

SUMMIT

AFRICAN ROOTS, GLOBAL REACH

Tanzania

FREE

**SPORTS
HIGHLIGHTS**

NEW TRIPS
Outdoor Pursuits

DORM LIFE
+
UWC update

MATH
Our Approach

PRIMARY NEWS
+
**UNIVERSITY
ADMISSIONS**

Graduation

THE FIRST D2 CLASS GRADUATES FROM ARUSHA



International
School Moshi

THE RESIDENCE

by *Cenizaro*

*A private sanctuary.
A home for the heart.*

CLOSENESS IS THE JOY OF BEING TOGETHER. AN UNSPOKEN BOND, DELIGHTING IN EACH OTHER. NATURE INVITES WITH HER BREATHTAKING BEAUTY, PROMISING ENDLESS HAPPINESS EVERY DAY IN PARADISE. LIFE AS IT IS MEANT TO BE. MOMENTS ENRICHED AT THE RESIDENCE.

TUNIS | MAURITIUS | ZANZIBAR | MALDIVES

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SUMMIT '16 CONTENTS

KARIBUNI 2
SUMMIT WORLD 4
INFOGRAPHIC 6
INS & OUTS 8
PROFILE 10
FEATURE 11
UWC INTERVIEW 12
GRADUATION 2016 16
PRIMARY UPDATE 20
ALUMNI 26
THE OUTDOORS 28
DORM LIFE 30
ARTS HIGHLIGHT 32
MATH 33
ACTION 34
SPOTLIGHT 35
FINE ART 36
ADVICE 40
GIVING 42
PERSONAL PROJECTS 43
A DAY IN THE LIFE 44

ON THE COVER

The first Arusha Campus
Diploma graduating class

Cover photograph
PAULA ALDERBLAD

Editor in Chief: **SUE JONES**
Creative & Design Director:
EVA SWANTZ
Chief Sub Editor: **ANNETTE
WOOD**
Contributing Editors:
**BO BONER, ZAN-LYDINE
JACOBS, ELAIS KALEMBO,
SARA KHAKI, KISHEN MAJITHIA,
LYDIA NICKELS, TEACHERS &
PARENTS**
Photographs: **ELIZA DEACON,
CHEKA BEARCROFT, ANNETTE
WOOD, TEACHERS & PARENTS**
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SUMMIT

African roots global reach
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PO Box 733
Moshi, Tanzania
+255 272755004/5

PO Box 2691
Arusha, Tanzania
+255 272505029

admissions@ismoshi.org
summiteditor@ismoshi.org



International
School Moshi



MSA



FROM THE DIRECTOR

Welcome to the 2016 issue of the Summit Magazine! It is so difficult to reflect on the countless wonderful events and activities that occur in the life of an International school during a year but within this excellent publication you will be able to obtain a flavour of many of them. We are all so proud of the work that we achieve within this culturally rich community and I am so thankful to work with some of the most able educators on the continent to provide a holistic education of the highest quality.

As you turn over the pages of this year's Summit you will marvel, as I do at the wide range of learning opportunities in which our students are engaged, both inside and outside the classroom. My colleagues lead stimulating lessons based on real-life experiences, create authentic assessment activities and spend quality time encouraging students to build on their individual talents and skills. This is a unique school, situated on two campuses, over 90km apart in beautiful settings that provide amazing environments for learning.

For the last 18 months, the school has been reflecting on the quality of all aspects of its work from teaching and learning to finance and operations and created a report which was forwarded to three accrediting organisations; the International Baccalaureate (IB), The Council of International Schools (CIS)

and the Middle States Association (MSA). In April, we welcomed a team of 15 professional peers to evaluate the school against its own self-study. It was demanding work but an objective evaluation is so valuable if, like us you want to go on improving the quality of the programmes that we offer here. We are constantly reflecting on the work that we do as we move forward with our five year strategic plan and I am confident that through these processes we will grow, develop and improve so that we can continue to be considered as one of the leading international schools on the continent.

