



Five-Year Report

2019-2024



 **UWC**
EAST AFRICA

2019–2024

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WELCOME



It is with pride that I welcome you to this five-year report. This report looks back at our UWC East Africa journey over the past five years, highlighting our significant achievements, the evolution of our programmes, and introduces you to our strategic plan. Whilst this report focuses on our recent journey, we do not and should not forget that UWCEA exists because it is building on the fifty-year history of International School Moshi.

Over the last (fifty-) five years we have celebrated many milestones and successes but our focus has always been on our students. In the following pages, you will find accounts of their academic successes, extracurricular achievements, and community initiatives. We hear directly from our community about what they feel makes their school special, where they believe we have come from and where we are going.

As we navigate an ever-changing global landscape, our commitment to peace and understanding is unwavering. In this report, you will find stories of how our school fosters a nurturing and inclusive environment, and how our community works together to grow our students, and the adults in our community, to be thoughtful, innovative, and compassionate.

As we look back on these five years, we also look forward with optimism and enthusiasm. Through our collective efforts we have laid the groundwork for future growth and success, and, with the continued support and collaboration of all members of our community, we are ready for the years to come.

Warm regards,

Anna Marsden
Director



OUR FOUNDATION



proudly building on the legacy of

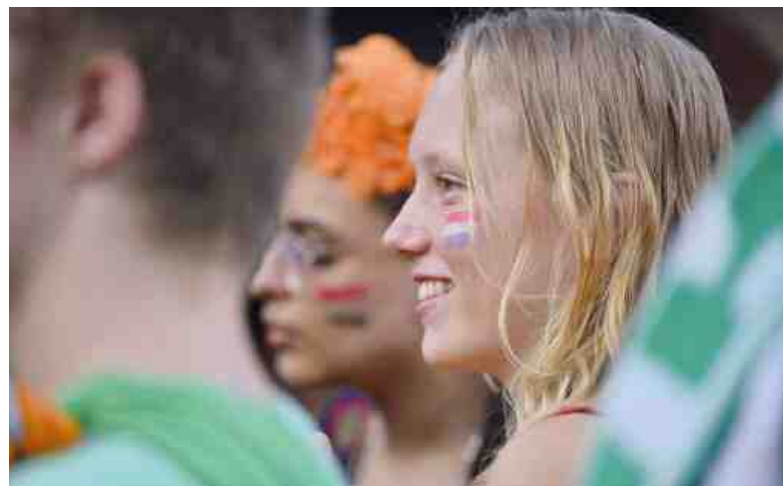


**International
School Moshi**



UWC East Africa builds on the iconic legacy of International School Moshi. As the first International Baccalaureate school in Africa, International School Moshi had a rich heritage in global education. Established in 1969 to cater to the international community of doctors at the Kilimanjaro Christian Medical Centre, the institution swiftly became an IB school in 1973 and, concurrently, expanded its reach. By 1987, it had built several boarding houses and branched out to Arusha, establishing a second campus.

In 2019, upon joining the UWC movement, UWC East Africa further enhanced this legacy. With campuses in Moshi, situated at the foothills of Mount Kilimanjaro, and Arusha, nestled at the base of Mt Meru, our school offers students the opportunity to summit these majestic peaks and explore the Indian Ocean coastline. Our innovative, internationally recognized curriculum empowers children and young adults to delve deeply into critical thinking and wise action. They do so within an exceptional school environment surrounded by abundant indigenous plants and wildlife.





OUR 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.



OUR VALUES

UWC East Africa is a member of the UWC movement. We live and learn together as part of a community that values: A safe, collaborative and caring community. A sense of belonging, acceptance and tolerance. A holistic and diverse portfolio of learning experiences. An education in a global context that promotes an appreciation and understanding of multiple perspectives and interdependence of individuals, societies and environments. Innovation over perfection within a supportive community where learners are motivated to embrace personal challenge and reflection. The ambition of students to demonstrate initiative and take on leadership roles. Opportunities to engage with the culture and nature of East Africa. A shared responsibility and a collective duty of care for ourselves, each other and the environment. A healthy lifestyle and active pursuits. The happiness and well-being of our community.

INTERNATIONALLY MINDED PEOPLE

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.

STRATEGIC GOALS 2024-2029



Our Planet

We care about our planet and act to make our world sustainable.

Action to achieve this:

- Develop baseline energy and resource-use surveys on both campuses.
- Develop a sustainability plan for the school.
- Reduce consumable resources and support reuse and recycling.



Our Education

We offer a holistic and innovative education in line with our Guiding Statements

Action to achieve this:

- Explore experiential learning as a broader part of the curriculum.
- Campus Leadership Teams collect and analyse externally validated, longitudinal assessment data for directing classroom instruction.
- Review and refine appropriate structures, procedures and programs to support the pastoral care of students.

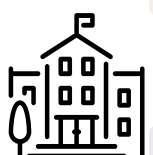


Our Values

We live the UWC mission and values in East Africa.

Action to achieve this:

- Actively pursue opportunities that allow students and staff to engage with the cultural and natural resources available.
- Develop programs and structures that allow students to practise leadership and suggest initiatives in a supportive environment that prioritises engagement over results.
- Develop a funding plan for additional partial/full scholarships to students from East Africa.

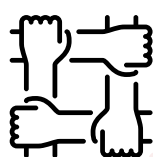


Our Heritage

We passionately engage with our alumni.

Action to achieve this:

- Create a history of the school- 'International School Moshi: The first 50 years'.
- Grow our database of alumni.
- Enhance links between alumni and the school through social media and regular alumni newsletters.

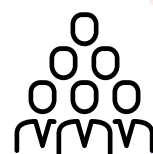


Our Community

We foster a community that allows all members to thrive.

Action to achieve this:

- Capitalise on the expertise within our community to enhance our programmes.
- Work with Tanzanian education boards to share educational best practices with teachers from other schools.
- Address structures and opportunities that support the needs of teachers and the school programmes.
- Develop career development path opportunities for non-teaching staff.
- Review practices that ensure day and residential students feel equally included in all school activities.



Our People

We value and celebrate our rich cultural diversity.

Action to achieve this:

- Recruit diverse staff that reflects the student diversity and embodies the values of the school.
- Work with AISA and UWCI on their DEIJ and ARDEI initiatives.
- Mentor teaching assistants and interns, with the aim of developing teachers who are familiar with the IB programme.
- Ensure that our programmes allow students and staff to share and celebrate their culture.



Our Relationships

We build relationships in East Africa and beyond.

