

SHOCC is a small charity working with trusted partners. We work with managers who have demonstrated need and have clear goals. We will then support a project financially and through tailored advice and encouragement. As a result, our projects illustrate reciprocal philanthropy where we have an ongoing relationship with our partners, treat them with respect and have a two-way, empathetic approach, aiming for projects quickly to become self-sustainable. We have very few administrative costs and 99% of every donated pound goes to our projects.

ITUMBA HILL PRIMARY SCHOOL SINGIDA TANZANIA [SDG 4]	PROJECT STAT	US: COMPLETE
Project brief: SHOCC worked with a family environmental company to provide nearly £28,000 of financial support to develop classrooms at a Tanzanian primary school. Architectural advice was provided on classroom structure and layout. The construction work requires finance in the region of £50,000. The project benefitted by having a dedicated fund raiser.	Date of entry: Project type: Year(s) of project: Awarded to date:	22.02.2023 School construction 2014 – 2018 £41,484

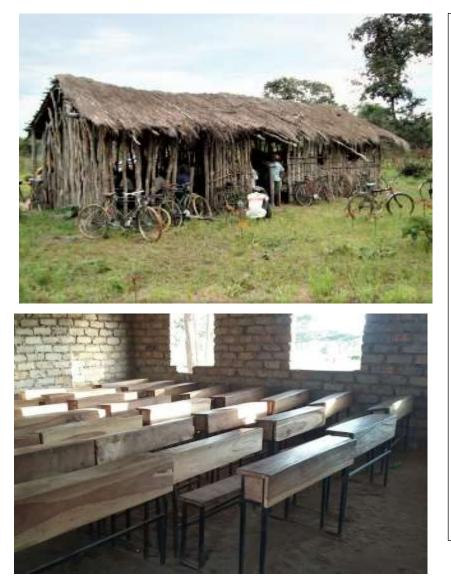
Background: SHOCC began supporting Itumba Hill primary school in 2014 when it was asked to provide funding for school materials. The following year it teamed up with Grassroots Tanzania (GRTZ), a not-for-profit company established by Charlotte Hopley, her husband Martin and their friend Athman Majengo. GRTZ has 3 main components: conservation of 1,880 acres of land, honey production and support for two primary schools. In 2014 the village of Mwamagembe had a government-funded primary school. Approximately 20% of pupils attained the required standard to move into secondary education. A new primary school at nearby Itumba Hill was started by the villagers in 2013 to replace the straw-covered shack that served the needs of 600 pupils. The UK structural engineering company, Arup advised that the building was potentially dangerous and GRTZ stepped in and agreed to construct another 2 classrooms working in partnership with the local community.

Between 2014 and 2018, SHOCC acted as a conduit for funds raised by the Hopleys, and £22,890 was sent in 2015. Regular additional amounts were sent in2016-2017 and the final tranche of £6,860 was sent in early 2018. Three months later, with villagers providing much of the labour, the school was completed, just before the onset of the rains. The school was officially opened in 2018 and now provides primary-level education for up to 160 pupils.

Our Theory of Change

INPUTS			OUTPUTS	
What did SHOCC contribute? The financial, human	How were the inputs used?		What were the tangible results (deliverables) of the	
and material resources used	The actions taken or work per	formed	activities?	
£40,714 for classroom construction	The old thatched classes were	e demolished	New classes are in place and opened in 2018	
£770 for class materials – books etc.	New classrooms were constru	icted	Reports showed the Hopley's commitment to the	
Advice and encouragement including a virtual	The Hopleys provided advice and encouragement and		project	
appraisal ARUP engineers	negotiated with villagers.		They also established their home nearby and began	
Working with the village elders on project plans and	The eventual school design was the result of		restoration of degraded forest	
implementation.	discussions between Martin Hopley and village elders.		The Hopleys started producing honey to support family and school.	
			Excellent relationships between Hopleys and village	
			elders and parents	
OUTCOMES		IMPACTS		
What short-term changes (1-2 years) will result from the activities?		What longer-term significant changes (3-5 years) did the beneficiaries experience?		
Villagers become more involved in school and its management Gr		Greater primary opportunity for more children now available and about 20% of		
Many more pupils have access to education.		these will continue to secondary school.		
Very good relationship established between SHOCC and the Hopleys, Athman The new scho		The new school is now s	e new school is now self-financing and self-managed, teachers are government	
Majengo and the villagers.		funded and the Hopleys have been able to step back from the project.		
Potential for whole area to receive education throughout	ut primary education.			

Stories and case studies, with descriptions and anecdotes from beneficiaries [to be added when received from partners]



Between 2014 and 2018 the thatched classroom (left top) that served as the primary school for the village of Mwamagembe was replaced with a new brick-built double classroom. This replaced an attempt by the local community to construct a building which the UK company, ARUP, advised would not last more than a few years.

The Hopleys decided to raise funds to construct a building that would last and this now serves the needs of the village. Unfortunately, it remains seriously overcrowded with up to 160 pupils of whom about 20% go on to secondary education.