I very much hope that you will both enjoy reading this edition of the Summit and be impressed by all that we offer here at the International School Moshi. It continues to be an enormous privilege to lead the school and I am already relishing all that lies ahead for our community during the next school year. If you have not visited our campuses, I do hope that you will arrange to do so as I know that you will not be disappointed!

Karibuni

Robert Horton

Bob Horton

Bob Horton
School Director

Meet our Student contributors



ZAN-LYDINE JACOBS
From: Johannesburg, SA
Possible Major:
Journalism: Investigative Journalism
What aspect of your personality have you seen thrive after joining ISM?
I have become more of a risk-taker, much more talkative, and a deep thinker
Advice: Timing is everything especially in the Diploma. If you manage your time efficiently you will have a less stressful experience.



SARAH KHAKI
From: Moshi, TZ
Possible Major:
Midwifery and Neuroscience
What aspect of your personality have you seen thrive after joining ISM?
I have found myself taking more of a leadership role, I am inspired to Learn, and feel more self-assured.
Advice: The worst mistake you can make is to walk into the IB Diploma fearing it, rather, take careful preparatory steps to embrace and face up to the challenge, and everything will turn out perfectly okay.



ELAIS KALEMBO
From: Dar es Salaam, TZ
Possible Major:
Geology, or Chemical Engineering
What aspect of your personality have you seen thrive after joining ISM?
I am much more of a thinker, and have learnt to be more co-operative.
Advice: Spend your time wisely because as an IB student, time is very precious and it goes really fast, so you need to develop time management skills.



LYDIA NICKELS
From: Illinois, USA
Possible Major:
Education and Liberal Arts
What aspect of your personality have you seen thrive after joining ISM?
I enjoy leadership and have become more inspired.
Advice: Study what you love and focus on your interests, not just a profession you think sounds fun. Education is about broadening your mind, not just something that makes you money.



BO BONER
From: Switzerland
Possible Major:
Film Studies
What aspect of your personality have you seen thrive after joining ISM?
Since joining ISM I have become more open minded and accepting of other people.
Advice: The learning environment and teachers at ISM have never let me down. Make the most of this.



KISHEN MAJITHIA
From: Arusha, TZ
Possible Major:
Engineering
What aspect of your personality have you seen thrive after joining ISM?
ISM has prepared me well so far and it has been a great journey for me as I have gained loads of experience.
Advice: It is easy for me to say that ISM is one of the best schools in the world! It offers everything you will need to succeed in life so work hard.

OUTLETS

Arusha Coffee Lodge | The Manor at Ngorongoro | Arusha Airport

OPENING SOON

Mount Meru Game Lodge | Dar Es Salaam | Manyara Airport

MUSEUM

Blue Plaza - Arusha



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SUMMIT WORLD

This past school year, at both ISM campuses, has been full of fun and exciting sporting events from swimming to rugby to horse riding and many more in-between. All members of the ISM community (new and old) have been working hard to bring energy and motivation to the sport programme helping it to continue to grow. Successfully, the students are participating in a wide variety of sports, expanding their skills and competing at a large number of both regional, national and international events. It's hard to keep up! The National Tanzania Athletics Association (NTAA) has also been working hard to create competitive sport leagues that occur consistently throughout the year. As this grows we can hopefully expand even further and compete in an even wider range of events. With the current momentum ISM will continue to expand and develop with plans already in place for the 2016-2017 school year. Both Campuses welcome new PE teachers, Jessica Peterson and Scott Hibbard to work on the next chapter of ISM Sport. A big thank you to TPC for sponsoring all the tee shirts at our many sports events.