Action to achieve this:

- Develop partnerships between the school and other organisations.
- Foster closer relationships between Tanzanian schools, international schools in Tanzania and the government.
- Solidify our position within the UWC movement.

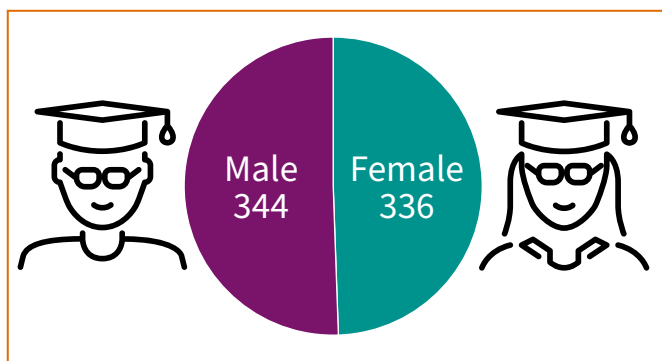
2019-2024 IN NUMBERS



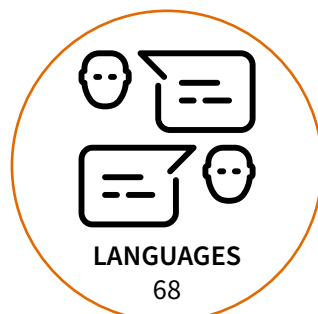
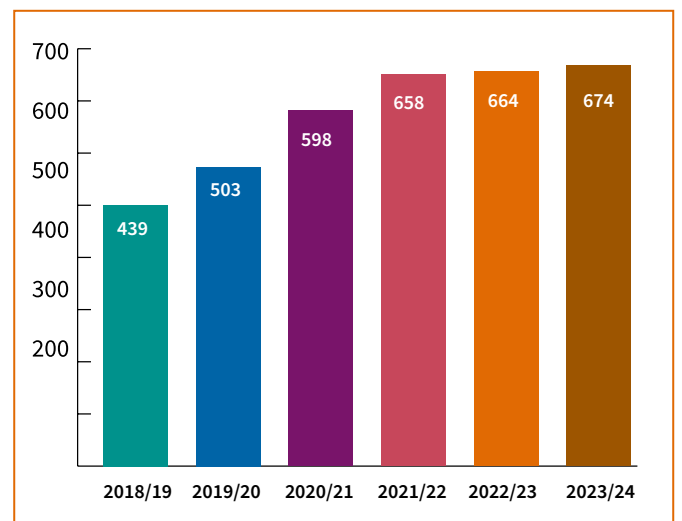
2018-2024 STUDENT ENROLLMENT

Academic Year 2018/19	Academic Year 2019/20	Academic Year 2020/21	Academic Year 2021/22	Academic Year 2022/23	Academic Year 2023/24
439	503	598	658	664	674

TOTAL NUMBER OF STUDENTS 680

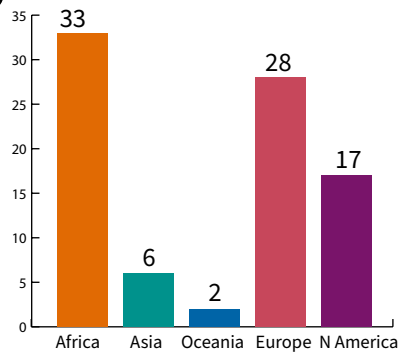


NUMBER OF STUDENT 2018-2024

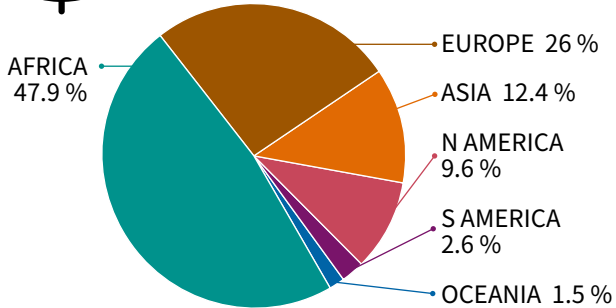




86 TEACHING STAFF FROM 5 CONTINENTS



111 STUDENT NATIONALITIES FROM 6 CONTINENTS



PYP AND MYP EVOLUTION



The transition to UWC East Africa had a noticeable impact on our Primary Years as well as Middle Years programmes.

During an accreditation interview our Early Years teacher was asked if the school becoming a UWC had had any impact on the youngest children in the school. She replied, “The children in my class are too young to go and see the world but becoming a UWC means that the world has now come to see them.” The primary children now meet and interact with children from all over the globe.

As part of the UWC’s commitment to service, we have a lot more of the older students offering clubs for the PYP students. Sports, boxing, dance, crafts and swimming support are among the activities that have been offered by Diploma Students. This has had a knock-on effect in the secondary school and we now have some MYP students offering after school clubs for the PYP. This hugely benefits the PYP children and gives them access to a rich and varied after school clubs programme.

Having access to a large number of young people from a large number of countries is a great educational resource. When the P6 teacher was teaching the class about tolerance and learning to live alongside each other, she was able to point to examples of Russian and Ukrainian students within our own community, cooperating and living alongside each other. When learning about traditions and festivals there are many potential visitors to the primary classrooms. For the last 3 years, students from refugee camps have visited the primary school during the migration unit and have talked to them about the challenges of forced migration. During book week the French teacher arranges for different French speaking children to visit the classes and read a story in French. More children from different backgrounds means greater exposure to different talents. One student who had his own YouTube channel visited a PYP class to teach them how to use iMovie.



The Diploma students have organised many cultural nights as well as celebrations of Holi and Carnival. The primary students are invited to these events and gain a better understanding of the wider world.

When these relationships are formed within the class and in after school clubs they extend outside of the classroom. When the primary children meet the secondary children on the breezeway, they greet each other as friends. The younger children are delighted to have this recognition from older friends from all over the world and the older children, many of whom have left younger siblings at home, enjoy spending time with the younger ones. The primary residential children have benefitted from the interest that the secondary students have shown in them. They have regular visitors to the dorm who read stories, play games, organise movies and do cooking activities with them. This cross age group interaction gives the campus a genuine family feel.

When we became a UWC, the school's Outdoor Pursuits Programme also expanded. This also had an effect on the PYP. Prior to becoming a UWC our primary camps had been limited to the local area but, encouraged by the enthusiasm of the OP Coordinator at the time, the camping venues became much more adventurous and we now have primary children travelling much further afield, visiting national parks, art galleries and organisations that they did not have access to before.

