



# The Summit

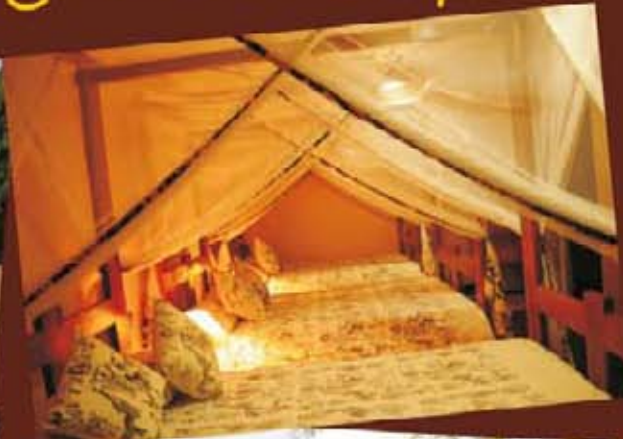
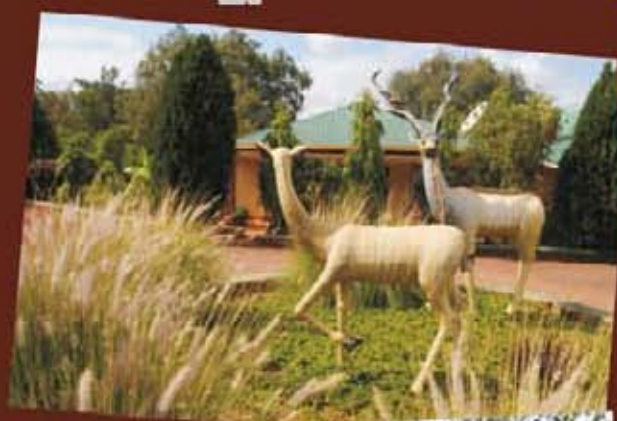
International School Moshi  
Kilimanjaro and Arusha



Twelfth Edition June 2009



# WELCOME BREAKS AT **KUDU** Lodge and Campsite



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saleskudu@iwayafrica.com / faru@kuducamp.com

Website: www.kudulodge.com / www.kuducamp.com



# Dear Parents

**This** is my fifth and final year at International School Moshi. It has been an honour and a privilege to serve the students and families of this amazing school. ISM turns 40 this year and I recognize that my contributions during the past five years are a very small part of the rich history of this great school. And have no illusions, ISM is a great school. We are located in one of the poorest countries in the world where the infrastructure on all levels is truly "developing." However, I have learned that this only makes the people who settle here more determined to make things work. The ISM community is no exception.

I want to thank my incredibly supportive Board members who have given so much to ensuring the long term viability of ISM. I also want to thank Keiron White, Adrian Moody and Mustafa Madan, our Senior Management Team, who have demonstrated their leadership, their loyalty to ISM and their resolve to make ISM the best it can be. I want to thank many of our teachers who have worked through the growing pains of ISM, but always remained professional and put the interests of the students before their own. Finally, I wish to thank Annette Wood and Catriona Sutherland for being the driving force behind The Summit magazine for the past five years. Our collective achievements have been captured by them and I know the entire community appreciates their big effort.

ISM has been the most difficult school I have ever worked in; it has also been the most rewarding. I can thank myself for the difficulties because I decided early on that major changes were needed at the school if we were going to improve it and really make it a world class learning institution. I quickly found out that there were many people in our community: Board members, parents and teachers – who thought the school was just fine as it was. I was repeatedly told that change was not needed; that this is the way we always do things around here; that we are already really good; and that I did not understand the community. The last one was true.

I decided that we could change things and improve the school. We seemed to have endless debates at all levels about the direction the school should be taking, especially in light of the terrible financial position of the school in

2004. We took the time to listen to stakeholders and made decisions based on input. Whenever it is your role to introduce discipline into an existing system, you can expect resistance. Whether it is changing the culture of paying your school fees on time or deciding when staff members can have extra days off for personal reasons – you can expect resistance.

I suppose my closing message to our graduates is this: If you truly believe you can change something and make it better for most people, don't listen to the people who say it can't be done or try to shout you down. They are just afraid of change and you need not be. Try to surround yourself with positive people who want to try new things – you will be amazed at what is possible. You really can change the world.

In all organizations, progress is a team effort. I want to thank those students, parents, teachers and Board members who have engaged me in an open and forthright manner during the past five years. We have had a number of challenges and it is truly those members of the community who continue to engage me openly, even in disagreement, in a professional and respectful manner that makes for the greatness of our school. I would also like to thank those individuals who, by challenging me, have helped me grow and continue to be a "learner" in a learning community. I share this because in order for ISM to be a dynamic international school, it is vital that not only leadership, but teachers and parents engage with one another as learners. We must be open to the positive contributions as well as the differences we all bring to this community so that we may continue to grow and change. This is ISM.

Sincerely,

Barry Sutherland  
Chief Executive Officer



*International School Moshi inspires individuals to be lifelong learners in a global community.*

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Front cover by Ben Wiggins. Back cover by Ben Wiggins' CAS photography class.

layout: Eva Swantz • at ISM 1973-75, now in Finland • eva@markprint.fi • printed by: Jamana Printers • kasa@jamanaprinters.com • tel: 022 286 1400

## Mhula Ngassa: Leader of Tomorrow



*Mhula Ngassa.*

**This gap year** has been a good year for Mhula Ngassa.

The ISM scholarship student, who took the year off his studies after not getting a university scholarship, has secured the "International Leaders of Tomorrow Award" at the University of British Columbia, in Vancouver, Canada.

He will join fellow ISM scholarship students Daniel Mundeva, ('08), who won the same full four-year scholarship last year, and Leonard John, ('06), who got the award in 2007.

"Amazing," is how Mhula, 22, describes this turn of events after the disappointment of last year.

"Last year, when Daniel got in UBC, I was glad that he got a spot. All I wanted to maybe happen was both of us to go to university... But in the end when it turned out that I was not going to go to university it felt a little awkward. It was a hard moment."

Always thinking on the bright side and incorporating the IB principles in his way of thinking, Mhula took a risk and took a year to work at KCCO (Kilimanjaro Centre for Community Ophthalmology) while he waited to rewrite his SATS and reapply to universities in hopes of getting a full scholarship to a world-recognized university.

Being a risk taker paid off in ways he could only imagine.

"I sometimes sit down and think, maybe it was a good idea not to get into university last year. Coz now I've got two people who came from the same place as me at the same university and that is really exciting. I am looking forward to it."

Not only will Mhula have good friends to introduce him to Canadian University life, he will also be living fairly close to the three American interns he shared a house with over the past year at ISM - Kale who is from Idaho and, Paul and Savannah who came from Iowa.

"While they were here, we made good friendships and British Columbia is just next door to those states. I will surely meet those people again. I really miss them," he says.

