



Three-Year Report

2019 – 2022



MISSION

UWC East Africa makes education a force to unite people, nations and cultures for peace and a sustainable future. We are committed to developing balanced global citizens who are empowered to act responsibly in a complex world.



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FROM ISM TO UWC EAST AFRICA



THEN, NOW, AND LOOKING AHEAD

From International School Moshi to UWC East Africa

Throughout our 50 years as International School Moshi, we have always had a close relationship with the UWC movement. One outcome of our strategic planning process in 2014 was a strong desire to further the UWC values in East Africa with greater intent and to pursue joining the movement. This was very much in line with, and building upon, our core ambition:

We aim to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

ISM offers programs and opportunities to encourage students from all parts of the world to become active, compassionate members of the community and lifelong learners.

With the support of the entire ISM community, including students and parents, teachers, staff and leadership, the ISM board members and shareholders, we embarked on this journey which led us to join UWC as the 18th independent UWC school and the second in the Southern hemisphere.

The transition process was a natural one, building on the strong values of ISM, and leading to expansion, notably in the IB Diploma Programme and in our scholarship programme. Both



Moshi and Arusha campuses now have full classes in both years of the IB Diploma Programme, expanded facilities and a healthy enrollment in the MYP years.

Looking forward, we will consolidate the changes with further expansion of the school, whilst ensuring that our educational programmes are and remain excellent throughout. Lastly, we want to focus on sustainability, one important pillar of UWC, by consciously, constructively and actively working towards a positive environmental impact.

Tine Hemelings, Board Chair.



GOVERNANCE



UWC East Africa has maintained its governance framework since joining the UWC movement. It continues to be a Tanzanian, non-profit private company owned by International School Moshi Ltd.

INTERNATIONAL SCHOOL MOSHI LTD

with five shareholders

Good Samaritan Foundation (six shares)
Evangelical Lutheran Church in Tanzania (one share)
Evangelical Lutheran Church in America (one share)
United Evangelical Mission (one share)
Baptist Mission of Tanzania (one share)

The school is managed by a Governing Board which consists of members from the group of shareholders and the Parent-Teacher Association. UWC East Africa's Director, Finance Manager and Heads of Campus, along with two teacher representatives, attend Board meetings as non-voting members. The Governing Board meets every quarter on either the Moshi or the Arusha campus.

VOTING MEMBERS 2021/22 SCHOOL YEAR

Tine Hemelings (Chair),
Maria Chauhan (Vice-Chair),
Mia Lawson (Treasurer, Arusha PTA representative),
Debbie Bachmann (Moshi PTA representative),
Hilda Mugure, Rachel Mboya, Sarah Ursa,
Faiton Mandari, Marius Jacobs, and Anicet Maganya.

NON-VOTING MEMBERS 2021/22 SCHOOL YEAR

Phil Bowen (Head of Arusha Campus), Bob Cofer (Head of Moshi Campus),
Mustafa Madan (Finance Manager), Jessica Holloway (Arusha staff representative),
Moya Laufer (Moshi staff representative) and Anna Marsden(Director).



The work of the Governing Board is supported by the two board committees focussing on Governance and Finance. These committees include members of the community along with board members and school staff. Both committees meet before every Governing Board meeting.

The UWC East Africa School Leadership Team provides operational oversight and leadership of the school. The Finance Manager and Director are joined by the Campus Leadership Teams, comprising Head of Campus, Deputy Head of Campus and Head of Residential Life, in this eight-member team.

Whilst all eighteen schools and colleges within the **UWC movement** operate under the same mission and values, all work within their respective legal and governance frameworks. Each school and college is unique to its environment and each articulates the mission and values within its own context. This diversity of schools and colleges is one of its greatest strengths.



BEING UWCEA:

GROWTH



DIVERSITY

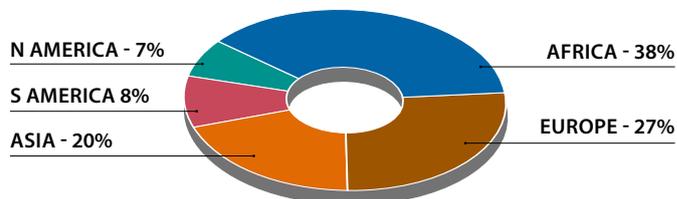
The increase in diversity is one of the most marked changes we have seen since joining UWC. This is seen not only in a significant increase in the number of nationalities in the school community but also in a greater socio-economic diversity.

The school intentionally has a high representation of African students and staff as a testament to our geographical location. The year before we joined UWC, in the 2018/19 academic year, there were 104 students studying in the Diploma Programme in the school who between them represented over twenty nationalities. Sixty-five of these senior students were living in

residence. Throughout the school, we had a total enrollment of 439 of which 111 were residential.

Currently we have 663 total students with 306 in residence. There are 297 students in the Diploma Programme and 245 of them are in residence. Throughout the school we are represented by students from 115 countries with around 20 different nationalities represented by teachers.

WHERE DO OUR DP STUDENTS COME FROM?



The increase in diversity has led to an increase in events representing these different groups of people and cultures on campus. The different cultural holidays that have been celebrated within the UWCEA community include: New Years, Bodhi Day, Russian Christmas, Pongal, Lunar New Year, Valentine's Day, Maslenista, St. Patrick's Day, Holi, Equinox, Vaisakhi, Easter, Union Day, Eid al-Fitr, Jāñi Day, Midsomer, Saba Saba, Eid al-Adha, Nane Nane, Paryushana, Heritage Day, Navratri, Nyerere Day, Diwali, Halloween, Día de Muertos, Thanksgiving, Sinterklaas, Tanzania Independence and Utamaduni Day.