The most beneficial is having a wide variety of students from different backgrounds to communicate with. The students interact with each other at different times and in different ways including; students from all over the world being invited to read stories in their Mother Tongue as part of World Book Day, The annual celebration of Mother Tongue day enables all students to celebrate through different stations and to get to know each other through fun activities. The older students also visit the primary classes to support learning whether talk-





ing about personal migration stories or teaching students about space or different games from their country. These interactions enable students to greet each other as they are walking around the school and helps them to recognise familiar faces. The older students benefit from these interactions too as they are often reminded of their siblings and are compassionate and kind in their approach.

We have experienced tangible impact in the MYP teaching and learning and student experiences in terms of diversity, interactions, mentorship, language dynamics, and the contributions of DP students. Our MYP curriculum has become more globally oriented with a large emphasis on interdisciplinary connections and real world applications through inquiry.

The UWC status has brought about an increased diversity in the MYP programme which now hosts students from various cultural, ethnic, and socioeconomic backgrounds bringing into the classroom discussions and extracurricular activities a rich array of unique perspectives and experiences. The latter is also true about the teaching staff that continues to grow, and the school has become a pool of various teachers from rich cultural backgrounds with international mindedness at heart. In terms of teaching and learning, collaborative planning has nurtured curriculum standards and learning experiences that thereby provide a more global context to education. Through this approach, students are exposed to a wide range of perspectives and ideas, preparing them to navigate the complexities of our interconnected world. This growing commitment to diversity and internationalism is clearly demonstrated in the M5 personal projects, which continue to grow each year. The personal project is a culmination of the MYP programme, where students explore an area of personal interest through the inquiry cycle.

What sets these projects apart is the diversity of topics and the cultural richness that students bring to their inquiries. As new students join the programme, they merge their passions and interests, drawing from their backgrounds and experiences. This not only fosters diversity within the MYP community but also ensures that personal projects resonate with a much larger audience, reflecting the interconnectedness of our global society. By encouraging students to explore “them” and where they come from, the personal project serves as a platform for celebrating individuality and embracing the richness of our collective her-



itage. Efforts to ensure socioeconomic diversity include the implementation of need-based scholarships and financial aid programmes, and UWC status has brought more diversity to the MYP community at our school. Students from various cultural, ethnic, and socioeconomic backgrounds now form the heart of the programme, enriching classroom discussions and extracurricular activities with their unique perspectives and experiences.



Common Language Speakers: Our students' mother tongues have posed both challenges and opportunities within the MYP programme. Efforts to bridge language barriers through language support programmes and multilingual resources have improved in order to foster effective communication, collaboration and learning among students thus enriching the learning environment and promoting diversity on another level.



Mentorship Opportunities: Our mentorship programmes have evolved and continue to do so to accommodate the diverse needs of students, offering guidance and support tailored to individuals. Peer mentorship or what we call the buddy system and our pastoral programme allow students to learn from one another's experiences and perspectives. Mentorship plays a crucial role in academic support, success and personal development within the MYP community.

There is an evident alignment between the UWC values and the MYP framework. The core values of UWC, including diversity, sustainability, and global citizenship, resonate deeply with the principles of the MYP framework. Educators at UWC East Africa integrate these values into the curriculum, fostering a culture of empathy, tolerance, and social responsibility. Examples include service-learning projects, sustainability initiatives, and intercultural awareness programmes embedded within the MYP written, taught and assessed components of the programme. The transition of UWC East Africa to a UWC school has had a profound impact on the MYP programme, shaping it into an active, inclusive, and globally-minded learning community where students slowly learn to become self directed learners who have agency, accountability and grit in developing a growth mindset and understanding the idea of belonging, transfer of skills, adaptability and agility all while exploring concepts from various perspectives thus allowing them to make sense of the real world and the type of citizens we aspire to release into reality beyond middle school years.



STUDENT INITIATIVES AND LEADERSHIP

At our school, student-led initiatives are a key element of our commitment to fostering global awareness and leadership skills. Our students have demonstrated remarkable initiative by organizing a series of impactful events and projects. Alongside the AISA-Global Issues Summit, our students put together a comprehensive National Student Climate Summit and thought-provoking TEDxYouth@UWCEA events in Arusha and Moshi.

These student-led events and projects bring together students, educators, and experts to address pressing global challenges, from environmental sustainability to social justice. On both campuses, our students organise numerous community engagements such as the Farmer's Market and Cultural Nights, that bring younger students, parents, staff members and general community members together.

In the effort to further develop student leadership, the school since becoming a UWC has carved out time in the school year for our MYP and DP students learn to work with different communities and organisations outside of school to provide them an array of opportunities to develop community building skills. These opportunities range from training to become OP Student Leaders, to shadowing a doctor in the regional referral hospital, to working with an NGO to gain insight on the direct impacts of climate change in local communities. As a result, our students not only deepen their understanding of critical issues but also develop essential skills in collaboration, critical thinking, and problem-solving, embodying the UWC mission of creating a peaceful and sustainable future.

In doing so many of them have received awards and global recognition. These include:

Young Aurora

- 2019 - **Winners** "Smokeless Kitchen"
- 2020 - **Winners** "BeeHive Divide"
- 2021 - **Finalist** "Lorax Project"
- 2023 - **Finalist** "Coral Reef Regeneration Project"



2019



2020



2021



2023

Rise Global Winners

- Winner 2021** - Ivan Dudiak (Ukraine),
- Winner 2022** - Henrietta Boateng (Ghana)
- Winner 2023** - Heena Mohamedayaz Suleman (Tanzania)



Go Make A Difference

- Winner 2020** - Books to Succeed, South Sudan
- Winner 2021** - Stepping up for Kiryandongo refugee settlement, Uganda
- Winner 2023** - Camp Blue, Uganda
- Winner 2024** - Project 21, Kenya
- Winner 2024** - Dignity Champion, Malaysia/Tanzania
- Winner 2024** - Keep a Child at School, Uganda

Association for International Schools in Africa (AISA)

Award For Excellence

- Winner 2020/21** - Peter Makueth Makuei
- Winner 2021/22** - Ali Saber
- Winner 2022/23** - Aika Minja

Outstanding Service Project Award

- 2nd Place** - Coral Reef Regeneration Project

Student Service Leader Award

- Winner 2020/21** - Magnus Fischer
- Winner 2021/22** - Navya Aggarwal



2021 AISA Award for Excellence
Peter Makueth Makuei



2022 AISA Student Service Leader
Award Navya

Global Competition on Astronomy and Astrophysics

- Silver medal winner 2020** - Ivan Konstiantynovych Dudiak



January 2023, The Future is Now, Arusha

The AISA-Global Issues Service Summit (AISA-GISS) was a three-day annual summit hosted by Arusha Campus in January 2023. It aimed to motivate and encourage students to learn about local and global issues – as well as sustainable solutions and equitable, inclusive action – alongside delegates and changemakers from AISA member schools across Africa.