Mhula has experienced huge changes in the last five years. He grew up with his extended family in Jana, about

50 km from Kahama town, where his parents are subsistence rice farmers. Jana is a small village made up of mud and thatched roof huts with a population of about 1,000. There is no running water and no electricity. No one has a vehicle and most people get around on bicycles. The next village is 25 km away and that path becomes impassable with thick heavy mud during the rainy season.

He was the first student from his village since 1992 to attend secondary school. And he was a gifted student. In 2004, he was one of four students from the Shinyanga region selected to receive sponsorship from Barrick Gold Tanzania (Bulyanhulu Gold Mine). That year, he took his first 28-hour bus trip from Jana to Moshi to attend ISM.

This summer he will do it again, heading back home to work for the summer, teaching again and to say goodbye to his family as he prepares for another journey of a similar length – this time by plane to Vancouver, B.C.

"That day really was one of the most different I've had in Moshi," recalls Mhula of the moment he got the scholarship news. "Coz I've always dreamed, 'am I going to go to school or not?' When I got that email I was too excited. I'm sorry to say I did not work at all that day. I was just too excited. I ran out to ISM and showed it to Mr. White.

"When I got that scholarship I thought, maybe that was meant to be like that last year, when I didn't get it. Maybe I was meant to go to the same school as my friend, the short fellow, Daniel."

"I was chatting with Daniel that day a lot. It was midnight there and from what he was writing me I think he was over-excited. It shows how much Daniel and I like each other. Even when we were in ISM we spent most of the summer holidays together.

"It took Mhula five hours to accept the offer and another three days before he was able to reach his family and share the news.

The "International Leaders of Tomorrow Award" is given to the person who shows leadership skills in their community. For Mhula, at ISM that included being the student representative to the board of directors and a member of the student boarding council. Back home he volunteered teaching at a secondary school.

At UBC, Mhula will study applied science with his sights on chemical engineering. Last summer, he worked for Barrack as a student mining engineer, learning how mining, chemical and mechanical engineers apply their skills in the field.

As a leader of tomorrow, Mhula dreams of returning home to do his part for Jana.

"The community where I grew up is still under developed. Access to my village from the nearest town is really hard when it rains so, at some point in my life, I hope to find a way – maybe fundraising or something to build a road – one road – it doesn't have to be tarmac or anything but a road where bicycles can pass. That kind of dream has been in me for a long time. Now I see that it might actually happen."

# Reaping the Rewards of Hard Work

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ISM's current D2 scholarship students, **Suzan Efata**, **Ines Muganyizi** and **Desmond Mushi** have all secured scholarships to study at universities in Canada and United States in September 2009.

**Ines** was fortunate to be offered two scholarships: One to Trent University in Ontario, Canada, and one to Connecticut College in the U.S. She opted for Connecticut. Her choice left the Trent scholarship open for the next student on the university's waiting list, who happened to be Suzan! Ines chose to accept a scholarship at Bates University in Maine, New England and will be joined there by Desmond.

This four for four success of our scholarship students comes thanks to their hard work, study habits, along with the perseverance of guidance councilor **Beth Beveridge**, the conduit who helped make this all happen. In baseball, this would be called hitting a Grand Slam, a term these North American-bound university students will soon get to know.

Their acceptance reflects the quality of an ISM education and highlights just how successful International School Moshi's Scholarship Programme is.

The ISM Scholarship Programme is entering its 7th year offering two-year full scholarships to outstanding Tanzanian students to study the International Baccalaureate Diploma Programme at our Moshi boarding Campus.



*Suzan Efata*



*Ines Muganyizi*



*Desmond Mushi*

The Scholarship Programme was created to extend excellent education to outstanding Tanzanian students who, for financial reasons, would not otherwise have access. It develops and prepares these students for future leadership positions within the nation and East Africa.

Students chosen for the Scholarship Programme have shown they are committed to improving themselves, their communities and Tanzania, through hard work and social responsibility. To date, 16 students have been offered full ISM Scholarships.

Two new students **Anna Ndamcho**, 18, from Tabora, and **Joseph Chuwa**, 19, from Iringa, will join ISM in August 2009.

## Marathon Fundraiser



*Chris Dawson*



*Kate Robertson*



*Aline Kruit*



*Charles Schofield*



*Peter Singano*

**For the second year**, ISM entered a team in the annual Kilimanjaro Marathon to raise money for the ISM Scholarship Fund.

This year more than 100 people came out to support Team ISM. Sporting bright yellow Team ISM T-shirts, our scholarship students and volunteers served up a post-race pancake breakfast at the finish line for the 63 5km fun run entrants and the 22 half-marathon finishers.

Congratulations to **Aline Kruit**, mother of Isabelle, Anna and Maria Knops, who completed her first full marathon in 4:45:40 and was the top fundraiser, pulling in 3,200,000/= for the Scholarship Programme.

Hongera askari **Peter Singano**, 48, who was the first member of Team ISM to finish the half marathon (1:41:25) mere moments before history teacher **Chris Dawson** (1:46:53). And a big high five to **Rahim Nagji** for making his half marathon a real fun run. Rahim hooked up with a very pretty female runner early on in the race and they com-

pleted the entire 21 km course together. Way to go Rahim – and wearing Converse sneakers!

Top student fundraiser on Moshi Campus was **Mari Skarp**. The top student fundraiser on Arusha Campus was **Maike Kusserow**.

Thanks to everyone who helped raise 5,619,700/= for our Scholarship Programme.

↓ *Lloyd Curley*



The Annual Kilimanjaro Marathon

ISM



## New Scientists



**The M3** Science laboratories on both campuses were a hub of activity from January until March 11th when the Science Fair exhibition took place. Students chose a wide range of topics to investigate. They had to design and carry out experiments to test their hypotheses, collect enough data to support or refute their hypotheses, and present their findings at the exhibition. Topics ranged from candle making, making alcohol from molasses (for use as an alternative source of energy!), to home-made lip balm, and chalk making from egg shells (a tricky one) plus many more.

Congratulations to all M3 students for the enthusiasm they showed during the preparation!



## A Boarder's Life

**As Term** two was coming to an end and Easter was approaching, boarders decided to organize an outdoor Easter dinner also designed to demonstrate their appreciation for the outgoing boarding council. A new Boarding Council has been elected and positions go to **Vivian Ngowi** – Chairperson, **Irene Mutiganzi** - Secretary, **Abraham Ng'hwani** - Chair of

Food council, **Parmenas Palangyo** - Chair for Activity council, and **Papias Katabaro** and **Samy Mwase** – members.

The new Food Council has reviewed the menu, and the Activity Council is reviewing and preparing for the weekly sports and the weekend activities. We're confident this team will continue to make the Boarding Programme a pleasurable and enjoyable experience for all.



Tumaini and Abraham Ng'hwani and Generosa David



Kaku Lema



Tumaini Matemu

# Rift Valley Lakes: “Why and how are things changing?”



“Why?” we asked, “and how are things changing in the Rift Valley?” Moshi and Arusha M1 students joined forces to tackle this field study.