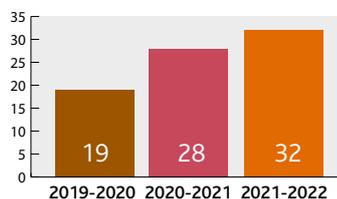
OUTDOOR PURSUITS

UWCEA is committed to building on the legacy created by International School Moshi in continuing and developing ISM's successful 50 year history of running Outdoor Pursuits opportunities for students.

Along with the addition of some programmes we have also increased the number of trips offered annually. This gives more opportunities for our students to experience the diversity of the natural environment found in Tanzania. Every year, more and more students are able to walk along the rim of Ngorongoro crater, bike in the foothills of Mount Kilimanjaro, hike to Uhuru and Socialist Peaks or gaze in awe at the reefs of the Indian Ocean.

The Outdoor Pursuit programme was rebranded as Experiential Learning in 2021 and four different strands put in place to highlight the different experiences.

NUMBER OF TRIPS



PEAKS

Mountain Hiking is the oldest strand in the programme and it involves students climbing and summiting mountains. Among them are the two mountains which bear down over our campuses. Mount Kilimanjaro (Moshi), standing at 5895m above sea level, the highest land-based, free-standing mountain in the world and highest mountain on the African continent; and Mount Meru (Arusha), Tanzania's second most prominent peak at 4566m, which although not as high as Kili is in many ways a more technical hiking challenge.



PLAINS

Having taken advantage of the amazing mammal and bird diversity and density in Tanzania, we have created what is essentially a walking safari program. Students will walk in protected areas, accompanied by rangers, to view natural wonders such as the great migration and be exposed to giraffe, zebra, antelope, hyena, and many more wonderful Tanzania animals.



RIDES

Through this cycling strand students can cover a large amount of terrain. They ride through local villages, forested areas of both Mount Kilimanjaro and Mount Meru, as well as game rides through Arusha National Park. These mountain biking trips are truly not for the fainthearted.



REEFS

A water-based programme which encompasses both experiential and service learning. In this branch students are introduced to some rigorous swimming/snorkelling challenges in the early levels to make sure that by level 3 they are ready to become PADI Open Water Divers. They then become ocean advocates as they build coral nurseries and help to regenerate coral reefs.





RESIDENTIAL LIFE

The values from our guiding statements such as “holistic and diverse learning experiences” are embraced in the school’s residential life. Through activities that include cultural experiences and nature walks we reflect on our values by engaging in the culture and nature of East Africa as well as promoting a healthy lifestyle and active pursuits.

The increase in the number of residential students has been significant since we joined the UWC movement. A day-only school until 2019, Arusha campus welcomed its first 40 residential students in August 2019 and is now home to nearly 120 students. On the Moshi campus, there are now 200 students living on campus. This increase in the number of residential students has seen us having to grow our student residences and staff housing to match.

There has been an increase in the quality and frequency of after school activities. The student government has helped to organise regular, semi-formal dinners to celebrate our cultural diversity and plan out activities that are inclusive and involve all the residential students. Other afterschool activities include inter-house sport competitions or practices, exploring nature such as the Materuni Waterfalls, Chemka Hot Springs or going to the movies in the closest theatre.

Systems have been put in place to support and address the welfare and learning needs of residential students. Each house has different mentors (teachers on duty) who spend time with students in the evenings and on weekends with every teacher in the school playing a part. In addition, IT systems such as Life have been introduced to allow for online residential life management.





To many, residential life is a boring and tiresome experience. However, here at UWCEA residential life is an enriching and fun experience. Ever since our transition from ISM to UWC, this school's residence has grown immensely. With the new residential houses such as Kimbilio and the expansion for other houses such as Kiongozi, the school's residential life has both developed and become more accommodating. Residential life is especially enriching with bonding that takes place within the dorms. For example in the past year Kisiwa has held a monthly quiz night, which has been a fun opportunity for people to share their common knowledge and due to the diversity that comes with being a UWC different cultural knowledge is additionally expressed. The boarding parents as well as the auxiliary staff make the residences feel like home and that is one of the main reasons that I as a student have truly enjoyed being a part of this residential experience.

Tendo, Uganda.



FACILITIES

UWCEA is more than just a school, it is home to students and staff. In the years following joining the UWC movement, there has been a massive increase in different facilities on both campuses to accommodate the growing number of students, staff and activities in the school. The past three years have seen the following changes,

- The completion of a new cafeteria on the Arusha campus.
- The completion of three new and modern student residences and fourteen staff houses on Arusha campus.
- The completion of an art room and laboratories on Moshi campus.
- New buses for both campuses.
- The completion of the science laboratories on Arusha campus.
- Extensive refurbishment of staff housing on Moshi campus.
- Expansion of existing student residences and building of three new staff houses on Moshi campus.
- The development of experiential learning store on Arusha campus.
- Recreational and fitness centers on both campuses.