This summit involved key-note speakers that discussed what the future holds, and how we should act to ensure a sustainable environment for the generations to come. Workshops were also held to facilitate dialogue between all members of the community, highlighting the need for collaborative action to consider and develop solutions for global issues.



Student delegates spent time presenting, learning, sharing and discussing important issues and solutions during the summit. They also engaged in hands-on service learning in the local community. These skills are carried back to the students' daily lives in other communities, amplifying change-making efforts across the continent.



AMBASSADOR PROGRAMME

Diploma and MYP students have the opportunity to get involved in the ambassador programme. Our Student Ambassadors are often the first contact for visitors to our campuses. They give prospective students and other visitors an authentic idea of what life is like at UWC East Africa, informing them of the school's systems, history and giving them a first hand perspective of life on campus. Student ambassadors discuss the expectations and reputation of the school, CAS projects, and the school's outdoor pursuit programme. They represent the college in important events, host student prospect calls, and update the alumni database.

Established in May 2023, the Ambassador Programme has become a cornerstone of student leadership. By giving students the responsibility to represent the school, we are strengthening connections with alumni and expanding our community. Furthermore, by ensuring all prospective students (and their families) are well acquainted with the values of and opportuni-

ties to be had at the school, we are better able to work together and live our mission.

They give prospective students and other visitors an authentic idea of what life is like at UWC East Africa, informing them of the school's systems, history and giving them a first hand perspective of life on campus. Student ambassadors also discuss the expectations and reputation of the school, CAS projects, the schools outdoor pursuit programme and so forth. They represent the college in important events, they lead campus tours to prospective families, host student prospect calls, created and update the alumni database, among other responsibilities.

“Us students have had the opportunity to tour national committee members, prospective students, parents, UWC advocates and more. The programme has given students first hand experience, learning about administrative work and building our leadership, initiative, communication and networking skills.”

Myra Ngiria, '25, Student Ambassador.



NATIONAL STUDENT CLIMATE SUMMIT

It is with great pride and pleasure that UWC East Africa hosted the 2024 Students Climate Summit on Moshi Campus, in November 2023. The summit was organised together with Tanzania's Student Coalition on Climate (TaSCC), a vibrant network of passionate and proactive high school students committed to identifying solutions for environmental issues in the country.

Students and climate activists from all across Tanzania, as well as members of UNEP joined us on this remarkable day whose primary objective was to craft a Proposal Paper on behalf of Tanzanian youth for submission to COP28 in Dubai.

At the summit, alongside engaging side events and informative booths, student-led working groups actively sought proposals from their peers, focusing on crucial topics such as meaningful participation, transitioning to green economies, and addressing global needs.

Addressing the diversity of the summit, talks on solastalgia were followed by a bilateral meeting between dignitaries and UWC students, youth dialogues with dignitaries including Her Excellency Elizabeth Mrema, Assistant Secretary-General of the United Nations and Deputy Director of UNEP, Hon. Khamis Hamza Khamis, the Deputy Minister of Union and Environment, Mr Lamine Diallo, the Head of Natural Resources, and EU Delegation Clara Makenya.



The National Students Climate Summit hosted by UWC East Africa was an incredible success in the name of UWC Values, climate awareness, and youth engagement and action. Moving forward, we hope to see the concerns raised by our community being addressed and tackled, and proudly stand behind every single UWC East Africa student who spoke up about climate action during the summit, in the hope and determination for a better and more sustainable future.

“Being Head of Summit for this very first national students climate summit hosted by the coalition has been an absolute pleasure. We have been able to unite students from so many regions of Tanzania and ensure that climate action is brought to another level in schools. As UWC students, we tend to forget how privileged we are but we have a common responsibility to give back when we can. Hosting the Assistant Secretary-General of the UN who is also Deputy Director of the UN Environment Programme was an absolute honour for us, this does not happen every day in our UWC's!”

Mathieu, Mauritius UWCEA '24



PROJECT WEEK

Project Week is one of the highlights of the co-curricular programme of UWC, which mobilises the D1 students into the community. It provides an opportunity for students to immerse in a project for a week focusing on teamwork, UWC values and personal growth through meaningful experiences.

Projects are proposed by students and embrace collaborative planning and teamwork. These projects have required working with different communities and organisations outside of school to provide an array of opportunities. These range from



training to become an OP Student Leader, to shadowing a doctor in the hospital, to working with an NGO to gain insight on the direct impacts of climate change in local communities.



D1 students work together and learn to embrace and value each others' knowledge, skills and experience. Whether it is providing a service, creating a product, or a physical or mental challenge, project weeks are filled with personal growth, skill development and relationship building, leading to life-long memories.



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.



◀ M1

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.



◀ M3

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 weeks on dusty plains North of Mount Meru at Pamoja School, near Ngare Nanyuki.



M4 ▶

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



▲ M2

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.



◀ M5

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

OP STUDENT LEADER REFLECTIONS



AMADOR ABIUSO ('25)

I was lucky enough to form part of a selected group of people that decided to tackle this enormous challenge, conquering the roof of Africa, summiting Mount Kilimanjaro, highest peak of Africa and member of the Seven Summits. This was a trip that left its bruises on every member of it, bruises that tell stories of hard work, of suffering, and finally, of success.

As the sun rose, our backs and legs did as well, ready to tackle another hike. We tried to calm down, eat something and unsuccessfully go to sleep before the ascend, bound to happen in the next hours. At the moment of doing it, our hearts were filled with a tenacity and persistence renowned after the efforts of the previous days. We were there, on our last stand for our last fight. More than ever being close together as a group was necessary. With small steps under the choir of Pole Pole by the guides, we managed to arrive at the famous Uhuru Peak, 5895 masl. Even though not all of us managed to get there, all of us indeed contributed to the making of this trip. The whole motivation behind climbing must be based on the premise that even though it is the summit that pushes us forward, it is the climb that matters, as someone very wise once said, and that I could prove right on this last trip. I made it to the summit and that will forever be printed in my skin, my mind and my soul.