First stop was beautiful Lake Manyara National Park. Meeting with rangers, students learned what a national park is and how it differs from conservation areas or other non-protected land. A very impressive game-drive through ground water forests, grassland and the lakeshore, afforded students a fabulous picture of this rich ecosystem. We saw elephants, baboons, giraffes, zebras and a lioness in broad daylight. We all had the distinct feeling that animals were very content here. However, we learned, with students’ pointed questions, that indeed animals wandered out from the park’s “borders”, and roamed freely through human inhabited land, causing problems; crop-raiding and poaching.

Students and staff alike spent the evening preparing food, playing games and engaging each other in group ice-breakers. What a blast! We were all laughing by the time a full moon bade us sweet dreams.

Next stop was Lake Eyasi. Although not a National Park, the alkaline lake, giant baobab trees, surrounding mountainous landscape and bulbous rock formations made for a beautiful place to spend three days. We spent time with a blacksmith crafting jewelry of old brass locks and car radiator linings; with some farmers who subsist mainly on onion sales; with the Hadzabe, a hunter and gather nomadic tribe; and finally with the Datoga, a cattle herding tribe whose lifestyle strongly resembles that of the Masai people. Lessons learned here were varied and rich, but ultimately students had to determine whether Lake Eyasi possessed the qualities of a national park, conservation area or simply should be left as is. Fun was had by all (but the roast goat), at a celebratory farewell dinner on the last night. With many new friends and great memories, the newly formed super M1 parted ways, first with Lake Eyasi friends and then with each other. The trip was a great success!

By Ant Chapin





## M5 MYP Personal Projects COMPLETED!

In March, as the final step of the Personal Project process, students from both campuses presented their work to parents, teachers and their peers.

The Personal Project provides an opportunity for students to show commitment to a topic or theme that they are enthusiastic about. It is not linked to any particular discipline, it must be inspired by, and focus on, topics and issues related to an MYP Area of Interaction. It encourages students to use a combination of the skills developed in a variety of subjects, and through approaches to learning. Most of the work involved in the Personal Project is done outside of school time.



↑ Janita's playground



← Successfully completed project



The presentation of the projects gave the students an opportunity to outline some of the challenges they faced and the rewards they received throughout the process these included;

- Students were especially motivated by the fact that they can choose both the nature and the topic of their projects. Their creativity was encouraged by the aims and objectives of their personal project; the results were usually rewarding, and sometimes spectacular.
- Many students devoted a great deal of time and effort to their project, and took great pride in accomplishing an extended piece of independent work. The personal project was a tangible product of their hard work and talent.
- Many students came to realize that completing a personal project is also an excellent preparation for future studies.
- It was a very rewarding experience for supervisors to work closely with an individual student(s) and see what that student can achieve.

### Some examples of personal projects included:

**Janita Dhariwal** focused on Human Ingenuity and Community and Service to design and create a safe and easily maintained playground for a local Tanzanian school.

*"To me, in the beginning, Human Ingenuity was basically just building things; however, nearing the end of the project, I realized that there is a lot more to it than that. Human Ingenuity is thinking and acquiring knowledge, the inspiration and the influences that drive us and our ability to think beyond what we see and look into the little details which can make a difference. The building and creation stage is just a little part of the Area of Interaction."* (Excerpt from Janita's personal statement)

**Darsh Pandit** also focused on Community and Service and Human Ingenuity to identify talented musicians who he then helped to promote through the production of a music promotional CD. Darsh himself created music, the backing and mixing. His hard work has resulted in two local artists regularly being played on Tanzanian radio and another two being given contracts to create music videos for television viewing.

*"Throughout the project I have been inspired by a variety of different elements. I learned that inspiration in music can come from everywhere and that you need to be open minded to try out different ideas. The song 'Natamani' was inspired by seeing street children fight over food on a walk to the studio."* (Excerpt from Darsh's personal statement).



**Brenden Simonson** focused on Human Ingenuity to design and create a two person pedal powered car.

*"I have personally benefited from this project in many ways. The main benefit would be the amount of knowledge that I gathered in the area of engineering and Human Ingenuity. I was exposed to everything from welding to how to properly use a file. Human Ingenuity involves methods and techniques, not just creating a product.... Human Ingenuity also involves reflecting on how other people engage with the product"* (excerpt from Brenden's personal statement)



↑ Brenden and his pedal powered car

**Shirley Hall** dived passionately into her project - creating a website to promote her charity mountain bike ride around Mt. Kilimanjaro. With her energy and enthusiasm, she completed her ride and raised 1,435,000 =/Tsh for Masai Wanderings - an NGO helping children in Tanzania.



↑ Shirley donating a cheque to Donna from Masai Wanderings

**Ali Sutherland** embarked on a more personal quest - challenging herself to complete an extended piece of writing - something she had never accomplished before. Her final product, a novella titled Taboo Song, was a well-crafted, engaging piece of fiction, leaving Ali (justifiably) proud of her accomplishment and all the hard work she put in to it.

**Christian Raab** wanted to promote inline skating in Moshi, and so created an instructional DVD and companion book. His extensive research in to inline skating and various tricks, plus a lot of practice and camera time, allowed Christian to create a beautifully presented product. In the DVD, Christian demonstrates inline skating moves of various levels, along with instruction for everyone from beginners to advanced skaters.



↑ Ali and her Novella

Emma made a safety film for small planes in Tanzania.



↑ Emma's plane

← Sophia demonstrating lifejacket use



← Christian Raab

# The World's Tallest Walkable Mountain



**At 5895 meters**, snow-capped Mount Kilimanjaro in Tanzania is Africa's highest peak. It is the world's tallest walkable mountain, and what a beautiful walk it is. One travels through five different climatic zones to reach the summit. Whether your goal is to reach the "roof of Africa" in good health, or participate in one of the preparation levels, here's some helpful advice.

1. Get fit. Break in your hiking boots – climb some stairs, walk the dog, hike some hills and build up some stamina.
2. Pack Lightly
3. Cope with altitude. Pace; "pole pole" - slowly slowly – will be heard in Swahili. Drink lots of water.
4. Summit - Pace yourself. Be determined, Enjoy the view. Take a few photos, and get back down before altitude takes its toll. Take a well earned nap.



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# CRANE SOUP...for the Artist's soul

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Julia Pierre-Nina



Katie Brice-Bennett



Yona Kato

**On the Nairobi Art trip** back in September, many a creative idea was born. Inspired by the work of contemporary and traditional East African artists, our very own D2 artists got to work. One night at the hostel Yona organised the evening's activities, teaching her peers how to make origami cranes, while Katie told truly terrible jokes! a certain Mr Schmid got fed up with the intricacies of Japanese paper art, fetched a bowl from the kitchen and a pair of scissors, and chopped up the group's cranes and exclaimed: "Ha! Crane Soup!" So, another idea was born, 7 months later coming to fruition as the title and graphics for the students' final exhibition.

This year's D2s all have, interestingly, lived in Tanzania all their lives, but in many ways, their artwork is so diverse, that you wouldn't know it. This made for a lively and eclectic show with, with the best turn out in recent years.

