

SHOCC is a small charity working with partners we trust. Our projects are initiated by our partners around the world. When we recognise the need for a project, we will support it financially and through advice and encouragement. As a result, our projects illustrate what Paul Vallely (2020) calls 'reciprocal philanthropy' where we have an ongoing relationship with our partners, treat them with respect and have a two-way, empathetic approach; helping them to help themselves. 99% of every donated pound goes to our projects.



## ST MARIE EUGENIE SECONDARY SCHOOL MOSHI TANZANIA [SDGs 4, 5, 6, 7]

**Project brief:** To support the Sisters of the Assumption in acquiring land for a new girls' boarding school near Moshi Town in Tanzania; in building classrooms, laboratories, computer rooms, dormitories, toilet/shower blocks, and a kitchen. Dedicated accommodation for the Sisters is also planned. We will also seek funding to such as solar panels to enhance the school's long-term sustainability. SHOCC will accompany the project and seek donors willing to offer support.

## **PROJECT STATUS: COMPLETE**

Date of entry:	23.06.2022
Project type:	School build
Year(s) of project:	2008 - 2017
Awarded to date:	£88,418

**Background:** In 2003, the Sisters of the Assumption, East Africa Province, recognized a clear need for secondary education places, especially for girls, in Tanzania. They began to raise money for a piece of land at Chekereni and to negotiate the purchase. Kilimanjaro Project, a predecessor of SHOCC, raised funds in support. By 2008 when SHOCC became a charity and incorporated this project, only one building had been completed but after a large injection of funds by the order and a requirement to hire a recognized architectural firm, the building began in earnest. SHOCC has supported the enterprise throughout from classrooms and dormitories, laboratories, and a library, to the final donation for solar power for the school.

## Our theory of change

INPUTS	ACTIVITIES		OUTPUTS
What did SHOCC contribute? The financial, human	How were the inputs be used?		What were the tangible results (deliverables) of the
and material resources used	The actions taken or work performed		activities?
Funding of £80,644 between 2008 and 2020.	Purchase of land and securing with perimeter wall.		School officially opened in 2011 with 3 cohorts (270
A 3-day inspection and report by Arup engineers	Construction and equipping of girls' boarding school		girls) already in place.
on all aspects of the building, water harvesting,	Forms 1-4 including classrooms, dormitories,		Excellent teaching and learning facilities.
drainage and future planning provided through	laboratories, a library, computer facilities, and		An environment in which girls feel safe, protected by
SHOCC	domestic science facilities.		a perimeter wall and lit at night by solar power.
	A borehole and water tower.		A secure lighting source that makes evening study
	Solar lighting system across the whole school.		possible.
	2-year Sixth Form added from 2016.		Attention to needs of disabled pupils with ramp
	A residence, initially for 4 sisters, later extended.		access to upper floors.

OUTCOMES	IMPACTS
What short-term changes (1-2 years) resulted from the activities?	What longer-term significant changes (3-5 years) did the beneficiaries'
	experience?
340 girls offered high-quality education to Form 4, (GCSE equivalent) achieving	Good retention of high-quality teachers in all subjects
excellent results.	School IS now complete with over 450 students
Girls able to study with enthusiastic teachers; to continue evening study safely with	Form 4 results place SMEGSS in second place in the region.
lighting supplied; to be given space and encouragement to develop away from the	80/84 students achieved standard 1 results in 2020.
demands of family child-minding, chores and farming.	Form 6 results place SMEGSS 19 <sup>th</sup> of 55 in the region.
Full participation in sport, music and drama activities.	Girls are able to continue to Sixth Form education without having to compete for
	limited provision elsewhere.
	The school is now largely self-financing from fees.

## Stories and case studies, with descriptions and anecdotes from beneficiaries

- During my four years with the Assumption I have seen many personal changes. I became a courageous girl, free soul, open minded, honest and loyal. It has added value in my life as a girl chasing dreams. A proud soul of the Assumption Queen Kissela (Businesswoman) 2011-2014
- •
- 2011-2014 was a great experience. 4 years with the Assumption family has been a blessing. Education life, spiritual life and social life was always fulfilled with pleasure. A proud soul of Assumption family Dianarose Shirima (PRO)
- I have learned a lot but most I have learned to have gratitude and humanity in me. And above all to have the right education a girl in this world would have attempted and also to learn to live in a large society with different people. A blessed soul of the Assumption family. Doreen Mawalla (worthy me) 2011-2014
- 2011-2014 was my greatest moment and I learned a lot; health, education and spiritual life. Also, I learned to put God first in everything, to LOVE everyone and help others who are in need. Since "Love never says I have done enough" and always St Marie Eugenie wanted her people to "Be the cotton between sheets of glass to keep others from shattering" EMMY KWEKA (med Lab tech.)
- I would like to convey my heartfelt thanks to Assumption Sisters because 4 years' experience with the Assumption family has helped me to grow educationally, spiritually, mentally and socially which has brought a very positive influence to my life. Be blessed Nyandesi Matiku(2011-2014)
- I have learned a lot about being a good and spiritual girl, self-love and how to live with people in any society. Education life and spiritual life was so perfect and I was able to apply them in every situation in my studies and life in general. Also being in St Marie Eugenie helped me on the issue of languages Kiswahili, English and French and I am very competent in them. Am so glad and proud to be a member of the Assumption family. CATHERINE THOMAS MKOMBOZI
  Stories and case studies, with descriptions and anecdotes from beneficiaries [Continued]
- 2011- 2014 at SMEGSS I learned to be Courageous, Strong, Smart, Disciplined, Humble and most of all I realised that WITHOUT GOD WE ARE NOTHING" \*BAHATI INNOCENT MWACHA\*(Med lab tech).
- 2016 -2017 at SMEGSS I am proud to have been a student of St. Marie Eugenie Secondary for my A levels. I say this out of my own experience of the education that I received which transformed me. It has brought deeper changes of mentality and of attitudes, ways of being and doing. It is a fact that through education I was encouraged to have self-confidence and to become responsible, committed. As a result, I am able to express myself freely without any fear. I feel I am walking on my own feet ready for the next step of my studies. Stella John Kimar
- I am writing this letter to St Marie Eugene Girl's Sec School in a humble attempt to express my gratitude towards the unconditional support that this school had given me during my secondary education journey (2012-2018), I could never have made it to university of Dar es salaam without you.

I am sincerely thankful to the school's management for giving a supportive platform for the teachers to excel in making a difference to my academic and holistic education, this school has absolutely given a lifetime impact to the journey of my life

Thanks to the support and dedication given to me by the school am now a third-year accounting student and a member of Dar es Salaam university student's organization (DARUSO) for three consecutive years (2019-2021)

St Marie Eugene Girls' Sec School is a living example that one need not enrol in branded schools to get the best education.

Regards, Former student Sarah Moses Mushi.





The two top photos show the school entrance and a view across the gardens. A considerable amount of tree planting has transformed the site.

SHOCC funded the provision of solar panels for the school and Trustees were present for the switching on of the lights. The bottom left photo shows the inclusion of a ramp for disabled pupils.

The bottom right photo shows Trustee Elizabeth Byrne Hill and Assumption Sisters meeting a party of girls carrying out a litter collection in the school grounds.