BEING UWCEA: ALIGNMENT



WEEK WITHOUT WALLS

Week Without Walls is an integral part of our educational programme in the Secondary School. Students have the opportunity to experience the world outside of classrooms and to explore Tanzania. This programme provides students with educational experiences that strengthen their knowledge, skills, environmental awareness, and cultural sensitivity. This initiative's main idea is to take learning outside the classroom and learn in an authentic environment without walls.

This year a group of energetic **M1 students** went to Lake Eyasi, where they learned about the Hadzabe way of life and their conservation strategies.

M2 students travelled the furthest and went to Pangani where they had a chance to explore the history of the Swahili coast while visiting historic sites in Tanga.

Circumnavigating Mt. Meru, **M3 students** spent the first few nights at the Tumaini Cultural Arts Centre learning about music and performing arts in Swahili, and finished their week on dusty plains North of Mount Meru at Pamoja School, near Ngare Nanyuki.

M4 students, who stayed near to our Moshi campus, were busy tackling mathematics outdoors in the foothills of Kilimanjaro at Simba Farm.

M5 students went to Mto wa Mbu, where they spent the week learning about the science behind our sporting bodies.



UWC

UWC DAY

For the last three years, on every 21st of September, we have joined 17 other schools from across the globe in celebration of UWC Day. UWC Day is celebrated in conjunction with the UN International day of Peace in line with our mission: 'Making education a force to unite people, nations and cultures, for peace and a sustainable future'. This is how we have celebrated on our two campuses.

CLIMATE CHANGE - 2019

The UWCEA Moshi community spent the day reviving the school's community garden, followed by fun activities organised by the students. Simultaneously some members of the Arusha campus community went into town to introduce and explain the UWC mission, leaving others on campus celebrating their cultures and embracing diversity with a flag raising ceremony and party.

UNITED WE CAN - 2020

Both campuses held assemblies and parades where students celebrated their identities and dressed in their cultural attires. On Moshi campus, students painted 'United We Can' in their native languages, whilst in Arusha students and staff collected trash from a river near the school.

RE-IMAGINE TOMORROW - 2021

Students from both campuses took time to reflect on what tomorrow would look like through leading and engaging our communities in different activities, including a trash pick-up, envisioning solutions to global problems, exploring self-care and creating art.



“

The UWC movement has allowed us to embrace different cultures and traditions from around the world. Although I am an M5 student and this year I did not have as big of an opportunity to get to know everyone well, sports, co-curriculum activities and other in-school and class events allow the MYP students to get to know and understand the fascinating lives of some of the Diploma students. Next year I look forward to getting to know many more people and their different backgrounds.

Gabriella, UK/Tanzania

”

“

Changing from ISM to UWC was very exciting as we got to meet people from all around the world. The best part for me was how much it helped me become more open-minded. I am excited for my D1 class next year and all the changes ahead.

Avalon, USA

”

STUDENT EXPERIENCE

There have been changes since the school joined the UWC movement. Here some students share their thoughts on their UWC experience and what they saw as the school made this transition.

“

The transition from ISM and UWC was indeed a strange one, but I believe it was one of the best things that could have happened to the school. Over the course of the past three years, I have met some amazing people from places that I have only ever read about. UWC has allowed me to broaden my horizons and learn about different cultures while also learning to celebrate my own. Although part of me will always resonate with ISM, UWC has provided me with a multitude of opportunities and I look forward to how the school continues to evolve.

Sehra, Tanzania

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DARE TO DREAM

The Davis-UWC Dare to Dream programme began in 2018 after a pledge from Shelby Davis to give 100 young people from across the globe a chance to join one of the 18 UWC schools and colleges to complete the final two years of their secondary education. Through the generosity of Shelby Davis, these scholarships were and continue to be granted to students who would usually not even dare to dream of a world-class education like that offered by UWC and by doing so they have strengthened the diversity of the global UWC student body. Since joining UWC, UWC East Africa has hosted young people who have dared to dream, Annabel Lackner is one of these young dreamers.



Coming to UWC meant leaving the familiar behind and being exposed to people from the most diverse backgrounds you could ever think of. Even though the uncertainty and the sudden change were a big challenge at first, I now realise how it made me grow by completely changing the way I look at the world. Things that I would take for granted before were challenged by conversations and experiences in UWC. The incredible diversity allowed me to build friendships with people that drastically shaped me as a person and helped me to pursue my dream of living in a multinational environment which warmly welcomes various perspectives. This school gave me the opportunity to follow my dreams and become more aware and open minded.

Annabel, Austria



BEING UWCEA:

CONTINUED TRADITIONS



UWC East Africa is renowned for the holistic nature of learning experiences. As an IB continuum school with two campuses, the school presents many opportunities for students and staff to participate in a variety of activities in diverse communities and environments. Since joining the UWC movement, the school has been able to further develop its programmes into creative learning environments that cater to the learning needs of students.

PRIMARY YEARS PROGRAMME

Our Arusha Campus developed learning spaces to include a primary kitchen, an Early Childhood playground renovation, a library room update with a mother tongue section, and a forest school area. For the students we have organised an annual play, class camps from P1 to P6, community speakers or field trips in each unit and buddies to support learning across the PYP section.

Moshi Campus has seen the installation of a new primary school playground. The Early Childhood play area has been renovated and a mud kitchen has been built. A PYP Student Voice (student council) has been established. There has been a focus on increased voice and choice in our Units of Inquiry and assessment formats. Our recent PYP Exhibitions have moved from being group presentations to the children working on their individual passions. We have expanded the range of locations for class camps, with some year groups now visiting the National Parks.