ISM NUMBERS

$\frac{1}{4} + \frac{1}{2} = X$
21,000

APPROX. AVERAGE NUMBER
OF MINUTES A DP STUDENT
STUDIES MATH IN A YEAR

18,900

NUMBER OF SAVOURY SNACKS
SOLD ANNUALLY ON ARUSHA



10,800

JUICE CARTONS CONSUMED
ANNUALLY ON ARUSHA

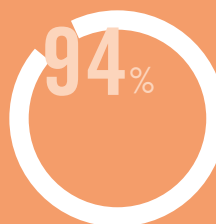
2/3

OF MOSHI STUDENTS ARE
NON-NATIVE ENGLISH
SPEAKERS



\$1.93 MILLION

IN UNIVERSITY SCHOLARSHIP
MONEY THIS YEAR ALONE



OF OUR STUDENTS GO
ON TO UNIVERSITY OR
FURTHER EDUCATION



5 IN 5 YEARS

NUMBER OF STUDENTS GRANTED
FULL SCHOLARSHIPS TO HARVARD
(EACH WORTH APPROX. \$250,000)



182

SPORTS TROPHIES ACROSS
BOTH CAMPUSES

33

AN AVERAGE ISM STUDENT SCORES 33 IB POINTS AND IS GIVEN 457 UCAS
POINTS FOR UNIVERSITY ENTRANCE.

AN A LEVEL STUDENT WITH THREE GRADE A'S ONLY GETS 360 UCAS POINTS.

A's

**OUR IB DIPLOMA
RESULTS
2006 - 2015**



NUMBER OF DIPLOMA CANDIDATES: **469**

DIPLOMA PASSES: **403** (86%)

30 POINTS OR BETTER: **268** (57%)

35 POINTS OR BETTER: **105** (22%)

18 HOLES
NOW OPEN



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– David Jones, golf course designer



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A VISIT FROM A VERY SPECIAL PERSON!

We were very privileged this year to host world famous chimpanzee expert **Dr Jane Goodall** on the Arusha Campus. Her speech was truly inspiring and a timely reminder of the importance of conservation here in Tanzania. To find out more about some of the initiatives Dr Goodall is working on visit www.rootsandshoots.org/



THREE CHEERS FOR CHAELI!

ISM hosted a celebratory evening rally in September to mark the milestone of the first female quadriplegic to summit Mount Kilimanjaro as **Chaeli Mycroft** and her **Team Awesome** reached Uhuru Peak at the start of the academic year. The super MC work by D2 Katumba and wonderful singing from D2 students **Oputjo**, **Libby** and **Kemilembe** were highlights of the event. Similarly, the poster prepared by M4 students **Srija** and **Safiya** (as well as the PowerPoint by Safiya) all contributed to a successful and inspiring event.



SPARKLING ELEPHANT

This year's Kilimanjaro Marathon was another big hit, not only due to the many students and parents who participated, but also three elephants that joined the 5km Fun race. ISM students constructed two of the elephants, and they travelled with the runners to the stadium in order to raise awareness of the crisis facing Tanzania's elephant population. Congratulations to all who were involved in preparing the Sparkling Elephant made by the ISM CAS group, the elephant designed and made by Corrie in D2, and the African Embassy elephant. To find out more visit www.savetheelephants.org



SIX D1 SCHOLARSHIP STUDENTS JOIN US NEXT YEAR!

Early in 2016, we were very pleased to award six full tuition and boarding scholarships to Tanzanian students, who were highly successful in the form four NECTA exams and who will join D1 in August. The three successful scholars for Moshi are **Ezra Nkala** from Ilboru Secondary School, **Evelyn Manyatta** from Marian Girls High School, and **Mercy Idindile** from Feza Girls Secondary School. The three successful scholars for Arusha are **Catherine Wambura** from Canossa High School, **Mugwe Venant**

from Ilboru Secondary and **Peter John Francis** from Uru Seminary.






Many thanks, to all those contributors who have made these two additional scholarships across the two campuses possible. International School Moshi is proud to be able to fund six D1 scholarships in 2016-18.

