar es Salaam. Outside school, I like to play soccer and spend time with my family.

WRITTEN PAPER TO FINAL DESIGN

During the process of my thesis, I have learned a lot and it was good journey to me. I was able to explore my initial ideas from the paper portion to design portion. However, it was not easy process but I was able to reach this point with help from my committee. In the near future, my goal is to present my project to different conferences and donors so that I can raise funds to build my project and help those who are less privileged such as street children in Dar es Salaam.

THANKS

I would like to thank God for giving me strength and guide me through this journey. Second, I want to thank my amazing family, Winifrida Mallya, Joseph Malekela Jr. and Jordan. I absolutely could not have done without your prayers and support. Also, I would like say special thanks to my father, Mother and all my siblings for your support and prayers. Special thanks to my Committee, Thomas Dutton, J. Elliott and Diane Fellows for guiding me through this entire process, I have learned a lot from you. Last but not least, I would like to thank the department of Architecture and Interior Design, faculty, my colleagues and all my friends. I appreciate your daily support through the entire process of my thesis.



THANK YOU!