MIDDLE YEARS PROGRAMME

MYP students at UWCEA are encouraged to make real-world connections extended from their studies, and are prepared for success in their future academic endeavours and their life. Students are nurtured to become active, internationally-minded people who “empathise with others and pursue lives of purpose and meaning.”

The programme is designed to empower students to creatively solve problems and take action while inquiring into a wide range of local, national and global issues. The program explores key concepts linked to one of six global contexts in a creative, critical and reflective way. Learning through inquiry allows students to build their confidence and manage their own learning as they “develop an understanding of global challenges and a commitment to act as responsible citizens.”

Over the last 3 years, the school has seen a significant increase in the number of enrolments that has led to a more diversity on the campus. For the Middle Years Programme this has meant that student participation in CCAs and OP trips with Diploma Programme students who come from diverse backgrounds and culture has led to an increase in International Mindedness. The expansion of Interdisciplinary Unit trips and the introduction of the Week Without Walls Program has allowed students to explore the rich and varied surroundings of Tanzania, to strengthen their knowledge, skills, environmental awareness and cultural sensitivity, and to integrate bodies of knowledge and ways of knowing from two or more subjects to create new understanding.



DIPLOMA PROGRAMME

Joining the UWC movement in 2019 had the biggest impact on our IB Diploma Programme. Whilst the PYP through to DP residential programmes continued to grow considerably on Moshi Campus, the new residential programme on Arusha Campus brought significant physical, with the construction of new residential buildings and dining area, and social changes. In the last two years the residential aspect of the school has had many developments including a majority of teaching staff taking up the residential parent role on both campuses. This transition increased interaction between students and teaching staff has led to better engagement and understanding between the two. All diploma students have benefited from the increase in subject choices with the introduction of Theatre and Music on Arusha campus and an introduction of Music and Global Politics on Moshi campus. Both campuses have expanded their school-supported, self-taught language offerings and our Swahili ab initio classes are now full. A more diverse body of students naturally led to a greater global awareness which means that case studies in Group 3 subjects are now easier to relate to.

This year, the students were also able to participate in Project Week for the first time. Project Week allows students to explore their interests and apply some of their acquired knowledge by planning and carrying out projects inside the school and with partners throughout Tanzania.



QUALITY-ASSURED

Since offering its first International Baccalaureate Diploma examinations in 1975, UWC East Africa is now an IB continuum school offering the pedagogically aligned IB Primary Years, Middle Years and Diploma programmes. UWC East Africa has been fully accredited by the Council of International Schools and Middle States Association since 1986 and in 2022 we were re-accredited for a further 5 years.





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The school is committed to the well-being of its students through creating a positive culture of care and encouragement within the community. Student voices are facilitated, student agency is encouraged and leadership is fostered. Health, both physical and mental, is a feature of programmes to ensure proactive consideration of well-being as lifelong learning.

CIS Evaluation report 2022

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“

The exciting transition of joining the UWC network of schools has been a primary focus. This transition has brought many changes and growth to the school. There has been an increase in student numbers and demographics, in addition to expanding the facilities on both campuses. The school articulated their interim successes in becoming the United World College East Africa.