Two of these scholarships are funded directly by ISM, and the third is funded from contributions made by parents and others to our scholarship fund over the last five years.



THE PA HAVE BEEN BUSY!

This year the PA's have full committees made up of parents who have been at the school for many years. In December we had our first meetings to discuss the agenda for the year. The goals of the PA are:

-  To endeavor to maintain good relationships amongst students, teachers, parents and surrounding community.
-  To provide a means of communication between parents and teachers when the PA finds such communication necessary.
-  To foster school spirit.
-  To raise money for PA sponsored projects for improving the school as a whole.
-  To participate in the organization of activities in conjunction with the school.

In order to gauge community needs and interests, we polled students, teachers, and parents about the priorities each group felt the PA should focus on for the year.



From left Sarah Hartmann, Mark Blackett, Anita Plink, Maral Sarkis, Carolyn Fischer, Nathalie Harrison, and David Charles.

ARUSHA PA ACHIEVEMENTS:

-  Gifts and party for departing staff
-  Performing arts refreshment stall
-  Two ovens
-  Fridge and food warmer for the canteen
-  New parent welcome morning
-  Parent WIFI
-  Chef training and menu creation for canteen staff
-  Primary disco
-  Games afternoon
-  International Festival



From left Anna Maze, Rishi Shah and Priya Joshi

MOSHI PA ACHIEVEMENTS:

-  Gifts for departing teachers
-  New Microphone Sound System
-  Sports Events Refreshments Stall for fund raising purpose
-  Meeting opportunity for parents before PA meetings
-  Welcome Picnic at TPC for new Parents and Teachers
-  Upgrading Primary Boarding House play area
-  A 1-year subscription for the New York Times.
-  Gym equipment for the school gym
-  Fully funded the Sparkling Elephant CAS project

TREAT YOURSELF TO THE GOOD LIFE!



The Residence Zanzibar lies within a lush, forested 32-hectare estate where five-star luxuries sit harmoniously alongside nature's untouched beauty. Feel your spirits soar amid extensive tropical gardens that meet with powder-soft white sand lapped by the crystal clear waters of the Indian Ocean.

The resort's 66 luxuriously appointed villas fuse contemporary style with the elegance of the island's African, Omani and European heritage. The villas offer the perfect combination of spaciousness and privacy. Relaxing comes easy on the lounge deck outside, furnished with wicker chairs and daybeds, overlooking

a 1.2-metre-deep private swimming pool and soothing garden, beach or ocean views. If you feel like exploring the beautiful gardens and local surroundings, stroll at your leisure or hop on the bicycles that are provided with each of our Zanzibar luxury villas.

Fragrance and flavour combine to create an exciting gastronomic journey at our two restaurants or in the intimacy of your villa. The Dining Room offers international dishes peppered with a hint of Zanzibar "spice", while Indian, Arabic and Mediterranean influences are at play in The Pavilion Restaurant in an atmospheric dining experience that extends beyond the plate.



For local expats and residents the resort offers half board accommodation starting at from \$303 per villa per night, with various special offers throughout the year. To find out more contact us at:

Email: fliebenberg@theresidence.com
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www.cenizaro.com/theresidence

ISM TO AMERICA AND BACK TO ISM

A BIG WELCOME TO JESSICA PETERSON, THE NEW PE TEACHER ON ARUSHA CAMPUS

SO JESSICA, YOU'VE BEEN TEACHING WITH US PART TIME FOR THE LAST YEAR AND NOW YOU'RE GOING TO BE OUR NEW PE AND BIOLOGY TEACHER FOR 2016. HOW DOES IT FEEL?

At the beginning of the year it felt very strange to be standing on the other side of the classroom writing on the board as well as having some of my previous teachers as my colleagues! As a student my goal was to become a PE teacher and to come back and run the athletics department at ISM. I never thought it would happen so quickly. I feel very privileged to have the opportunity and to be working with a great team. I am excited to get started and for the year to come.

