



St Jude's News

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Above Proud Moment: Beyond St Jude's (BSJ) Tertiary graduates leaping with joy on their graduation day.

Inspiring the Next Generation

Beyond St Jude's Tertiary graduates are motivating the next generation of St Jude's students.

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Left Proud Moment: Beyond St Jude's (BSJ) Tertiary graduates leaping with joy on their graduation day.



Right From Students to Doctors: Hosiana (second right) and her fellow Beyond St Jude's Tertiary scholars taking their oath to become doctors during graduation.

Inspiring the Next Generation

Beyond St Jude's Tertiary graduates are motivating the next generation of St Jude's students.



It's a big moment, today is the day the first seven St Jude's educated doctors graduate from university. In the audience are school Founder, Gemma Sisia, managers, Mr Mcharo and Mrs Vivian and proud parents. They cheer as the graduates receive their certificates, marking the end of a long academic journey and the beginning of a promising future.

The Beyond St Jude's (BSJ) Program has supported these graduates since their graduation from secondary school; first, through a Community Service Year (CSY) and then a tertiary degree, funding accommodation, tuition and related costs. It is an optional, yet popular program for secondary school graduates from St Jude's.

Hosiana is a BSJ Tertiary graduate who joined St Jude's in 2004 and completed her secondary education in 2015. For the last five years, she has been pursuing her degree in medicine as a BSJ Tertiary scholar.

Beaming with excitement during her graduation ceremony, Hosiana explains, "I have always wanted to become a doctor. I feel so lucky to be the first doctor in my family and the first person in my family to have a university degree."

"Without the free, quality education I received at St Jude's, I would not have achieved my dream of becoming a doctor," she adds.

Hosiana, who is smart and hard-working, was proud to be named Valedictorian of her graduating class; one the highest academic honours in her university.

"I would like to thank the school, the management and all the sponsors and supporters for giving me and my fellow Tanzanians free, quality education from primary to higher education. Because of your support, I have everything to be a doctor," says Hosiana during her Valedictorian speech.



Below Farewell Speech: Hosiana delivers a farewell speech during her graduation ceremony.



Above Ready to Serve: Beyond St Jude's Tertiary scholars ready to serve and lift their communities out of poverty.

"Now I'm ready to be a doctor for my country. I'm currently doing my internship at one of the largest hospitals in Tanzania for a year," she explains.

"I am looking forward to putting on that white coat, helping my community, and also working toward funding my master's degree," she adds.

Last year, the BSJ Program celebrated the graduations of 87 scholars, its third and largest cohort of Tertiary scholars since the first university graduations in 2019.

To date, the BSJ Program has produced seven graduate doctors who are doing their residencies. The program has also produced six engineers, five in community development, six in marketing, four teachers and six in accounting and finance, just to name a few and BSJ currently supports 299 scholars in tertiary studies.

BSJ Tertiary scholars and graduates are an inspiration to the next generation of St Jude's secondary graduates, helping to guide them towards a future of opportunity.

Your support helps scholars fulfil their academic potential and reach their dreams. **Sponsor** or **donate today!**





Jesca; Teaching and Learning

Community Service Year volunteer Jesca discusses her year teaching physics to 350 government school students.

At the front of a classroom of more than 50 students stands Jesca. The students are in Form 1, the first year of secondary school, at a local government school and not one of them has a textbook. They share desks and chairs, and listen quietly as Jesca teaches a lesson in physics.

It's a challenging situation, but Jesca is accustomed to it. This class is just one of the seven streams of Form 1 she teaches – more than 350 students in total. Such a teaching load is remarkable, particularly when one considers that Jesca was a St Jude's secondary student herself less than twelve months ago.

Below Motivated to Give Back: Jesca enjoys helping others and is learning along the way.



Today, Jesca is a proud Community Service Year (CSY) volunteer.

The CSY is the first part of Beyond St Jude's (BSJ), St Jude's program to support graduates through to their completion of their first tertiary qualification. A challenging and rewarding year, the CSY is a time for St Jude's Form 6 graduates to give back to the community through volunteer work, before commencing tertiary studies. Some volunteers give their time and skills in non-academic roles on campus at St Jude's, while the majority choose to volunteer as teachers in government schools.