I'd like to take this opportunity to thank everyone who supported us in our quest: from ancillary staff to Colin Beveridge, Barry Sutherland and a dedicated band of parents: Jackie Brice-Bennett, Annette and Frank Pierre-Nina. Also to those parents and staff who contributed to the catering, so smoothly organised by Annette, the tech crew directed by Frank, to Linda Willms for Arusha publicity and transport, my D1 artists for hospitality, Nicolas Garaud for music, Rory Brooks for Graphics and his unwavering support of myself and the Arts and to anyone else who picked up a staple gun, hammer or pins: Keri Bean, Tom, Myriam, Carita and Shirley. Also, of course to those of you who came to view the work and discuss it with the students. Many thanks.... may the show go on....and on!

You can see each of the individual works on the school website ([www.ismoshi.org](http://www.ismoshi.org))

✍ Jane Barnett



Lane Simonson and guests



Andy Schmid



## All Work and Play.....

On February 23, the P5/6 students from Moshi and Arusha packed up several vehicles and headed off to Magara for their annual camp-out. Their main line of inquiry during the camp-out was to investigate peoples' views on work and play in rural communities. As a result, students interviewed two rural tribes, the Barbaig and the Iraqw. The classes asked questions about how these tribes viewed work and play and were invited into homes to see how they live. Many cultural and informational exchanges took place including Mr. Holt showing an elderly Barbaig man how a digital camera worked.

✍ Lloyd Curley, P6 Teacher



↑ Cold & wet but colourful

### Students' perspective

On the 23rd February P5/6 went on the Magara field trip. It was a long ride and we all got tired but finally we got there. The P6 were happy to be there again and the P5 were astonished at how beautiful it was. The waterfall was extremely deep and refreshing. The classes made a river water park (in the river)! We had a really good dinner and we went to bed with full tummies. At night, it was quite exciting and there was no noise at all. The next day it was raining so hard and we had to wear our raincoats. During breakfast, it rained on our food and tea! We had

to get into the vehicles. At last the rain stopped and we started to climb the escarpment. The climb was long and grueling but when we got to the top it was an amazing view, like being on the top of the world. After that we interviewed the Iraqw family and we saw cute little puppies!!! We climbed down and we had our last swim. At about 9 o'clock we had a concert, which was hilarious. We loved Magara and didn't want to leave.

✍ By Nicolette Oosterhuis  
& Boris Niyonzima

← A long hike worthwhile...

↓ On top of the world





# 100th Day Celebrations

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In all P1,2,3 & 4 classes; students celebrated the 100th day of school in a variety of ways. Students collected 10 groups of the same item – grains of rice, hairclips, marbles, stones.... They made necklaces with 100 cheerio cereal crunchies, threaded 100 pieces of pasta.

P3/4M estimated how long it would take them to run from their classroom to the water tower 100 times then proceeded to keep a tally of their class relay run incorporating math skills in number, data gathering & statistics, practical measurement and problem solving. WOW!



Working on a 100 piece puzzle. →



✓ Happy 100th Day of School

This is what they found out:

- P3/4 classroom to water tower and back = 113 metres
- We ran it 100 times as a class. 11,300 metres
- Each student ran 7 times which makes for 791 metres each.
- Marcello ran 5 times – 565 metres
- Flora ran 4 times – 452 meters
- Total time taken was 48 minutes and 52 seconds which is also 2,932 seconds
- That means that we each took about 30 seconds to run to the tower and back each time.

That's our maths!!

## Early Childhood Inquiry: Animal Planet



Neel and Mathilde peeking over a fence.

**In our unit** Animal Planet, the Arusha and Moshi early childhood classes inquired into how people and animals share the planet. We looked at the different ways people and animals interact and the various environments in which we encounter animals. Students examined what our responsibilities are toward animals with a focus on being caring and showing appreciation. From domestic pets and farm animals to the wild animals we see on safari, students made connections to

their own lives through our explorations. Students learned from each other as well as from experts who visited the classrooms. We even delved into research through books and the Internet.

However, the best ways to learn were our hands-on experiences! Kids on the Arusha campus especially liked when we had visiting pets in our classroom, when Lian's dad came to show us his photographs of animals in the bush, and our culminating activity...



Nadia rescuing Jessie from frolicking puppy.

a trip to Fini Strebel's nearby farm. On our trip to the farm, students showed curiosity about what cows and goats eat, how to take care of horses' hooves and how to hold energetic puppies. We came away with new knowledge and the children enjoyed and exerted themselves so much that many of them fell asleep on the ten minute car ride back to school! A great ending for our inquiry into Animal Planet.

✂ Samantha Mongardi, EC Teacher

## A Celebration of Many Cultures

The entire ISM community was invited to participate in ISM's International Day. It was a celebration of our many cultures and a good opportunity to reconnect with families on both campuses. There was swimming, cultural costumes, the sampling of a variety of international cuisine, and live music and dance performances. A very special thanks goes to Pauline Martin, the Moshi Parents' Association representative, and the entire Parent Association, staff, and students for making it such a successful day.

↓ the Dutch Connection



↓ Sandra Kusserow



↓ Maddy Dawson

↑ Polynesian dancers

↓ The Gerstenkorns



## Variety Night



↑ Natasha and the Gang



↑ Dimple's Dancers



The annual Moshi Variety show was once again a huge success. On our new stage in K-Hall students and staff alike performed a range of musical and dance numbers along with some comedy, drama, and a few surprises. As usual, it was an entertaining evening and thanks to all who attended. Special thanks goes to those behind the scenes as stage crew, ushers, and greeters.



← Katherine Jacobson

Farah Kanani →



## Going for Gold



**ISM students** of both campuses enjoyed the splash and the thrill of competing at several swimming galas last term. As would be expected, the events were keenly contested, but fun was the real winner on the day. In Moshi, perhaps the most sought after victory was the 'In-Pool-Clothes-Changing Race'. To the crowds' delight we saw some great underwater sock changing, and a range of new swimwear fashions that just might not make it to the beaches of the South of France this season. In Arusha, the 'handstand' competition and the 'blow the ping pong ball' races were popular with young and old.

For our P5 & P6 students, the 'apple' at the end of the day was the chance to qualify for the Inter-School Sports Championships held at IST in Dar-es-Salaam this May.

*David Holt and Annette Wood*



ISM were yet again, the proud winners of the Arusha Schools Swim Gala held at St. Constantine's. Swimmers put forth some outstanding personal performances in all the events.



# Play On!



↑ Junior Macodemba



↑ Nasir Kanji

↓ Shirley Hall and Hafeez Kanani



On December 4 and 5, ISM Players presented "Play On!" This fast-paced play-within-a-play presents the hilarious results of a community theatre troupe rehearsing a murder mystery whose amateur playwright continues to change the script right up until its dress rehearsal. These talented actors and a dedicated production team christened the new Karibu Hall stage with energy and professionalism and filled the hall with well-deserved laughter and applause. Kudos!!