YOU ATTENDED ARUSHA CAMPUS FROM P1 AND THEN STUDIED FOR YOUR IB DIPLOMA ON MOSHI. WHAT DID YOU DO AFTER YOU GRADUATED?

I went to North Carolina, USA and attended East Carolina University. I got into the Education/Kinesiology department and began working on my career as a teacher. I also got involved in the sports programme and in particular rugby.

DID YOU ENJOY STUDYING IN THE STATES?

I loved my experience in the States. It was quite a shock at first coming from Arusha, Tanzania to be in the South of the USA. I have never seen so many shops and things to buy. There were so many options I even had to call my Mom to find out which type of sugar was "regular sugar"! It's funny looking back at it now. My rugby kept me active and gave me a community and family away from home. We travelled a lot and I got to see more of the country. I made great friends that I still stay in touch with and have come to visit me since.

HOW WELL DID MOSHI PREPARE YOU FOR THIS AMERICAN EXPERIENCE?

I think that Moshi and the IB Diploma programme gave me the best foundation and even a head start in my studies at University. With credit from my classes I managed to get ahead and then move on to add Biology to my degree and still graduate in 4 years. Although the IB programme was intense and hard work at the time I found that I had learnt so many skills that enabled me to be successful. I worked hard and managed to graduate top of my University class. I had already learnt to be independent and a critical thinker as well as confident in who I was and what I could do to contribute to the new community I was in.

WHAT LED YOU INTO TEACHING?

I had a teacher at ISM who inspired me to get in Physical Education. He made me want to grow as a student and to always improve in my sport. He fueled my love for rugby and I decided I wanted to do this for students of my own. I also felt that in Tanzania there is a huge need for teachers and good schools. One of my future goals is to connect sports and academics into helping Tanzanians have greater opportunities in further education through sport scholarships and funding. I think we have a talented pool of individuals who just need to be given a chance.

WHAT'S THE BEST THING ABOUT TEACHING HERE IN ARUSHA?

I have a great team of colleagues around me and a group of students who are so diverse and unique. The energy is positive and supportive and makes me want to always do better. Everyone wants to take the school forward, constantly changing and improving. I am passionate about what I do and I believe that the environment ISM brings will only help me to grow as a person and in my career. That type of environment helps me to do the same.

DO YOU HAVE ANY ADVICE TO THOSE STUDENTS EMBARKING ON THEIR IB DIPLOMA HERE AT ISM?

I think that, as a student, the IB programme is very demanding and at times it seems difficult to keep up with the work load and high expectations. My advice would be to stick with it and to really take advantage of how ISM prepares you for the real world. Once you finish and graduate you will have skills that will help you for the rest of your life and you'll be a step ahead of the game. Work as hard as you can and dedicate time and energy into the programme now because the benefits in the long run are much greater.

WHAT IS YOUR BEST MEMORY OF ISM AS A CHILD?

There are so many that it is difficult to pick one. ISM is honestly the place that sparked my love for the international community as well as my love for sport and the outdoors. I was able to climb Kilimanjaro numerous times, play rugby with an all girls team as well as on the boys team and make friends that I now have all around the world. We keep up with each other and still have fond memories of our time at ISM.



THE FUTURE OF LEARNING

If we were to hold a crystal ball to the future and ask what might learning look like in 20 years time and what might be the role of institutionalised education - what might it tell us? Although it is challenging to predict the future, there are plenty of clues within current educational trends. In addition, changes in the way people learn and interact with technology provide a further window into what learning will look like.

Information technology has revolutionised the way we live our lives at break neck speed and opened up endless possibilities that are fraught with challenges and opportunities. In the digital age it appears we have more autonomy and more responsibility. For example, an article on the UK's National Health Service highlighted 53 renal units across the UK that are now using a secure open source (free) system. Patients can access test results and clinical letters online and interact with the system by adding their own comments and data such as their blood pressure and information about their condition.