MARK SHVADCHENKO ('25)

I've been on over a dozen OP trips, ranging from climbing to 5,900 masl to cycling 300km through Tanzania. As an Outdoor Pursuit student leader, I've greatly involved myself in helping the teachers and staff through trips. My priority wasn't to have my tent set up first but to ensure the buses were unloaded, everyone got their stuff and helped the staff. My duty throughout the trip as an Outdoor Pursuit student leader was to help do the warm-ups before the hike, create groups for kitchen duty, give out information throughout the trip and support students in need. Whenever I'm back at school, I help the staff with the equipment rentals, packing the buses, cross-checking the food boxes, and filling water jerry cans. And even outside of OP hours, I help students give advice on trips, and how to prepare for one.

TOWNES BUCKLEY ('27)

I have gone on all varieties of OP trips. Rides, Reefs, Plains and Peaks, I had experience with all of them. So, I thought that using this experience that I had in UWCEA's OP programme and Tanzania could help new students tackle the challenges of this unique opportunity by becoming an OP Student Leader.

One such challenge was the Rides Challenge trip. Riding from Same to Fish Eagle Point had never been done before. The first few days went well, and all was going to plan. But, on the 4th day, we faced huge puddles and mud. Eventually we reached a broken and flooded bridge. It was clear at first sight that no vehicle could cross it. So we took only the essentials that could fit into our day bags. Then, we each paired up with a teacher, and prepared to cross the river. The water was up to waist height and was flowing with strength. Thankfully, we all made it through. After another tentative 2 hours of riding, we arrived at Fish Eagle Point, where they treated us with restaurant food and luxury tents, since we had none of our own.

As an OP Student Leader, I have learnt many skills, including organization skills, planning skills, of course leading skills and others. Having to lead other students that are much older than I is a challenge, as I am an M4. But, it has taught me to be confident in my abilities. Volunteering for jobs is not one of my strong suits, but becoming an OP Student Leader has helped me a lot with that.

RAYMOND SPRUNGER ('27)

I can contribute to the overall OP program by not only participating in trips but by helping out the OP staff in managing these trips and meetings involved with the trips. I have learned various new things from being a part of the OP student leader program, from how to organise groups for activities to solving the various problems that students face the most when going on OP trips. I am looking forward to seeing more student integration when it comes to the actual OP trips, for example, students leading activities or taking up responsibilities like making groups for prep and cleanup.

ARION BERRI ('25)

Coming to UWCEA and following these passions [exploration and endeavouring, helping out wherever I can] have led me to the amazing OP Trips Programme, and the OP Student Leader Programme.

I've developed and strengthened important engagement skills such as leadership and communication, as well as personal skills, critical and creative thinking, and self-awareness. Guiding fellow students and teachers alongside the OP Team has been truly enriching and rewarding, as well as back on campus to aid the preparation and planning for these events. Conquering goals and challenges I have set myself along the way has also delivered much satisfaction and gratification, and taught me valuable lessons about patience and endurance, no matter the difficulty.

I am extremely proud to be an OP Student Leader and to see how it has helped me fuel my passion for outdoor exploration, leadership, and adventure, and I am more than ecstatic to find out what further skills and sights I am next to experience and develop next.

STUDENT GOVERNMENT/VOICE

The Moshi Campus Student Government is a student-run group that represents the opinions, concerns, and demands of the student body through democratically elected representatives. It provides a forum for an active discussion of ways to improve the quality of life on campus.

The student government acts as a representation of all students in the college, accommodating all perspectives, including the voices of those who are not comfortable speaking out. It forms a bridge between student body and staff/leadership, addressing concerns raised by students in all aspects of student life (academic as well as residential), and working together to propose and work through solutions.

The Student Government is dedicated to:

- Creating a safe, comfortable, peaceful and positive environment.
- Fostering communication between the students, staff and administration.
- Acknowledging and promoting all levels of student involvement as equally important.
- Building school spirit and pride in our community.
- Celebrating the achievements of our diverse student body by building respect and tolerance.

The Student Government is built of 2 Co-Presidents, Activities Committee, Sustainability Committee, Cultural and Campus Committee and Well-being, Safety and Guardian Committee. Each of these align with the UWC Values, and provide a space for students to raise and address concerns that they feel passionately about.



STUDENT VOICE

Primary branch of the student council, allows for all voices to be heard, in a school with such a broad age range. Oftentimes the younger voices go unheard, so Student Voice facilitates these discussions.

Committees: Activities Committee, Sustainability Committee, Cultural and Campus Committee, and Well-being, Safety and Guardian Committee.



The Student Government at UWCEA is the heartbeat of student leadership and responsibility. It's a dynamic platform where dedicated students come together to amplify the voices of their peers and bridge the gap between the student body and the faculty. Through active listening and proactive initiatives, the Student Government ensures that every student's perspective is valued and considered in shaping our school's vibrant culture.

It's the cornerstone of our democratic ethos, empowering students to take charge of their educational journey and fostering a sense of ownership and community. It's about more than just governance; it's about cultivating leaders who are ready to tackle the challenges of tomorrow.

The Student Government is composed of a diverse group of individuals, each bringing their unique strengths and perspectives to the table. This diversity is our strength, enabling us to approach problems with a multifaceted lens and drive meaningful change.

By demonstrating leadership, the Student Government sets a precedent for accountability, innovation, and collaboration. Our actions today lay the groundwork for the leaders of the future, ensuring that the legacy of UWCEA's Student Government continues to inspire and lead.

“Leadership is not about being in charge; it's about taking care of those in your charge. As the President of the Student Government, I am honored to serve and lead by example, ensuring that every student knows they have a voice and a place in our school's story.”

EXPERIENTIAL LEARNING



The UWCEA Experiential Learning programme has effectively carried forward the outdoor pursuits experience established by International School Moshi. Each year, the programme has seen a notable rise in the number of trips offered, now providing between 25 and 30 opportunities annually. These excursions are carefully designed to allow students to delve into exploration, adventure, and personal challenges. Following its rebranding to Experiential Learning in 2021, the programme introduced a Mindfulness component, emphasizing overall well-being through retreats in serene natural settings. Together with trips in the Peaks, Plains, Rides and Reefs strands, the programme builds the gap between theoretical and practical knowledge, skills and inquiry through experiential learning.





STUDENT LEADER REFLECTION

The outdoors is in my opinion an underestimated source of learning experiences. As an OP leader, I hope to be able to facilitate contact with this alternative form of learning for the students! OP trips make you push your limits physically, but also mentally. Peak trips offer great fitness challenges, plain trips make you learn how to deal with the Tanzanian heat and reef trips teach a lot in terms of ocean conservation and life-saving swimming skills, all while exposing you to the beauty of East African nature. They're all about overcoming personal and collective challenges, about finding new solutions to practical problems which ultimately leads to flourishing in an outdoor setting. Through the OP program, I have learned a lot about first aid, knots, risk management, gear, physical activity and leadership in group settings. I hope to be able to further share those character-building opportunities with my fellow classmates!