✍ Mrs. C. Dawson



↑ Ali Sutherland



↑ Christian Raab



↑ Farah and Hafeez Kanani



↑ Amanda Tindyebwa



↑ Naheed Jadavji and Nasir Kanji ↓ Yona Kato







↑ Bollywood Dancers

**This term**, all secondary students were involved in a colourful stage production: 'Directions: Heartbeat' (Dira: Ya Piga Ya Moyo), most of which they choreographed and wrote themselves. This is one of the things that made it unique, along with the fact that different countries and cultures were represented in the production.

It starts off with Ms. Bean wondering about rhythm and beat after hearing "New York, New York." She finds a new friend, who tries to help her figure it out but it's to no avail. So they go on a trip around the world to see if that might help Ms. Bean figure it out...

There was hip-hop dancing, French mime, an African dance and a lot more. I believe a lot of people took note of this, and appreciated it:

*"...I liked the way the students were involved in creating the production..."*

-Annette Wood

*"One of the things I liked about the production is the fact that most continents were represented in it..."*

-Trevor Mullings



↑ Salsa M2s

↑ Ms Bean (Ana) and friend (Nayah)

Many students also enjoyed it:

*"I liked the production because it was fun to dance and make up your own steps."*

-Zeinab Dakik

*"I liked the diversity of music and that it brought cultures together in harmony. I enjoyed being a part of it."*

-Darsh Pandit

*"I was in the Bollywood dance. I liked it because it was unique."*

-Taylor Mavroudis

As well as the dances, there was a percussion piece using old newspapers, rubbish bins and other things found on the street, a Native American dance, a Japanese dance, a Samba, a Broadway-style dance (which opened the show) and a Bollywood dance.

There were several solo performances. The soloists were: Nayah, who sang "New York, New York" and bravely opened the whole production, Quinta and Antoinette who took turns singing "Sway" and Anna-Catharina who played the flute for the Japanese dance.

Overall, I think the audience enjoyed watching it and I hope that we can do even better next year! Thanks to Andrena Gorman, Director.

✍ Ana



↑ New York New York

↓ Swahili Dance

Bus Stop Stomp ↘



## Look What We've Done

### We did This

**Since** I will leave ISM in June 2009, I wanted to reflect on some of the things our teams have achieved during the past five years. None of these accomplishments could have happened without a strong sense of teamwork, flexibility, patience, and above all, perseverance. I am very proud of all my colleagues, past and present, at the school who made these achievements a reality. It was rarely easy to introduce changes to the ISM community and there was a good deal of resistance to many of the initiatives, but I think they were all worth the fight.

I want to thank the parents and teachers who supported the change initiatives that have improved our school and even those who opposed the changes because their point of view, in several forms, enabled us to fine tune our proposals. I am also grateful for very supportive Board members who were never afraid to address sensitive issues over the years or to act to ensure that ISM would always be an international school of the highest possible standard – truly world class. I also appreciate that the Board was not afraid to take calculated risks, some of the greatest being the creation of the Kilimanjaro Visiting Schools Programme, the currency conversion from GBP to USD, the restructuring of our governance model, and most recently the marketing



initiatives that have led to a significant increase in enrolment at the school.

ISM is now an all-through, 3-programme, IB World School in up-country Tanzania on two campuses – one of only 115 PYP/MYP/DYP schools in the world. We have excellent boarding and outdoor pursuits programmes, which are second to none in the world.

Although I have mixed feelings about leaving ISM, it is very gratifying to be leaving behind a school that has shown so much progress in so little time. It is a testament to what is possible when teams of people think positively, work together towards shared goals, and are unafraid to take risks. I am proud to say, "We did this."

*Barry Sutherland  
Chief Executive Officer*





## These are some of the achievements at ISM since August 2004:

- Boarding houses renovated, 2004/05/06/09
- Improved grounds keeping on the campuses, 2004-09
- Created The Summit magazine, first published for ISM stakeholders in 2004; 12th edition published in June 2009
- E-newsletters begin from the Heads of Campus, 2004
- Alumni Development, 2005-09
- Visiting School Programme created in 2005
- Resolved major tax dispute with TRA, 2005
- Opened Citibank account in USA, 2005
- Computerized accounting functions, 2005
- Staff begin receiving accurate, monthly pay-slips, 2005
- Improved bad debts recovery, 2005
- Outstanding fees reduced, 2005
- Improved cash flow with short term investment strategies, 2005
- Visiting Schools income increase of 514% between 2004/05 and 2005/06
- Visiting international schools have built more than 50 classrooms, supported orphanages and hospitals in the region thus enhancing ISM's commitment to Tanzania.
- Visiting Schools Programme generates 9% of ISM's whole school income 06/07 & 07/08
- Renovated and developed Moshi library, 2005
- New playground equipment on both campuses, 2005
- Created comprehensive ISM Teacher Recruitment DVD
- Public Address System and perimeter fencing to improve security, 2005/06
- Raised USD 300,000 in security grants from US state department, 2005/06
- Introduction of IB Theatre Arts and IB ITGS, 2006
- Improved Boarding programme, 2005/06/07
- Improved student discipline system, 2005
- Formal teacher appraisals increased 45% (2005/06)
- More teachers participating in professional development opportunities, 2005-09
- Four Tanzanian ISM scholarship students placed in Harvard, Duke, Amherst and University of British Columbia as full scholars, 2006/07/08
- Created ISM Tanzanian Scholarship DVD for fundraising, 2007
- CIS/MSA 10-year re-accreditation, 2006
- Moshi teacher housing upgraded and renovated, 2006
- Kijana, Kimbilio and Kipepeo boarding houses renovated, 2006
- Revised ISM Mission Statement, 2006
- Revised ISM Philosophy and Objectives, 2006
- Facilitated ISM support and ancillary workers' SACCOS cooperative, 2006
- Began ACER International Standards Assessment Tests in P5, M1, M3 2006-09
- Created ISM Charitable Trust in UK, 2006
- Created ISM 501C-3 Foundation in USA, 2007
- PYP Authorization, February 2007
- MYP Authorization, June 2007
- Phased out IGCSE in 2007/08
- Alignment of all three IBO programmes with Mission and P&O, 2007
- Conversion from GBP to USD as base currency in response to parent input, 2007/08
- Created Capital Development Fund for greater transparency of finances, 2007
- Kiongozi boarding house renovated, 2007
- Installed High Frequency radio base stations on both campuses, 2007
- Completed compliance review for ISM contracts, conditions of service and disciplinary code, 2007
- Created ISM's first Strategic Plan, 2007
- Created one-school Parent Association, 2007
- Created ISM Annual Reports, 2006/07; 7/08
- Restructured ISM Board governance system, 2008
- Added saltwater chlorination system to Arusha Campus pool, 2008
- Created and placed billboard adverts in Dar, Nairobi and Mombasa, 2008
- Introduced boarding incentives, 2007, and completely filled boarding spaces in 2008.
- Renovated Kiota and Kimbilio boarding houses for Primary boarders, 2008
- Added performance area extension to Karibu Hall, 2008
- Engaged Ultimate Security for on and off campus security provision, 2008
- Extended Kivuli boarding house by adding 8 double rooms, 2009

### *ISM is one school with two campuses*



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# Hard to Beat



**A HUGE thanks** to Ben Wiggins for yet another successful sports weekend. About 250 students from IST and HO-PAC in Dar es Salaam, and ISM Moshi and Arusha Campuses had a fantastic weekend involving 9 different sports, and time to make new friends from the other schools. Staff enjoyed watching their students excel and it was a great opportunity to meet our colleagues from other schools. The highlight of the weekend was a combined ISM Swim team beating IST for the first time in several years.