Such examples from the field of health care highlight how new technology is changing the way that knowledge is communicated. In the field of education we are in the midst of an evolution that promises to vastly expand, and lower the cost of, learning. "More people than ever have access to all levels of education, which has become definitively global in a time when boundaries are blurring. Academic credentials are becoming easier to transfer, making education far more mobile." (IBO World, 2013).

According to a recent report in the MIT Technology Review, over 700,000 students are currently enrolled in e-learning programmes in the USA alone. Online learning offers increased flexibility than prescribed taught courses, they can be personalised to the learner, usually lower in costs and they offer the opportunity to develop collaborative networks for learners. Large universities like MIT, Harvard, Stanford and universities in the UK realise the potential in engaging learners from all walks of life, by providing access to thousands of free massive open online courses (MOOCs). Although there has been access to free online courses on the Internet for years, the quality and quantity of courses has changed. Now access to free courses allows students to obtain a level of education that many could only dream of in the past. However, most of these courses do rely upon the self direction of the learner in the absence of a formal tutor or mentor.

The changing face of education and learning necessitates schools begin to look inward and reflect on what they are doing to prepare and enable students to thrive in an increasingly globalised and rapidly changing world. At ISM we feel we are well positioned to enable our students to capitalise on changes taking place in education and the workplace. Guided by a set of beliefs and principles that places the learner at the centre; ensures we continually focus on nurturing self directed learners who will make a positive difference in the world. By adding the necessary ingredients of quality learning experiences, we give students a strong foundation to follow their passions and pursue their academic and creative interests beyond school.

With the philosophy of empowering students to become life long learners, a core component of all our IB programmes is, learning how to learn. Seen through the development of skills like critical thinking, goal setting, self directed projects, problem based learning and reflecting on and learning from experiences. Our IB programmes teach skills that are transferrable and sustainable; an important component that places our students in an advantageous position to adapt to the likely changes that technology will deliver in the future.



http://www.technicianonline.com/opinion/article_7b7a5cc4-4f8f-11e5-a0e1-1b25bcc87b5.html

IBh<http://www.ibo.org/ib-world-archive/september-2013-issue-68/the-next-45-years/>

<http://www.theguardian.com/government-computing-network/2012/may/04/open-source-software-renal-test-results>



ISM IS WORKING TOWARDS BECOMING A UNITED WORLD COLLEGE

Clio Manley talks to **Peter Verhille**,
UWC Director of International Funding



WHERE DO YOU COME FROM AND WHERE DID YOU GO TO SCHOOL?

I'm from Ghent in Belgium, but was born in the Congo. I spent my early childhood in Belgium, South Africa and Peru and, in my teens, had the wonderful privilege of attending United World College of the Atlantic College in Wales, UK. This was the first of the UWC schools, which opened in 1962 and spawned a global transformational education movement now known as UWC. I spent my final two years of secondary school at Atlantic College among 300 other boarders from very diverse origins and communities around the world. This experience undoubtedly represents a watershed moment in my life.

I liken these two years to being immersed in a creative pressure cooker, a cauldron boiling with amazing experiences, resulting in the unpeeling of

layer upon layer of new possibilities that are contained within each of us but are sometimes unable to emerge for lack of, what I would call proper stimulation, nurturing and challenge.

What these two years provided me with, besides many intense inter-personal experiences and lifelong friendships amidst an unbridled learning environment, is the sense of belonging to a community of people who believe they can make a positive difference, and that every small step on a journey to a better world is worth taking.

PETER YOU'VE BEEN WITH UWC SINCE 2011. WHAT DID YOU DO BEFORE YOU JOINED THE UWC MOVEMENT?