"My biggest motive to join the CSY was to give back to society," shares Jesca. "There are students out here who need someone to teach them, to mentor them, to share knowledge with them. I get to share what I have learned at school."

Since the program started in 2015, 636 volunteers have taught 85,000 government school students at more than 100 schools in the community. These students would otherwise have found themselves without teachers in core subjects, like mathematics and sciences.

There is a particular need for science teachers, which means Jesca's knowledge as a former PCM (physics, chemistry and mathematics) student is in high demand. Even so, she was apprehensive about teaching physics.



Above Standing Tall: In less than a year, Jesca has made the transition from student to teacher.

"At first, I actually wanted to teach mathematics and chemistry, but my school already had teachers for those subjects. They said they needed a physics teacher, so I said, 'Ok'. Then I wondered, 'Will I be able to do this?' But then I thought, 'People say girls can't do physics but I studied physics for A Level. So, I decided I would teach it to show girls that they can study science subjects and that physics is not too hard,'" Jesca smiles.

When teaching such large classes with limited resources, challenges are sure to arise, but Jesca meets them with a can-do attitude.

"I've been able to handle every challenge so far," she says. "One thing is, it can be hard to manage so many students, but I talked to some experienced teachers at the school where I teach and asked them, 'How can I handle these particular types of students?' I also use the skills I learnt during the Work Readiness training week with BSJ."

During the training week, Jesca and her fellow CSY teaching volunteers received instruction in classroom management, lesson preparation and basic teaching skills.



Left Extra Help: Despite having a large number of students to teach, Jesca tries her best to help those who need additional attention.



Right Getting to Know You: Jesca finds time to discover her students' talents.

Below Teaching and Learning: Jesca and her fellow CSY volunteers Mohammed, Dainess and Yasin, who all teach in the same government school.



"The biggest challenge is to attend to every student. You have 40 minutes and you have to teach and reach all your fifty students. But in each class there are different types of students. There are some who can hear you and just 'get it' straight away. Then there are some who need close assistance but you can't divide 40 minutes to speak individually to 50 students," she says.

Despite these challenges, Jesca finds ways to engage students on an individual level. She explains, "I love spending time with the students, getting to know their talents. There are some who can draw, who can sing well or even compose songs. I try to use their talents in their studies to help them be more engaged."

It's not just Jesca's students who are learning; this year has been full of growth for Jesca too. In a few short months, she has transformed from a secondary student into a teacher. Soon, she'll be transformed again, when she becomes a university student. Jesca hopes to study chemical engineering.

"The CSY is preparing me for the future. I have learnt to make my own decisions, because when I am teaching, I have all the responsibility. I'm learning to be responsible for myself and for the community. Now I can see that society needs people who see the challenges we are facing and then takes action to solve them," she smiles.

It's a mature insight for a 19 year old, but not uncommon among CSY volunteers. First and foremost, the CSY is a way to give back to the community, but through their service, volunteers get the opportunity to fulfill their potential.

This year of community service after their Form 6 graduation gives volunteers, like Jesca, time to challenge themselves, to learn the true meaning of responsibility and to engage with the community as young adults. While challenging, it's an experience few would trade, as shown by Jesca's closing words.

"I would tell Form 6 students to do the CSY. People out there are really grateful for what we're doing and it's a blessing to help people. It's a really great experience to make a change in someone's life."



Support a CSY volunteer
as a **sponsor!**



Conserving the Environment

The Malihai Club get their hands dirty to help the planet.

At St Jude's Secondary School in lush, green Usa River, a dedicated group of students is working to conserve the environment, one plant at a time.

They are members of the Malihai Club, which meets each week to work on environmental conservation projects. This club is just one of around 50 extracurricular activities (ECAs) available to St Jude's students. These ECAs provide an opportunity for experiential learning and a way for students to discover and explore their passions.