## Messages from Stories

**Fables**, fiction and familiar stories abound in our unit, 'Messages from Stories.' The P 1/2 children appreciated a great variety of stories to explore messages and help us learn about life. We expressed our views and feelings about characters and situations, making connections to other stories and our own lives. We had several opportunities to communicate our ideas creatively through, painting, puppet making, collage making and role-playing, thanks in part to our P 5/6 Buddies.



A highlight in our unit was when P1/2 students from both campuses came together for some cross-campus fun and learning in Arusha. We enjoyed our visit to the Umoja Arts Centre with the terrifically talented oral storyteller, Tiana, as she captivated us with tales from around the world using drama, music and dance. Back at Arusha Campus, the students joined forces to make character puppets and created storyboard collages to communicate their understanding of the stories heard. We had great fun getting to know each other!

*Diana Kraft and Ishbel Brydon  
P1/2 teachers, Arusha Campus*



## Life Is Good!

**Thanks** to Ben Wiggins and Charles Schofield, ISM students have enjoyed participating in a wide variety of sports matches and tournaments. Arusha Campus Senior Girls were victorious in the Basketball tournament held in Moshi, whilst the Moshi Senior Girls soccer team won the soccer 7's. Many students and ex students have been displaying fine skills as team members of the Arusha Rhinos and the Kilicats men's rugby teams.





# Kanga Math



↑ Ishaa Kotecha

↓ Lydia Miller



## M2 Kanga Design

In our M2 class we were studying about kangas and what mathematics is involved.

You may well ask what kangas have to do with mathematics but if you look carefully at them you will see translations, reflections, rotations and enlargements!!!!

The three subjects involved were Art, Swahili and of course Maths.

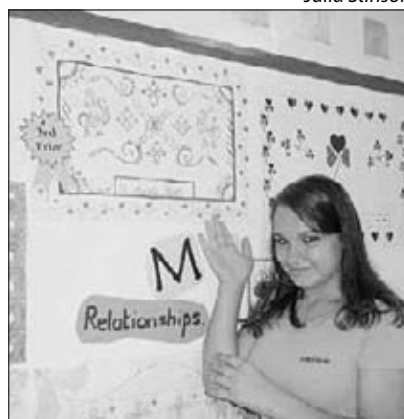
It was a very educational yet fun project and we all enjoyed it.

✂ Ishaa Kotecha M2 Student



↑ Hayaka Iemoto

↓ Julia Stinson



## Words and Numbers

Milou Nijenhuis and Shineni de Haan with student ↓



Farhan Kanani and Isabelle Knops sharing stories ↓



Jessica Macha and Kavan Bharna with students ↓



As a Co-curricula activity, involving English and Mathematics, the M1's were comparing the frequency of the different letters in the English and Kiswahili languages, and presenting this data as a Maths project. After they had done this and presented their data as a Maths project. They then talked to

the children at the Day Care Centre and listened to their stories and songs. As a result, the M1's then transcribed these stories and made illustrated story books in Kiswahili which they donated to the Day Care Centre so the children there have books to read in their own language. Well done M1.

↓ The M1 class with their books





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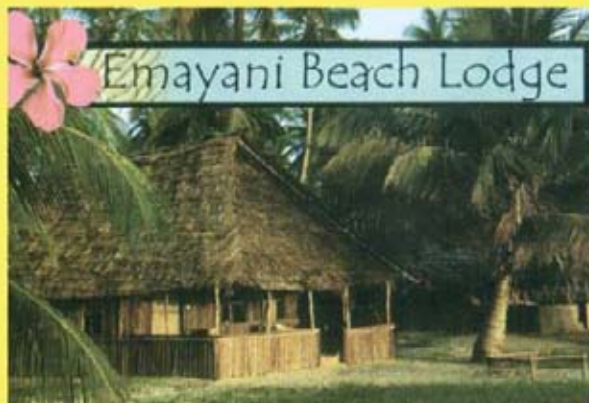


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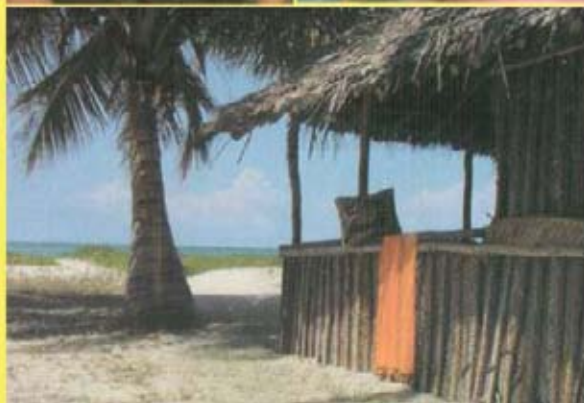


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# Student Led Celebrations

**Students** got to reflect and celebrate their achievements with their parents on both campuses in March. Highlights of these celebrations were observing students sharing their knowledge, skills, understandings and actions in a range of hands-on activities. Students enthusiastically shared their portfolios in which parents were able to witness not only process work but evidence of their child's growth across the disciplines.

↓ Alexandra Gerkenstorn (KG) and her mom



↑ Lucas played math games  
Rida Dakik and his Mum ↓

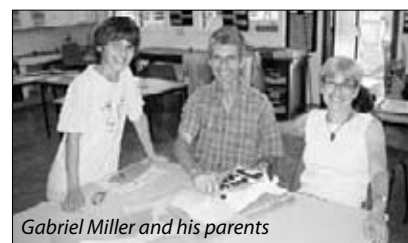


## Reflective Statements from students in P5/6:

- My mum said I need to use my time better in class so that I get my work finished because then I won't have so much homework. I agreed.
- My parents said that I am working hard. I am happy that my listening skills are improving.

## Reflective statements from parents of students in EC:

- I was positively surprised at how much our son already understands in English.
- This was a fantastic experience for us as parents. We enjoyed sharing our daughter's class with all the activities, we saw our daughter participate in activities that we have never seen her do before. Lets do this more often.



Gabriel Miller and his parents

## From Land to Hand

**During** this unit the p3/4 classes were able to really explore how humans use various processes to turn primary resources into products, which was our central idea. Finding answers to our many questions meant that we had to work hard at being thinkers and inquirers. We were able to see first hand how people organize themselves and their surroundings in order to create and maintain systems that work well.