IB Evaluation Report 2022

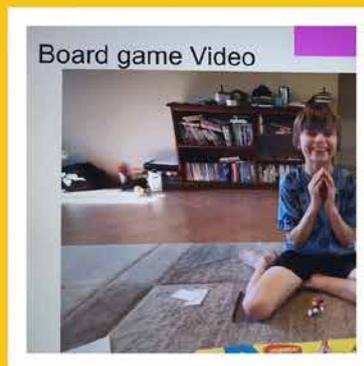
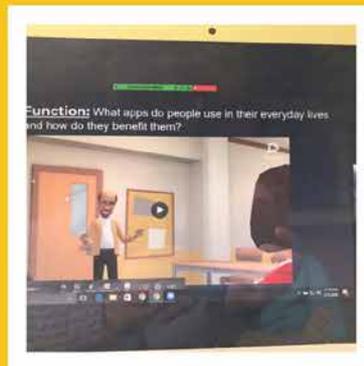
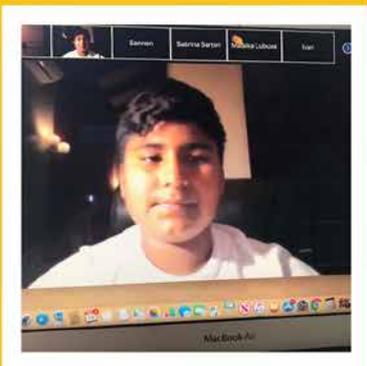
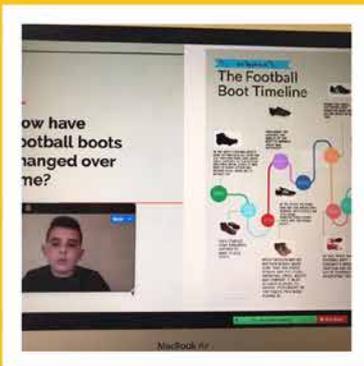
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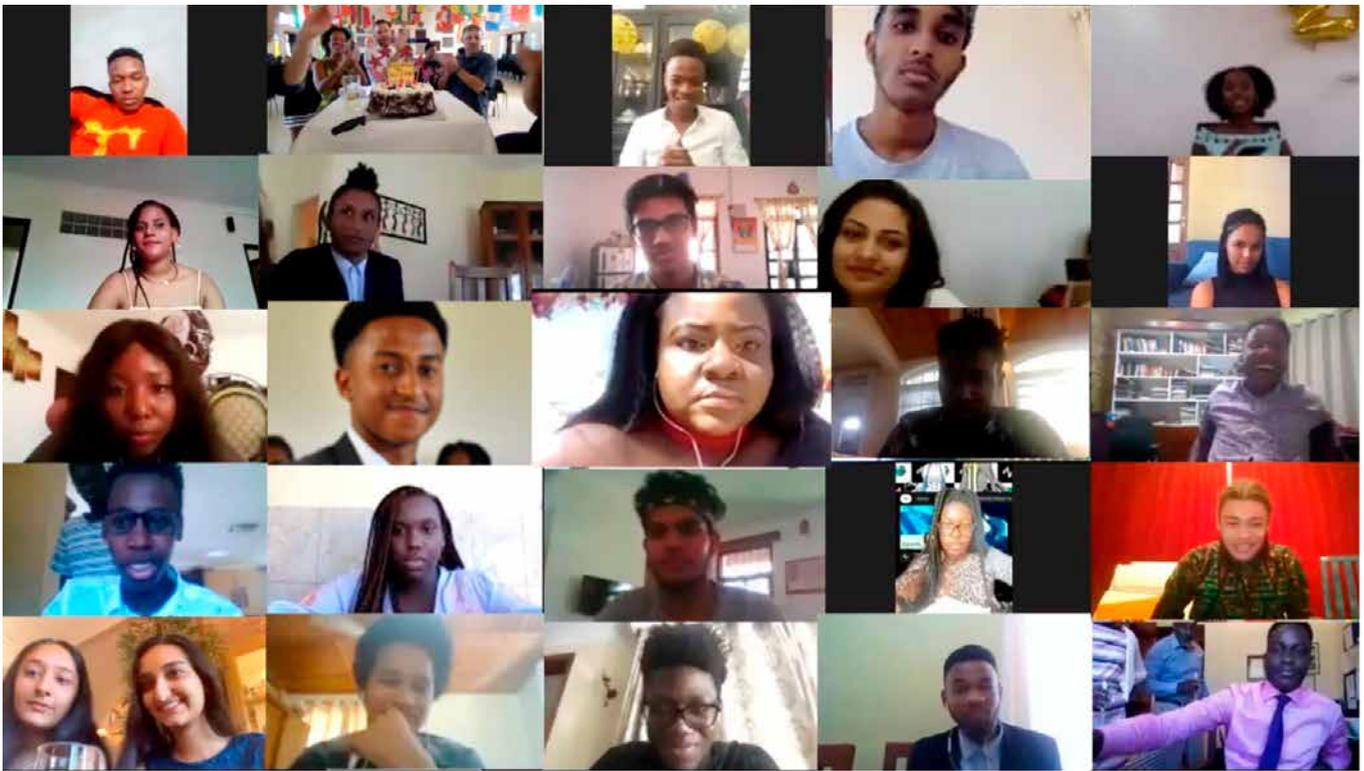
As a member of the Association of International Schools in Africa (AISA), UWC East Africa students and staff have had access to collaborative opportunities throughout Africa. In 2023 we will host the AISA Global Issues Service Summit at UWC East Africa Arusha Campus.



SURVIVING COVID

TIMELINE OF EVENTS, E-LEARNING, VIRTUAL GRADUATION AND SALARY CUTS





TIMELINE

NEWS SPREAD ON THE OUTBREAK OF COVID 19 (December 2019)

HOSTING THE UWC GOVERNANCE AND REGIONAL MEETINGS (January 2020)

The world was put into turmoil with the beginning of the COVID effects and this impacted our meetings. Travel bans and restrictions, positive cases along with cancellations by some guests reduced our numbers, but we were fortunate to host well over 100 people from across the movement.

COVID 19 FIRST CASE IN TANZANIA (March 2020)

The official first case of COVID in Tanzania was reported causing panic within the community. Furthermore the government instructed the closing of all educational institutions and this brought many changes for our school as we moved to online learning.

ONLINE LEARNING (March to June 2020)

Learning transitioned from a face to face classroom to an online environment which made learning a new experience for everyone. There were some major challenges: internet connection, time differences, and looking at how we assess students. We missed our students and our campuses became very quiet places. That said, everything comes with a silver lining. Students and teachers found new ways to communicate with each other and discovered that learning could still take place even if we were many time zones from each other. Being away from students also made many teachers reflect on how it is the daily interactions with young people that makes our profession so special. This was also a scary time. Around the world we heard of people dying, borders closing and predictions of a crisis in mental health yet to come. From very early on we realised that we would feel the effects of this pandemic for a long time to come.

EXAMINATIONS CANCELLED AND VIRTUAL GRADUATIONS (May 2020)

For the first time ever the IB canceled all DP and MYP examinations. Furthermore, mirroring what was happening globally, we were forced to hold our annual graduation ceremonies virtually. Despite some technical challenges and the disappointment that came with not being able to celebrate together, this was still a happy occasion.

SALARY CUTS (May-July 2020)

Finances were tight. Like so many institutions around the globe the school had to tighten its belt. The overwhelming support the school received from all the staff was amazing with everyone agreeing to take a voluntary salary cut which enabled the school to navigate this time without having to cut back on staff. Thankfully this is now behind us and the school has been able to repay all staff.