-Marie-Félix Pelletier (Canada 2023-2025)

STAGES IN THE PROGRAMME ARE CATEGORISED AS:

DISCOVERY: In this category, participants embark on journeys of self-discovery, uncovering hidden talents, passions, and insights about themselves and the world around them. It emphasises the exploration of one's inner landscape and the discovery of new perspectives.

EXPLORATORY: The exploratory phase encourages participants to venture into new territories, both physically and mentally. It involves pushing boundaries, trying new activities, and embracing a spirit of curiosity and openness to new experiences.

ADVENTURE: Adventure lies at the heart of our program, where participants engage in thrilling outdoor activities that challenge them physically, mentally, and emotionally. It's about pushing past comfort zones, conquering fears, and embracing the exhilaration of exploration and discovery.

CHALLENGE: This category focuses on pushing participants to their limits, both individually and as a group. It involves tackling difficult tasks, overcoming obstacles, and developing resilience, and determination in the face of challenges.

UMOJA SHORT COURSE



UMOJA
Coming Together to
Build Community





A Flagship UWC Short Course in Tanzania

Umoja Coming Together to Build Community allows participants to explore the challenges and opportunities of building peaceful communities in a sustainable manner. The short course explores and fosters an understanding of the multiple, complex identities within a community by focusing on themes such as gender, privilege and inequality. It also addresses how to understand potential conflict and how to identify related actors.

It hosts interactive workshops, community engagement, guest speakers and field trips. The course equips participants to think critically, engage globally and become leaders in their own community.

Since its inception in 2018, Umoja has remain one of two UWC Short Courses on the continent. Over the years, the course has attracted students, facilitators and coordinators from all over the global including countries such as India, Brazil, Egypt, Zimbabwe, Germany, Denmark, Spain, Uruguay, Wales, Iraq, Ethiopia, South Africa, Burundi, Rwanda, Uganda, Kenya and Tanzania among many other countries.

In addition to Umoja's growing number of participants, in 2023 the course through financial support from the Global Fund for Women partnership with UWC was able to increase its number of participants and activities.



MOSHI AND ARUSHA ENGAGEMENTS



Building community is a crucial component of the UWC experience. Events are organised to engage with the local community, encouraging togetherness and living out the UWC values of international and intercultural understanding, celebration of difference, compassion and service, amongst others. Events such as the blood drive benefit the broader school community as donations are saving lives, along with more local events like cultural nights, that educate individuals about diverse cultures.

24 HOUR RUN

Since 2018-19, our 24-hour run, inspired by UWC Waterford Kamhlaba, has become a cherished tradition on both Arusha and Moshi campuses. This annual event raises funds for our Scholarship Fund, with participants forming teams to run laps around the pitch for 24 hours. Walking, running, skipping, or dancing, everyone contributes to the cause. Sponsors can donate a fixed amount based on laps completed by each team. It puts the 'fun' in fundraising.

BLOOD DRIVE

Students at UWCEA exceed the IB curriculum, actively engaging in initiatives like the Blood Drive. Held biannually in collaboration with the National Blood Bank of Tanzania and local hospitals, including Maternity Africa Hospital and KCMC, it tackles Tanzania's blood shortage. Stemming from our ties to the Kilimanjaro Christian Medical Centre, students organise and donate to the drive. Annually, about 180 donations are collected at our Moshi campus, saving numerous lives.

CULTURAL NIGHTS

Regular Cultural Nights offer a platform for students of diverse backgrounds to share their heritage through presentations, dances and more. These events break stereotypes, teach dances and offer diverse cuisines, highlighting UWC's value of diversity and fostering intercultural understanding.



“Cultural Nights are the magical strings of UWC connecting the different nations. These evenings are very vital as we explore differences and enter various cultural houses. It is fascinating to find similarities with neighbouring countries or friends' traditions from the other side of the globe.”

Arsine Mkrtychyan, Armenia, '24

FARMER'S MARKET

Our monthly Farmer's Market invites the entire community to buy and sell a variety of goods, fostering bonds and supporting local businesses, including farmers and artists. We promote economic sustainability while enjoying fresh, local produce. It's a chance for us to gather, connect, and contribute to our local community.

INTERNATIONAL DAY

International Day is an annual celebration of our community's diversity. Students, staff and families unite to share cultures through food, games, dances and more. The vibrant dresses, languages and cuisines make it a standout day. Aligned with UWC values, it fosters understanding and unity, offering experiential learning through direct engagement with diverse cultures.

TEDx YOUTH

Organised by students, TEDx Youth events invite peers, staff and community members to share performances on themed topics. UWCEA has hosted 3 TEDxUWCEA Youth events in the last 5 years at both Moshi and Arusha campuses:

Delve Deeper, Moshi, September 2021.

Faith in the Future, Moshi, March 2022

Building Bridges, Arusha, November 2023

These events facilitate sharing experiences and knowledge on diverse topics in a safe, educational platform, often sparking further discussions beyond the event.



“A diverse group of speakers took the stage, each weaving a unique story and perspective. The event was a vibrant celebration of the power of ideas to create connections and understanding. TEDx UWCEA Youth proved to be a melting pot of innovation, diversity, and shared dreams.”

Ammar Anwarali, Tanzania, '25

UJAFAMILIES (Link Families)

Ujafamilies are a cornerstone of UWC life, providing a supportive “home away from home” for residential students. Named after the Swahili term “ujamaa”, they offer a sense of togetherness and extended family. Paired with families who often share their culture, students benefit from support, travel opportunities, and lasting connections. Off-campus activities enrich these relationships, enhancing the UWC experience.

PARTNERSHIPS



UWCEA ENDOWMENT

THE TIME IS NOW



Scan QR code to learn more about the UWCEA Endowment

CONTRIBUTING TO A GREATER WHOLE

Since joining the UWC movement, UWC East Africa has become a part of something bigger. Educational partnerships formed through UWC International, UWC East Africa is able to educate youth from various parts of the global including regions with longstanding conflicts. With the support of foundations such as the Stichting CAREDUCA Foundation and Global Fund for Women we are able contribute towards ensuring an inclusive and equitable quality education for all by giving students from refugee camps in Uganda and Kenya, and achieving gender equality and empowering young women by giving more girls from Sub Saharan Africa to access quality education at UWC East Africa.