We first visited the Sokoine University of Agriculture, a forest reserve high on the slopes of Mount Meru. There we learned about the processes and the time that were involved in a seed-

ling becoming a tree, which was then felled and milled into planks. Those planks were then turned into desks, all at the same location! The time needed for the trees to grow was between 23 and 35 years, depending on the variety of tree. We were lucky to have Mr. Malya with us, who guided us through the mill and the forest.

We visited the Boxpac cardboard box factory in Njiro as well. There we saw how huge rolls of paper were passed through a series of big machines until they came out at the other end of the factory as cardboard boxes, with the names of the product painted

on the side already. Ajay Aggarwal explained every step of the process to us, and certainly helped us to understand the key concepts of function and change in a very concrete manner.

Our summative assessment was about having our own opportunity to create a process that could turn primary resources into a final product. In our case, that product was a toy. The final results were amazing, and showed off all of our creativity and thinking. We recorded the processes that we used in our Programme of Inquiry notebooks by using flow charts to show each step.

Ben with his house made of primary resources



BoxPac visit



Innes and girls at SUA picnic



# Tanzania is their Classroom!



**For all Moshi** and Arusha students, their primary years end with the successful completion of their PYP EXHIBITION.

To complete the Exhibition, students form small groups and choose their own unit of inquiry under the Trans disciplinary Theme, 'How We Share the Planet.' They are then required to work as independently as possible to investigate, collaborate and report back on their personal learning. The presentation of their work takes place on Exhibition Night, the P6 students' "Night of Nights," before an audience of the whole primary community.

Whilst the actual Exhibition Nights are not until the very end of the school year, already students have been hard at work researching their topics. Whilst some research is required in the library or in front of the computer, much of the real investigating is performed first hand and out in the field. Just take a look at where these Exhibition units have already taken our children.

Can you get richer learning experiences than these?

◀ ◀ *Students find out how Tanzanians earn a living, their hopes and their dreams.*

◀ *Students visit Moshi Secondary College and see Braille typewriters put to work in the classroom.*

◀ *So what would it be like going to a typical local Tanzanian secondary school next year.*



↑ *Ever wanted to know what its like to carry over 300 bananas over 8 km to work every day.*

## Central Ideas

*"Accessibility to health care has an impact on the health and well-being of rural and tribal people's."*

*"Not all people in Tanzania have access to clean, safe drinking water."*

*"With different amounts of wealth available, all people seek nutrition, shelter, security and happiness."*

## Turning the Pages

### Scholastic donation to local schools

On November 26 International School Moshi's CAS club leaders jumped in a jeep with CAS coordinator Sandra Riches and headed out to Sokoini Primary School near KCMC and then to Kidachini Primary School further up Mt. Kilimanjaro with boxes full of new school books.

Head teacher Kenedy Olotu, enthusiastically received the donation at Sokoini. Bonadetura Mushi and Shabani Mnara were among the teachers on hand to accept the books on behalf of students at Kidachini. The donations came thanks to Angie Hollington, former head of Arusha Campus, and Scholastics Books. Angie was making a presentation on internationalism for the European Scholastic representatives. She asked to be paid in books rather than cash.

Angie remarked, "...having been in Tanzania and seen that the local kids really needed the books, I asked Scholastics if they would do this and they kindly agreed."





# Life's a Beach!

27

M2 Class Trip

**The Indian Ocean** was an important part of our week! We spend a lot of time in it, cooling off and laughing, in between various activities that highlighted the rich history and geography of the area. We have been studying coastal processes and East African history in school, also investigating some of the causes and effects of the Slave Trade in the area.

We were led through the rich, interesting, and sometimes disturbing history of Pangani, by a wonderful Tanzanian guide named Mr. Edward Mikundi; a great teacher and native of the area. He shared with us some of the impacts of foreign explorers and colonizers who at different times, settled in Pangani as it was such a vibrant coastal crossroad of trade throughout the Common Era (C.E. - time after "A.D."). We discussed the importance of the Monsoon winds that brought sailors, traders, and colonizers from Greece, Rome, Oman, India, Persia, Portugal, Germany, and Britain, to name but a few particularly influential players. He showed us crumbling buildings that housed many African slaves before they were transported by ship to the New World or other colonial bases in the East. He showed



us seawalls, railways, administrative buildings that had buried slaves alive under its pillars to ensure its fortitude, and the remnants of a submarine still in the Pangani River from German and British colonial occupations in the 1800 and 1900s! We were shocked, saddened, and fascinated by this history... happenings that occurred where we stood... Things we had studied in class surrounded us in their original and telling forms... where we stood.



And what better place to explore coastal processes and coastal landforms than Pangani!!! We were able to talk about longshore drift while sitting on the beach! We were able to look at sea stacks, sea stumps, the remnants of sea arches, caves, wave-cut notches, and wave-cut platforms while sitting on the sedimentary rock about a foot from the platform!

Dramatizations and PowerPoint creations brought all of our observations together to share as a group back at camp. Our evenings were filled with laughter, drama activities, team initiatives, and star-filled skies.

Without a doubt, the Pangani trip is one that will be remembered by all for a long time.

*Leigh MacRae*

# Soaking up the Sun



**D1 students** in Pangani is like a bunch of kids in a candy store. The only thing that kept the excitement from getting out of hand was the fact that the kids didn't have money...in our case: we had to work! Not only did we do work in the different science subjects, but we had to do the Group 4 Project as well. This was definitely a mood killer



at first, but we soon realized that doing all the work could be fun. Working on the beach definitely beats working in a classroom. It was certainly an all-win trip. We worked effectively, interacting with the environment and with ourselves and had fun chilling with friends.



Other than working, the trip had its highlights including a flat tire, catching crabs and octopus, being stung by jellyfish, playing rugby in the water and Frisbee on the beach. After three days we all left exhausted, full of cuts on our feet from the rocks, a little sunburnt but happy! We had fun!