My previous career was in communications services, on the agency side. I managed the Brussels offices and European networks of a number of



leading PR agencies, and as a consultant specialized in providing corporate communications and public affairs advice to clients in a wide variety of sectors, each facing very diverse challenges. I also ran my own PR agency and eventually joined two partners in creating the EU's first "Think-Do Tank" in Brussels, combining a commercial PR and public affairs agency, with a not-for-profit forum focused on fostering stakeholder dialogues on major public policy issues. Through this we provided a platform for interest groups that were under represented in EU decision-making. Some of the issues that we were able to move higher up on the political agenda included the innovative role that the private sector can play in Africa's social development, and the conception of new models for the delivery of healthcare in low-opportunity environments.

In the 6 years before joining the UWC International office in London,

I was active as a volunteer for UWC national committee in Belgium, particularly in fundraising - and the broader Benelux. I was also engaged as a member of the fundraising task force that helped establish the new UWC school in the Netherlands, UWC Maastricht, which opened in 2009 and now offers a full curriculum for children aged 4 to 18.

WOULD YOU SAY YOU HAVE A CERTAIN KIND OF APPROACH TO YOUR WORK THAT HAS GUIDED YOU THROUGHOUT YOUR CAREER?

I suppose in everything I do that I'm guided by an inherently optimistic attitude which is grounded in a few simple, but important values: listen to and engage with everyone and all around you, take initiative and seek to lead by example, be idealistic but live in the real world because that



is where you can have an impact, think of the longer-term consequences of your actions, respect others, their work, their opinions. Remain true to yourself and your ideals.

In sum, I believe that anything is possible - well almost - as long as you establish enough common ground with other people to pursue your dreams and ambitions.

AS AN ALUMNUS OF UWC ATLANTIC COLLEGE WHAT ARE YOUR THOUGHTS ON EDUCATION?

I am sometimes perplexed at how after centuries of human civilization education is still not sufficiently deployed as a tool - probably THE tool - that can help unleash human potential to the full. Generally speaking education too often remains undervalued underfunded and is all too often constrained by restrictive and mind-numbing teaching curriculum and practices.

Sadly, education remains undervalued by society, it is too selectively focused on developing narrow brain-and-productivity power, rather than on nurturing creativity and personal and societal wellness. I'm a strong believer in the potential of experiential education, with its effect of helping young people to aspire to lead fulfilled social lives as active and engaged citizens, parents, workers, consumers, voters, entrepreneurs,... I'm glad to see that the UWC schools and ISM embody this approach wholeheartedly.

WHAT IS THE AIM OF UWC?

I think it's fair to say that UWC as an education movement was among the pioneers of social entrepreneurship education before the term became fashionable. This approach is reflected in UWC's mission - to make education a force to promote peace and sustainability and people, nations and cultures. This is really about nurturing the potential of young people to develop the knowledge and skills - importantly also the soft, human, emotional skills - that will allow them to become change makers, each in their own ways and, sometimes, on the world stage.

UWC's fifteen campuses around the world, our 7,500 students and 52,000 alumni are aligned in their desire to make a positive impact on their own community. UWC's model is based on bringing together a deliberate diversity of young people, teachers and staff, reflective of the vastly different communities from which they originate, to learn with and from each other and focus on the common good and the opportunity to work towards new models for social and economic development.

This is not just theory. I'm always amazed at the incredible life journeys of many of our alumni, who have often come from low-opportunity situations and overcome many disadvantages, whereby UWC has given them the opportunity to lead highly successful personal and professional lives. This clearly matters, but what matters even more is that these alumni are driven by the UWC spirit of wanting to give back to their communities, to improve the world. I could quote examples aplenty of UWC alumni, including many Africans, who are combining successful careers with leadership initiatives through the community projects that they have created. Dalumuzi from Zimbabwe, Arnel from Burundi, Christine from South Sudan are just three among many, many such graduates who are highly successful academically and professionally but who have gone the extra mile in developing phenomenally effective social impact ventures to give back to their own communities.