With this mission, UWC East Africa is launching the UWC East Africa Endowment in response to the UWC Endowment challenge to raise US\$ 2 million which will be matched by UWC supporters and philanthropists, Rose-Marie and Eijk van Otterloo. The UWC East Africa Endowment will allow donations from ISM and UWC East Africa alumni and community to be invested in perpetuity with the annual proceeds used exclusively for scholarships. This is a major step in UWC East Africa's commitment to support more students from the region.

TRANSFORMING LIVES AT UWCEA

“As I extend my heartfelt gratitude, I recognize the profound impact that UWC education has had on me, igniting a passion to pay forward the opportunities I have been blessed with. I have been involved in taking up the mantle of responsibility and leadership for the youth to plant the seeds of UWC transformative values in my community through a comprehensive approach to understanding the root causes of the challenges affecting our communities. This initiative is not just a step in the right direction but an expression of a deeper commitment to embody the ethos of UWC values within my community. My aspiration is to be a catalyst for change, seeking out opportunities to uplift the lives of children in the less privileged communities, echoing the spirit of compassion, diversity, and service that UWC champions. This journey has been a cornerstone of growth, and thank you for empowering me to carry the torch of change, and for instilling the values that propel me towards making a meaningful impact in the lives of those less privileged.”



“The glory of UWC’s vision manifests in the symphony of my personal growth. Like a sail catching the winds of opportunity, it has navigated me through uncharted waters of knowledge, wisdom, and cultural understanding. UWC’s vision, a guiding star in this transformative journey, has been the compass directing my path toward becoming a global citizen. The education I’ve received is not merely confined to textbooks; it’s a mosaic of diverse perspectives, fostering empathy and a profound understanding of the world. Through the lens of UWC’s vision, I have not only acquired academic prowess but have also cultivated the values of compassion, tolerance, and a deep appreciation for the interconnectedness of humanity. This scholarship has not just opened doors to education; it has unlocked the chambers of my heart, fostering a commitment to be an agent of positive change. As I stand on the shores of my personal growth, I am a living testament to the realization of UWC’s vision in the transformative journey that this sponsorship has facilitated.”

Atem, '25
Uganda & South Sudan, CAREDUCA
Scholarship



“It has given me an opportunity to meet with local people and learn from them by teaching them cultural activities like dancing and of course how to speak Swahili. It’s been an adventure meeting diverse people from different communities and backgrounds who enriched me in countless ways. The journey was tough and fascinating, and I’m excited about what the future holds. All in all, I would like to thank you for the endless support you have been giving to me.”

Martin, '25
South Sudan & Kenya,
CAREDUCA Scholarship



“Being away from home, and studying one of the hardest curriculums in the world with people from all the nationalities who live differently, speak differently and even dress differently was not something easy to adapt with. At first, I felt that I was lost. I didn’t know how to manage my academics properly as the system is completely new for me, and I didn’t know anyone there, which made it harder. As time went by, I sought assistance from teachers and D2s (Diploma second year) which helped a lot in my academics, and I engaged in a lot of activities through which I made a lot of friends. It really got much easier and now I feel comfortable in the atmosphere.”

“Living in a supportive community opens quite a lot of options for me to have fun and discover new things in my free time, so I never stop enjoying or learning here. I try to diversify and do everything I enjoy.”

Fares '25
Syria, Jusoor Scholarship



“It probably took me a thousand falls until I looked back and saw how much I have changed, how fast I’ve grown. I made sure I was not just a passing student in this school. I wanted to leave the school in a better state than when I came.”

“My time here is unfortunately coming to an end. In a few months, I will leave UWC. However, UWC will not leave me. I am going to take this community with me wherever I go. I cannot bear the idea of leaving such a community so I am going to make sure to build it in every community I go to. I always wanted to change the world for the better but I did not really have an idea of how my new world would look like. But now I have an idea. My dream now is to turn the entire world into a UWC, a UWC of life, love, and laughter.”

Hussain, '24
Syria, Jusoor Scholarship

“Undoubtedly, there were hard times over the past six months. I look back at the ups and downs I had to go through, the sweet and bitter times, the burns I got when I wanted to cook food for myself, the stress of tests and sleepless weekends of sleepover with my friends and the right and wrong paths I took. I know that time is the most important thing that matters. Everything takes time, time to absorb, time to learn, and time to get used to something. Over time, I learned to overcome the challenges that came my way. I realized how much I have changed in these six months. I have cried, laughed, experienced so many things, explored new places, learnt, taught, broke, and gathered myself up. I grew up. I have become more mature.”

Mina, '25
Afghanistan, Afghan Youth Appeal
Program Scholarship

“I have adapted fair enough to life here at school but, I believe I am yet to make a mark for myself here. I learnt to adapt through forming beautiful friendships, managing my time but also making time for myself through gratitude journaling and taking time to do things I enjoy through my extracurricular activities.”

“Some of the greatest changes I have seen in myself is I can speak up for myself more confidently than I could before, I have become open minded to people’s ideas and opinions and I have learnt to critically assess anything brought to my attention before actually giving a response.”

Terry, '25
Tanzania, Global Fund for Women Scholarship

“Life at UWC has been a transformative experience for me. The exposure to diverse cultures and perspectives has broadened my horizons and helped me develop a global mindset. Adapting to this multicultural environment was initially challenging, but with time, I have learned to appreciate the beauty of diversity and embrace the differences that exist among my peers. This experience has not only enriched my education but has also prepared me to become a global citizen capable of contributing to a more inclusive and understanding world.”

Grace, '25
South Sudan, Global Fund for Women Scholarship

“In the blink of an eye, everything went so fast. I am at the midpoint of my second year and almost near the end line of my journey at UWC East Africa. I have mixed feelings of happiness and sadness as I am about to finish one of the most beautiful experiences I ever had, as well as one of the most challenging.”

“This place has become my home for the past year and a half as I was not able to go back home due to the ongoing conflict, which I hope will end soon. My start to this year was tough with all the deadlines and workload I saw ahead of me. However, while I am still not fully done, I am happy to say I was able to pass through the first half successfully.”

Alshimaa, '24
Sudan, Haggar Group Scholarship

“After graduation, I will continue to live the UWC mission by being a global citizen, open-minded, and open to other cultures. I will challenge stereotypes about other countries and cultures in my country and everywhere else. I will also seek opportunities to engage in social action and contribute to positive change in the world.”

Patrick, '24
DRC, Andresen Scholarship

“The prospect of returning home during the summer break is both exciting and emotional. I anticipate feeling a mix of emotions as I reflect on the transformative journey I have undergone since leaving Nakivale camp. The changes in myself are evident, and I am eager to continue growing and learning from my educators and peers.