Student Chairperson, Karim from Form 3, explains, "Malihai is a Swahili word. It comes from 'mali' which means resources or wealth and 'hai' which means life or living. So, if you join the two words, it's living wealth. So Malihai is about the environment and conservation."

"Malihai club is a club that deals with environmental conservation and wildlife management," Mr Elia, Malihai Club mentor, adds. "At a school level, we are planting and managing trees and cultivating vegetables."

Mr Elia has a great interest in the environment and works hard to spread the word about the importance of conservation. He says, "Environmental conservation is a global issue. We need to bring awareness to many people."



Above Seeds of Change: Malihai Chairperson, Karim, checks the progress of the club's cabbage seedlings.

Mr Elia's involvement with Malihai is certainly making an impact – the club now has 63 members, including Karim and Assistant, Kelvin, from Form 5.

"I think it's important to conserve the environment to protect biodiversity and to conserve different species of tree for the future," says Kelvin, who clearly shares his mentor's passion for conservation.

While the club has big goals, they are working to effect change on a local level. A major project for the Malihai Club is counting, maintaining and naming the campus' approximately 200 trees.

"We are naming the trees around the school with their common and botanical names, so that the students can learn more about them," shares Karim.

In addition, the club is planting more trees, mostly avocado and mango species, with hopes that future students will be able to enjoy their fruits.

The club's other project, vegetable cultivation, is also popular with club members. Many Malihai members already study agriculture, but the club gives them the opportunity to do additional practical work.

The school's shamba (shamba means farm in Kiswahili) already grows many varieties of vegetables, so the Malihai club decided to grow different types of vegetables to diversify the crops. After some discussion, the students decided on cabbages and onions. Soon, the vegetables the club is planting could be on their classmates' plates!



Left From the Ground Up: Malihai Club Mentor, Mr Elia, speaks to students about the importance of mulching.



Middle Malihai Leaders: Chairperson Karim (L) and Assistant Kelvin (R), are honoured to lead their fellow Malihai members.



Right Getting Their Hands Dirty: A Malihai Club member collects natural materials to use as mulch for young trees.

Agriculture is a major industry in Tanzania, and many St Jude's students plan on agricultural careers – including Kelvin and Karim. Malihai gives these students an opportunity to learn more and get their hands dirty.

“With the knowledge I gain from the club, I can use it to benefit others by helping them with farming. I am planning to study horticulture,” shares Karim.



Extracurricular activities, like the Malihai Club, are essential components of a holistic St Jude's education. Through self-directed activities, like tree cataloguing and vegetable cultivation, students learn in a way which complements and extends their academic studies. Clubs also present opportunities for leadership and, perhaps most importantly, allow students to discover their passions.

The Malihai Club at St Jude's Secondary School is a wonderful example of the way St Jude's holistic model of education helps students fulfill their potential – all while conserving the environment.

Support
St Jude's
extracurricular
activities
program with
a **donation.**





Fostering Female Students in STEM

St Jude's is working actively to encourage more female students to pursue science, technology, engineering and mathematics.

Encouraging participation in STEM (science, technology, engineering, mathematics) subjects for female students is a strong focus area of The School of St Jude. The school's well-equipped science and computer labs provide students with ample opportunities to explore their interests in STEM subjects.

Two prominent female STEM teachers, Ms Teddy and Ms Elizabeth, are important role models in motivating more female students to study science.

"I believe every woman can be a scientist, especially if you relate it to the current world we live in," says Ms Teddy, who teaches biology at Smith Campus.

"Careers in STEM sectors are predominantly male-dominated, but if female students are given a priority, empowered through workshops and allowed to explore science subjects from a young age, they will gain confidence to engage with the industry," she says with a smile.

In Tanzania, there are far fewer female tertiary graduates than male in the field of STEM. Only 30% of females study STEM in their higher education.

"My students at St Jude's Girls' Secondary School are encouraged to pursue STEM subjects, as it is possible. I don't believe the subjects are hard, but rather the amount of effort put in. They just need to work hard," says Ms Elizabeth, an ICT Teacher.