IN PERSON LEARNING (August 2020)

To everyone's relief, we resumed face-to-face learning but travel restrictions meant that some students were unable to join us immediately. Precautions, which we hoped would ensure that we could continue face-to-face, were put in place. These included, health screening, quarantining, minimising interactions with people outside campus and by the closing down of facilities like our sports grounds and swimming pool. Then resilience of our community was amazing!

LEARNING TO LIVE WITH COVID-19

Our new precautions became habits with handwashing, disinfecting and split assemblies becoming the norm. The school issued, and regularly updated, guidelines around self-screening and social distancing. Living with Covid became the new mantra.

AWARDS AND ACHIEVEMENTS

Since joining the UWC movement our students have had the opportunity to bring their community projects to the global stage.



Smokeless Kitchen



BeeHive Divide



Lorax Project

YOUNG AURORA

2019 -Winners “Smokeless Kitchen”

2020- Winners “BeeHive Divide”

2021- Finalist “Lorax Project”

This award is presented by the Aurora Humanitarian Initiative in partnership with UWC International, Teach For All and the African Leadership Academy. Young Aurora was launched in 2017 to encourage, support and showcase student-driven projects which address concrete humanitarian issues with innovative and sustainable solutions. Every year the winner of Young Aurora receives a \$4000 grant towards their project.

Smokeless Kitchen: aimed to source low cost, locally sourced, sustainable material to create a smokeless stove. The students teamed up to create a stove that would eliminate smoke when cooking in the hope to reduce smoke-related, respiratory diseases experienced by women in the Kilimanjaro region.

Beehive Divide: addressed human-elephant conflict in Sanya Hoyee village, Tanzania. In May 2021, the team completed the construction of a 770 metre beehive fence made up of seventy, hardwood beehives. To date the project continues as a service initiative at the school even though the founding team members have graduated.

Lorax Project: aimed to tackle soil erosion and deforestation through the distribution of seed bombs with the help of local school students in Arusha, Tanzania. This project was selected to enter the finalist round for the Aurora prize in 2021.

RISE

Rise is an initiative of Schmidt Futures and the Rhodes Trust that finds brilliant people and supports them for life as they work to serve others and solve humanity’s most pressing problems. Rise is the anchor program of a \$1 billion commitment from Eric and Wendy Schmidt to find and support global talent. The program starts at ages 15–17 and offers a lifetime of benefits including scholarships, mentorship, access to career development opportunities and funding.

We were very proud that Ivan Dudiak, Ukraine, was selected as a Rise Global Winner in 2021.

RISE
ALL WINNERS
Filter by Nationality ▾

IVAN KOSTIANTYNOVYCH DUDIAK
Ukraine

“ I have designed, modified, and constructed a beehive in order to tackle the issue of deforestation that destroys the natural habitat of bees, preventing them from pollinating plants and thus endangering the balance of the local ecosystem. ”
Ivan, Ukraine



AISA AWARD FOR EXCELLENCE

This award is presented to a final year student who has embraced a world view which celebrates human unity and diversity, seeks to understand, appreciate and promote African cultures. The student demonstrates by example the concept of service to the human family and promotes a school environment that is characterised by a sense of hospitality and friendliness, collegiality and community.

OTHER SCHOOL ACHIEVEMENTS INCLUDE:

- Go Make A Difference
Winner 2020 – School library project, South Sudan
Winner 2020 – Kiryandongo refugee settlement
- Association for International Schools in Africa
Second place – Coral reef regeneration
Service leader award - PPE for Arusha nurses through 3D printing
- Duke of Edinburgh
Twelve bronze awards, currently undertaking silver awards.
- Annual OP trips
Summitting Mount Kilimanjaro and Mount Meru
- Student Speaking Engagements
2021 UNICEF conference, Dodoma and Moshi
2017 TED Global, Arusha
2021 TEDx Moshi - organised by students
Ongoing Annual East Africa Model United Nations
- Global Competition on Astronomy and Astrophysics
2020 Silver medal winner



“ AISA 2021 WINNER

“Winning an award is the best way of evaluating ourselves and establishing the impact we have had on the people in our community and the society at large. Before I won the AISA excellence award, I didn’t know how valuable and important I was to my community. From this award winning I have learn’t that society will always

appreciate your effort and the impact you created on its people. I believe it is the responsibility to embrace peace and harmony where we live, celebrate diversity and more importantly learn how to live together and make this place for all of us. I dedicate this award to all children around the world who want a peaceful world.

Peter, South Sudan/Uganda



AISA 2022 WINNER

I was fortunate enough to win the AISA and Chibber award this year, 2022. I am proud of this achievement as I’ve been working hard to become a better leader for the future. Through this experience I was able to gain a range of perspectives to problem solving and community service. This journey has taught me the importance of a balanced life and that the more energy and time I put in, the more I learn and gain.

Navya, Tanzania



SPORTS AND EVENTS



SPORTS CHAMPIONS

Sports keep our community active, engaged and healthy. You can be sure there is never a dull moment on either of our campuses..

Sports weekend is always one of the most anticipated events of the year, not just by the UWC East Africa community but also international schools across Tanzania. Sports weekend began long before joining the UWC movement, and even COVID 19 couldn't hold our active community back. In observing the wellbeing of our students and community at large, in the year 2020 we were not able to host the 1000+ students as we usually do, so instead we hosted a sports weekend which had the Arusha Rhinos go head-to-head with the Moshi Leopards.