*Shantal Meulenberg and Anita Kalaitzakis, D1 students*

D1 Pangani Trip

ISM

## Sanne van Aarst

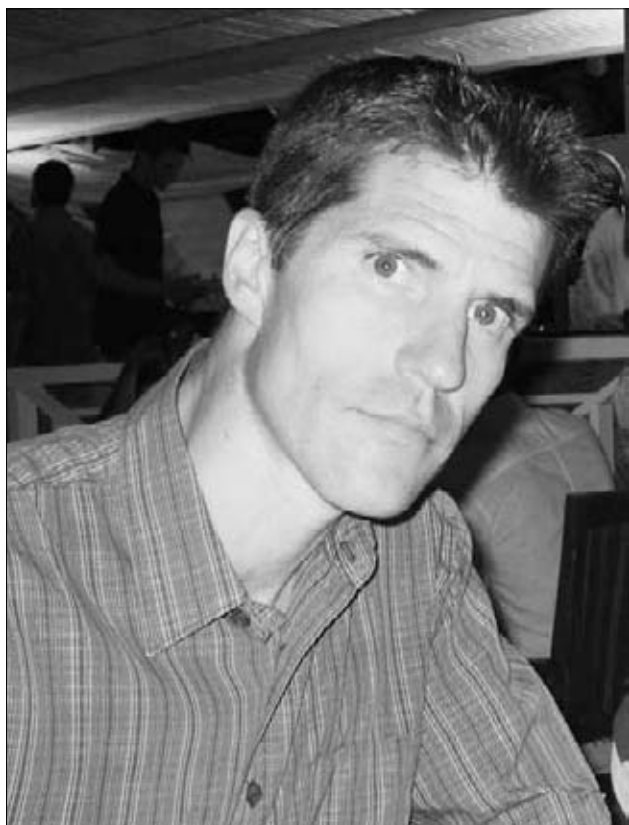


**Sanne** started his schooling on Moshi Campus in 1987 in P1. In S3, he first developed his love for trees when doing his science project. After gaining his IB diploma and graduating from ISM in 1999, he went to Holland. There he gained a Bachelor's degree in Tropical forestry. A component of his degree included time in Bolivia where he did research and learned Spanish, (his fourth language). The University of Wageningen welcomed him to do a Master's Degree in Resource Ecology. This time, Sanne managed to get back to Tanzania to do his research, in Kilwa. Sanne graduated in January 2007, and again returned to Tanzania for a break in studying. This time, he worked at a dive centre on Zanzi-

bar where he gained his Divemaster's Certificate, and had a great time in the process.

Sanne then worked in Holland but he had a yearning to get back to Africa. He got a job in Addis Ababa working for the Horn of Africa Regional Environmental Centre and Network. They work on the protection of the environment in the Horn of Africa. The Centre advocates improved natural resource management and the protection of important biodiversity reserves. At present, Sanne is involved with the management of parks and buffer zones, enjoying his work very much. He is happy to be close to Tanzania and he makes frequent trips home.

## Simon Cooper



**Simon Cooper** – attended ISM 1974-1976 (P2-P4).

I have great memories of both the country and the school life. Fondest memories? Many personal ones, but a couple come to mind: looking out at Kibo and daydreaming during French lessons, and returning from a TPC excursion on the old ISM bus with windows open, perfect blue sky and sunshine, wind in our hair, while sipping on a nice raspberry soda.

I returned to Australia in '76. Attended 5 more schools. Met my wife-to-be, Wendy, during final year. We were married in '85. Wendy went into teaching. I had always had a love for geography and drawing. I combined these two and worked as a Surveyor in the Army mapping remote regions of Australia. Eventually left the Army and trained to be a Pastor in the Lutheran Church of Australia (mapping of a different kind!). Currently on the verge of re-entering the services (Navy this time) as a Chaplain. We have 3 children: Amelia (20), Samuel (17), and Thomas (11).

I love sport, enjoying rock-climbing, soccer, ju-jitsu and mountain bike. I also play guitar and sing, and have worked on a number of CDs.

Recently I re-visited ISM as part of the 2007 reunion and enjoyed the experience enormously.





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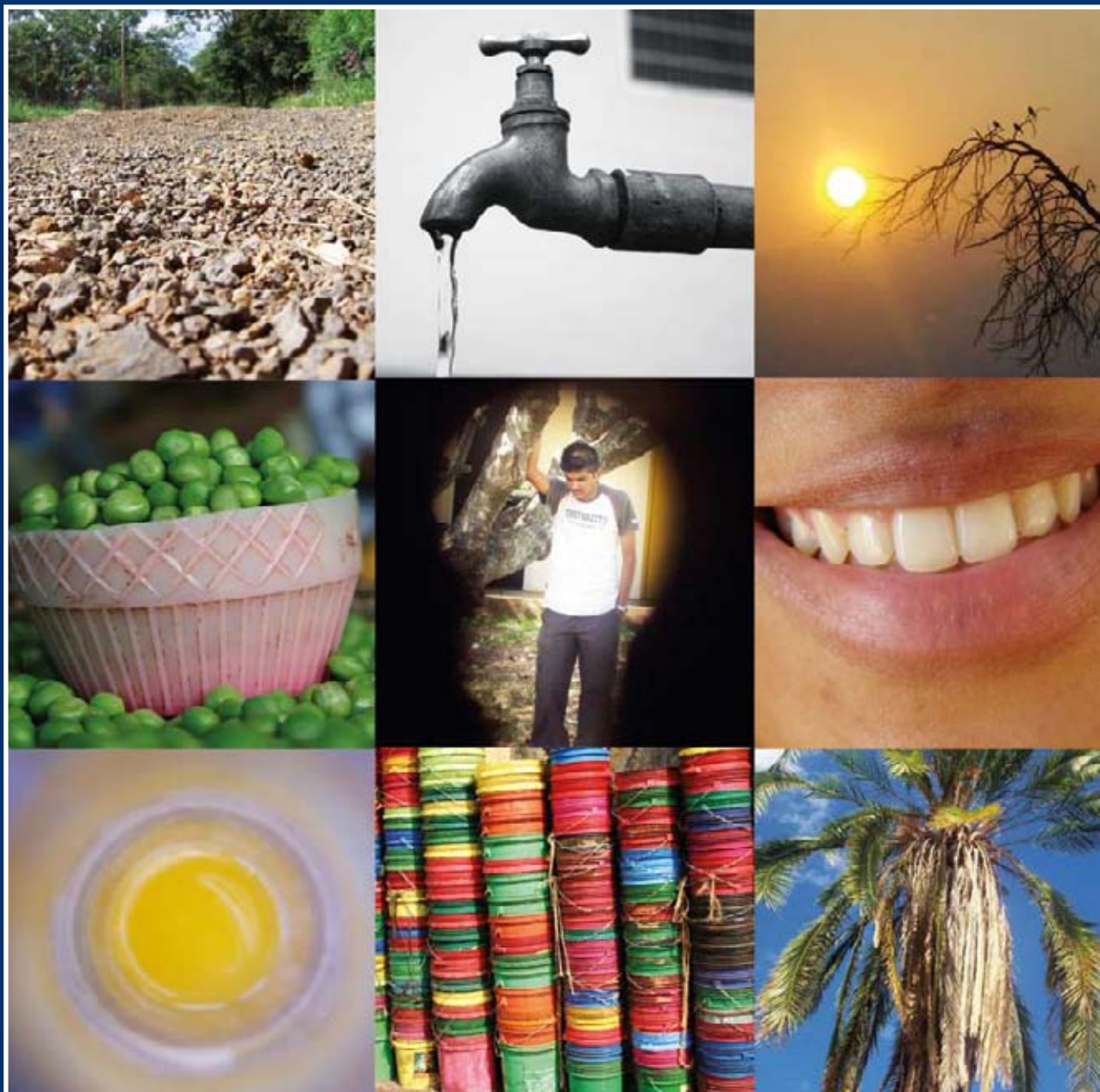
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Fax No: (255) 27 275 2877  
E-mail: [school@ismoshi.org](mailto:school@ismoshi.org)

**Arusha Campus**  
P.O. Box 2691,  
Arusha, Tanzania  
Tel. No: (255) 27 250 5029/5030  
Fax No: (255) 27 250 5031  
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