Challenging the notion that STEM subjects are exclusively for boys, Ms Elizabeth says, "Whether it's science or any other subject, I believe every human being has an equal chance of pursuing anything they choose."



Above Science-Equipped: Sarafina, a Form 6 science student working towards becoming a doctor.

Below Inspiring Role Model: Ms Teddy, a Biology Teacher at Smith Campus, mentoring female science students.





Above Tech Access: Ms Elizabeth, ICT Teacher, teaching computer skills to Form 2 students.

“As a teacher, it’s my responsibility to provide students with all the information they need to pursue STEM subjects and show them the career opportunities that await them in the STEM industry,” she adds.

Sharon and Ester are among the best science students at St Jude’s, proving that girls can excel in science if given the opportunity.

Sharon is a Form 6 student majoring in physics, chemistry, and mathematics. “Science fascinates me. Since my primary school days, I have enjoyed working on science projects.”

“I have won several awards during my secondary years,” says Sharon, one of the top science students in A Level at St Jude’s. “In Form 4, I won the top prize at a national science competition. During the December holidays, I also participated in a science boot camp and was the first runner up,” she adds.

Sharon, who would like to work as a computer programmer or in the computer software industry, actively encourages younger students to pursue science subjects.

“I am currently in Form 6 and am about to complete my secondary education. One piece of advice I would give to younger students is not to give up on science subjects. If they love science, all they need is the dedication to succeed,” she explains.

In the Tanzanian education system, students must choose a combination of subjects between science and mathematics or humanities when they reach Form 3, the third year of Ordinary Level (O Level). The choice of their combination of subjects then determines what degrees they can study in higher education and what their career path might be. So, choosing science at this stage of their education is a pivotal moment.

“Women make better scientists because they are more careful and more determined,” says Ester, a Form 4 science student.

“I like science because I want to one day become an engineer,” she eagerly states.

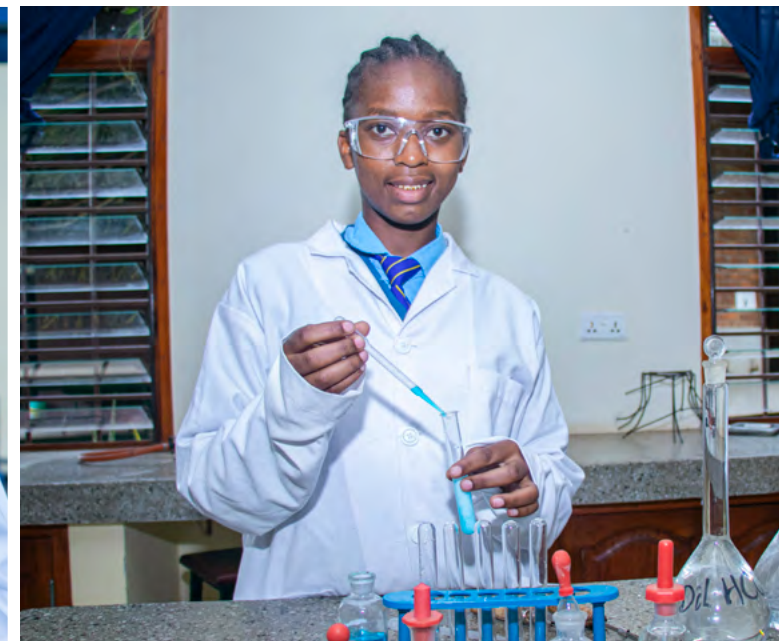
Below Curious Scientists: (L-R) Sharon, Form 6, and Ester, Form 4, conducting experiments during their science classes.



“I still have a few years left to complete my secondary education, but one thing I’m learning is that studying science is about commitment, hard work, and following your passion,” she adds.

At St Jude’s, students like Sharon and Ester receive many learning resources, well-equipped science and computer labs and support from inspiring female teachers so they can reach their full potential of becoming future scientists.

Your support creates hope for students like Sharon and Ester, so they can become the much needed doctors and engineers for their communities. **Donate today!**





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through education



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