November 2021 saw our Moshi campus hosting their 20th Sports weekend with over 700 students from various schools from across the Tanzania mainland and Zanzibar attending. We were brought us back into the competition spirit as we saw students running from one sport to another to secure a win for their campuses.





24 HR RUN

During the 2018-19 school year we ran for 24 hours. The, now annual, 24-hour Run is a fundraising event which involves running in teams for 24 hours with at least one member of the team always on the pitch. Team members are free to walk, run, skip or dance as long as they are moving. This year for our 3rd edition we saw students, staff, parents and community members run together to raise money for the McCulloch-Malimi scholarship, in memory our beloved teachers Neil McCulloch and Paul Malimi.



HOLI



GRADUATES



CLASS OF 2022 MOSHI

A NEW ERA OF CELEBRATING DIVERSITY

As the first International Baccalaureate school in Africa, for fifty years International School Moshi has educated students from over 40 nationalities. Since its beginnings in a 1969 in the KCMC School of Nursing, the school moved to Lema Road in 1970. The Moshi campus grew over the years and in 1987 the Arusha campus started in the TFA site on Haile Selassie Road moving to the Airport Road in 1996. International School Moshi as 'one school, two campuses' was born.

Mirroring this early development, the last three years has seen our school grow tremendously. Having graduated 50 students in 2020, a total of 153 young change makers representing 115 nations graduated in 2022.

Every May, our students join the growing global community of IB graduates who celebrate and start to map out the next phase of their life.

CLASS OF 2022 ARUSHA



ALUMNI REFLECTIONS



BRANDON, Tanzania - CLASS OF 2021

In my life there have been very few events that I would consider life changing and have both impacted and inspired me so much to the point where I changed my outlook on life. Going to a UWC is one of those events.

The UWC experience is unique all the way from the academic to the non-academic. The UWC East Africa community is like no other, with everything about it being magical. Being a member of the first cohort, my time there (minus the pandemic), definitely felt like home away from home. I got to grow, learn and relearn inside and outside class, acquired new hobbies, explore, made memories, made the best connections and relationships; and I am grateful to God for all that. Despite the IB on its own being very challenging everyone was there to support us, be it the teaching staff, support staff, the parents or even the students around (from EC to DP – everyone!!!!). It is without doubt that the UWC East Africa community will always have a special part in my heart.

Going to a UWC absolutely sealed my love for the world and has contributed to my current value system. I got to develop some of the best virtues including critical thinking, proper work ethics and discipline, perseverance as well as resilience. I find it very important to be connected to the society I live in and find ways to contribute to it. I know I just I said that the IB was challenging but it was worth it because all that coupled with the staff's support made my transition to university seamless. As I was starting university, I made sure to utilise everything I learned from UWC East Africa; that's a life hack right there!! The support continues to date because whenever I'd shoot an email/text, my UWC East Africa fam never disappointed. The best thing about being in a UWC community as a whole is that I know that anywhere I go I will find someone who is part of the UWC family (trust me on this, I'm yet to be at a place without a person from UWC).

LUANGA, DRC Congo - CLASS OF 2021

Summarizing my UWCEA experience in just a few words is tough, because the adjectives wouldn't do it justice. I am really grateful and lucky to have gotten such an opportunity, and I am glad that I took full advantage of it. From delving into IB African History in the classroom, to exploring the beautiful nature of Arusha, to Friday afternoons spent on the football fields, and forging connections with all sorts of community members. It absolutely shaped my goals for the future in terms of directing me towards policymaking and development back home.

It also inspired me to volunteer with my national committee because of the importance of giving back. In terms of life after UWC - At university and outside the "bubble" things are incomparably different. But it was still gratifying to infiltrate other spaces with the UWC spirit. And surprisingly enough, finding and bonding with another UWC community of my own at uni, as well as running into other UWC alumni randomly around the world. I can testify it's true that while you may leave the physical confines of UWC, UWC never leaves you.

ROSALIA, Tanzania - CLASS OF 2022

UWC East Africa has taught me that there are multiple stories to success, I have learnt to balance my social, academic, physical and spiritual life. I have made life-long friendships and connections from all over the world which will definitely benefit me today and in the future. I have enjoyed learning from experienced faculty in the school which enabled me to deepen my passion for various interests and opened doors to countless opportunities. I plan to pursue my studies in Economics, Entrepreneurship and Data Science at Princeton and other graduate schools.



SUCCESSSES

Joining the UWC movement was a key milestone for the school. Since becoming UWC East Africa in 2019, the school has developed its mission and established new goals that align with the movement.

MISSION

UWC East Africa makes education a force to unite people, nations and cultures for peace and a sustainable future. We are committed to developing balanced global citizens who are empowered to act responsibly in a complex world.

At UWC East Africa we have developed our own definition of International Mindedness.

INTERNATIONALLY MINDED PEOPLE:

- Are curious about the world and different cultures.
- Demonstrate the values of UWC and of the International Baccalaureate.
- Strive to learn about the values, beliefs and practices of their own culture so that they can better understand those found in their host country and elsewhere.
- Seek to understand how personal values, beliefs and practices impact one's own and other's contexts for learning and interacting in a variety of settings.
- Are influenced by, but not confined to, the cultures of their upbringing.
- Recognise that many values, beliefs and practices are in fact universal.
- Recognise and reflect on their place in an increasingly interdependent, globalised and connected world.
- Recognise and critically engage with multiple perspectives.
- Bridge cultures and act to create a more peaceful and sustainable world.