In conclusion, I cannot express enough how thankful I am for your support. Your generosity has not only changed my life but has also allowed me to contribute positively to my community. The impact of the UWC scholarship goes far beyond academics, reaching into the realms of personal growth, community service, and cultural exchange.”

Delphin, '25
Uganda & DRC, Braun Scholarship

“As I look back at the past year and a half that I spent here at UWCEA, there is just so much that I have to talk about that it's difficult to choose which one to begin with. I have learned so many things, travelled to so many places, and met so many amazing people. There have been so many times when I was brimmed with happiness, so many times I was overwhelmed with the workload, so many times I was shaking with excitement. It's truly been a blissful year. Through it all, I learned and grew to be a stronger and better person day by day.”

Md Reduone, '24
Bangladesh, Dare to Dream Scholarship

“Through events like cultural fairs, language exchanges, and international food festivals, we've created opportunities for students from diverse backgrounds to share and celebrate their cultures. These efforts have not only enriched our school community but have also fostered greater awareness and appreciation for cultural diversity among our peers and in the local community.”

Usman, '24
Sierra Leone, Dare to Dream Scholarship

“I have noticed many changes in myself since I was last at home. I have become more mature, independent, and responsible. I have also gained communication and leadership skills, as well as intercultural understanding and empathy. I have learned a lot about myself and the world, and I have grown as a person and a global citizen.”

Roide Eugene
Congo Brazzaville, Dare to Dream Scholarship

“Being here feels like living in a small globe with all cultures, religions, and values interacting in one place.”

“As much as I can try to summarise the past 6 months, no words would be enough to describe everything I was grateful for. I view coming here as the best decision of my life which enabled me to gain invaluable memories with people I grew close to. It also allowed me to make a difference in the community.”

Marcelina
Poland, Dare to Dream Scholarship



ALUMNI REFLECTIONS



DAAN MENTINK The Netherlands ISM Class of 2020

I completed my studies at UWCEA 2020. I am studying a year of Economics and Business Economics at Maastricht University. I discovered my interest lay more in business so I decided to quit these studies and enroll in an International Business course at the Hogeschool Arnhem

Nijmegen where I developed my general business knowledge in Finance, marketing, change management, HRM, and supply chain management. Once I found my passion in HR, management, and recruitment and finished my first two years of my study I started my specialisation in Organisation & Change. Currently I'm focusing on my professional development (specifically) in recruitment through completing an internship as corporate and campus recruiter at The Ambitious Group (an international recruitment agency) based in Amsterdam. After completing this I will be doing my minor in Entrepreneurship with the ambition to start my own HR (service related) company in the future.



GHAIDAA DAKIK Lebanon & Tanzania Class of 2020

After I graduated from UWCEA in 2020, I continued to pursue my education in Psychology and the American University in Dubai. Studying IB Diploma at UWC really prepared me for my university experience. It instilled in me a spirit

of open-mindedness, communication skills, and most importantly the academic and research skills needed to pursue my studies at university. After graduating in May 2024, I hope to continue my education by pursuing a Master's degree in Clinical Psychology.

UNIVERSITY PLACEMENTS SINCE 2020

Since 2019, an increasing percentage of UWC East Africa graduates have been awarded scholarships to colleges and universities throughout the United States through the UWC Davis Scholars program. You can find UWC East Africa alumni at the following colleges and universities:

Amherst College
Bard College Berlin
Barnard College of Columbia University
Bates College
Bucknell University
Colgate University
Case Western Reserve University
Colorado College
College of Idaho
College of the Atlantic
Columbia University
Concordia College - Moorhead
Cornell University
Dartmouth College
Drexel University
Duke University
Earlham College
Furman University
George Mason University

George Washington University
Gettysburg College
Harvey Mudd College
Hood College
Ithaca College
Johns Hopkins University
Lake Forest College
Lewis & Clark College
Luther College
Macalester College
Methodist University
Middlebury College
Northwestern University
Princeton University
Queens University of Charlotte
Randolph-Macon College
Ringling College of Art and Design
Skidmore College
Smith College

St Lawrence University
St. Olaf College
Stanford University
Swarthmore College
Trinity College
Tufts University
Union College
University of California Berkeley
University of Chicago
University of Florida
University of Maine
University of Oklahoma
University of Pennsylvania
University of Richmond
University of Rochester
Washington and Lee University
Wartburg College
Webster University
Worcester Polytechnic Institute

GRADUATION OF THE CLASS 2024



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GLOBAL COMMUNITY



UWC EAST AFRICA



BOTH CAMPUSES: 111 NATIONALITIES FROM 680 STUDENTS

- Afghanistan
- Albania
- Argentina
- Armenia
- Australia
- Austria
- Bangladesh
- Belarus
- Belgium
- Belize
- Bermuda
- Bolivia
- Bosnia and Herzegovina
- Brazil
- Burkina Faso
- Cambodia
- Cameroon
- Canada
- Chile
- China
- Colombia
- Congo Republic (Brazzaville)
- Croatia
- Czech Republic
- Democratic Republic of Congo
- Denmark
- Egypt
- El Salvador
- Eswatini (Swaziland)
- Ethiopia
- Finland
- France
- Germany
- Ghana
- Greece
- Great Britain
- Guatemala
- Haiti
- Honduras
- Hungary
- India
- Indonesia
- Iran
- Iraq
- Ireland
- Israel
- Italy
- Japan
- Jordan
- Kenya
- Korea (South)
- Kosovo
- Laos
- Latvia
- Lebanon
- Lesotho



- Liberia
- Libya
- Lithuania
- Macedonia
- Madagascar
- Malawi
- Malaysia
- Mauritius
- Mexico
- Namibia
- Nepal
- Netherlands
- New Zealand
- Nigeria
- Norfolk Island
- Norway
- Pakistan
- Palestine
- Paraguay
- Peru
- Poland
- Portugal
- Romania
- Russian Federation
- Rwanda
- Saint Lucia
- Saudi Arabia
- Sierra Leone
- Slovakia
- Slovenia
- Somalia
- South Africa
- South Sudan
- Spain
- Sri Lanka
- Sudan
- Sweden
- Switzerland
- Syria
- Tajikistan
- Tanzania
- Thailand
- Timor-Leste
- Tunisia
- Türkiye
- Uganda
- Ukraine
- United States
- Uruguay
- Uzbekistan
- Venezuela
- Viet Nam
- Western Sahara
- Zambia
- Zimbabwe



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