...opportunities to engage with the culture and nature of East Africa



...a healthy lifestyle and active pursuits.

...the happiness and well-being of our community.

FUNDRAISING GOALS

Since joining the movement, the school has made an even bigger commitment to extending the education opportunity it provides to young people from diverse economic and social backgrounds. Since 2019, the school has offered over 300 scholarships, through UWC National Committees, to deserving young people from Africa and beyond. In its third year, the school has calculated a fundraising target of USD 750,000 per year to sustain this commitment for the near future.

UWC East Africa students have also benefited from the generous support through the Shelby Davis UWC *Dare to Dream* programme that has funded students since 2021. As a school, we are committed to raising 3 new scholarships per year in order to unlock 3 more scholarships to be awarded to students from around the world.



MESSAGE FROM DIRECTOR

As I reflect on our school today, three years into its journey as a member of the UWC movement, I find myself regularly returning to our school's beginnings. As International School Moshi we were rightly proud to call ourself the first IB school in Africa, whilst as UWC East Africa we are just as proud to call ourself the second UWC in Africa. To me, the similarities in these sentiments are all too apparent. Both transitions took vision, passion, self-belief and courage from many.

In 1975, the first International Baccalaureate Diploma of nine students class graduated from International School Moshi.



from left: Matti Kaikkonen. Carsten Klouman. Mr. Herb Heyse, Scott Chapman, Anne-Christine Jakobsen, Anne Sorensen, Shehnaz Bandali, Leanora Spry, Gugi Chibber, Zannele Chitepo

Whilst only nine students, they came from three continents and six different countries. They had climbed to the summit of Mounts Meru and Kilimanjaro, played football, served on the student council and in the community, and performed in the school play. These nine students then went off to universities in Finland, Denmark, Norway, the USA and the UK. So what has changed as we made this transition to UWC East Africa? Perhaps not as much as we might think.



Anna Marsden

We now have two residential campuses and more students, this year's graduating class as UWC East Africa saw 153 students leaving the school, but the heart of our education remains constant. These students too had climbed to the summit of Mount Kilimanjaro, had dived in the Indian Ocean and had walked the plains of the Serengeti. They had played sports amongst themselves and across the two campuses and had entertained us in plays and musicals and entertained themselves in the residences. They had served in student government and in our local community. They came from across four continents and left us for universities around the globe. Like their counterparts of 1975, they left with the soil of Arusha and Moshi on their feet and vivid memories of their time with us.

We became UWC East Africa because we were International School Moshi, that we must never forget. As we continue as UWC East Africa, my hope is that we do so with the vision, passion, self-belief and courage that is woven into the fabric of the school and with the pride that today we are both ISM and UWCEA.



...a shared responsibility and collective duty of care for ourselves, each other and the environment.



...a safe, collaborative and caring community.

DIVERSITY



How can there be peace without people understanding each other, and how can this be if they don't know each other?

Lester B. Pearson



BOTH CAMPUSES: 109 NATIONALITIES FROM 663 STUDENTS

Tanzania	185	Armenia	3	Cambodia	2	Belize	1
United States	53	Austria	3	Sri Lanka	2	China	1
Netherlands	39	Democratic Repub.	3	Liberia	2	Egypt	1
Uganda	37	Colombia	3	Lithuania	2	Western Sahara	1
Great Britain	36	Lebanon	3	Latvia	2	Ghana	1
India	21	Mexico	3	Macedonia	2	Greece	1
Germany	16	Poland	3	Malawi	2	Guatemala	1
Kenya	16	Portugal	3	Malaysia	2	Honduras	1
Mauritius	10	Rwanda	3	New Zealand	2	Croatia	1
South Africa	10	Sudan	3	Peru	2	Haiti	1
Australia	7	Somalia	3	Pakistan	2	Laos	1
Canada	7	Türkiye	3	Palestine	2	Saint Lucia	1
Switzerland	7	Zambia	3	Paraguay	2	Lesotho	1
Denmark	7	Belgium	2	Romania	2	Libya	1
Korea (South)	7	Bolivia	2	Sweden	2	Namibia	1
Finland	6	Brazil	2	Slovenia	2	Norfolk Island	1
Ireland	6	Belarus	2	Slovakia	2	Nigeria	1
Italy	6	Congo	2	El Salvador	2	Saudi Arabia	1
Zimbabwe	5	Chile	2	Eswatini (Swaziland)	2	Sierra Leone	1
Cameroon	4	Czech Republic	2	Tajikistan	2	Syria	1
Israel	4	Spain	2	Timor-Leste	2	Thailand	1
Iraq	4	Ethiopia	2	Venezuela	2	Tunisia	1
Norway	4	France	2	Viet Nam	2	Uruguay	1
Nepal	4	Hungary	2	Afghanistan	1	Uzbekistan	1
Russian Federation	4	Indonesia	2	Argentina	1	Kosovo	1
South Sudan	4	Iran	2	Bosnia and Herze..	1		
Ukraine	4	Jordan	2	Bangladesh	1		
Albania	3	Japan	2	Burkina Faso	1		



“ Education is not a way to escape poverty, it is a way of fighting it.

Julius Nyerere ”



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