It is no coincidence that the Clinton Global Initiative University has given recognition to over 60 community service projects initiated by UWC alumni around the world. No other educational movement has achieved this.

UWC OCCUPIES A UNIQUELY VALUABLE SPACE AS AN AGENT FOR EDUCATIONAL CHANGE. HOW DO YOU SEE THE MOVEMENT EXPANDING OVER THE NEXT 10 TO 20 YEARS?

It's all about impact. UWC was one of the founding partners in the International Baccalaureate, but UWC will continue to innovate in its education model, to ensure that it remains relevant in the ever-changing world. The movement will grow, but will do so purposefully and intelligently. We want to increase the number of UWC schools, particularly in regions where we are currently not or less well represented, such as Africa, South America and the Middle-East. There is great hope that ISM will become a fully-fledged UWC school in the not too distant future, as will a new college which is being developed in Ghana alongside Ashesi University near Accra. So if all goes well, before 2020 there will be three UWC schools in Africa, including the longstanding Waterford Kamhlaba UWC college in Swaziland.

Growth means not only increasing our geographic spread. We want to further increase our ability to provide scholarship support to cover all demonstrated need among all our student applicants worldwide. Currently around 75% of our IB students are on a full or partial scholarship. This is a great achievement but we believe this can be enhanced further. We also want to provide opportunities to a greater contingent of the most disadvantaged segments of society. As an example, we have recently announced a major scholarship programme to provide full scholarships to 300 refugee students over three years to attend a UWC school.

Impact is also about the ability of the UWC schools and the education model to influence their surroundings. Every UWC school seeks to develop partnerships and projects to influence their local environment at a community level or a public policy level. These initiatives, involving both students and staff, can for example cover the development of sustainability networks and practices, the shaping of national education systems, the conception of solutions to pressing problems such as the current refugee crises.

HERE AT ISM WE ARE VERY EXCITED TO BE A CANDIDATE SCHOOL. COULD YOU TALK US THROUGH THE PROCESS THE SCHOOL WILL BE EMBARKING ON TO BECOME AN OFFICIAL UWC SCHOOL?

ISM has passed the first hurdle of UWC's school accession process, known as "Initial Notification", which really signifies that both parties have become engaged and are serious about tying the knot when all the right conditions will have been met.

A UWC Task Force has been set up which will visit the ISM in 2016 to consider all relevant aspects of this union jointly with ISM's leadership. These include the education and co-curricular programme, the school's financial and infrastructure development plan, its CAS and co-curricular programmes, ISM's ambition to increase the number of scholarship students attending the school, the integration of larger numbers of UWC students selected around the world, the school's governance model and many other areas.

The Task Force is in good hands. It comprises Laurence Nodder, who for many years was the successful Head of Waterford Kamhlaba UWC of Southern Africa in Swaziland, who is now the Head of UWC Robert Bosch college in Freiburg, Germany; John Ofori, an alumnus of Pearson College UWC in Canada, who is a Ghanaian entrepreneur and heads up the UWC national committee in his home country; and John Storer, who is the Director of Admissions and university counselor at Waterford college.

I believe the task force will tread on fertile ground when it visits ISM. I have observed how in so many areas that ISM already operates in the same manner as and, consequently, feels just like a UWC. In February about 30 UWC alumni representing 10 UWC national committees from Eastern and Central Africa, and Southern Africa, held a regional UWC "Africa Hub" meeting at ISM's Moshi campus - many of these national committees will be selecting students in their own countries to attend UWC when ISM joins the club. They were warmly welcomed by Bob Horton and colleagues and it was a wonderful, joyous and productive gathering. It was remarkable how all participants in unison expressed their view upon arrival that it felt to them that they had just walked on to a UWC campus. This bodes really well for the future of ISM in the UWC movement!

One of the main challenges ISM faces in pursuing its application will be to increase the provision of scholarship funding for IBDP students, in line with UWC's criteria. This is very much "mission possible" but will require a significant step up in the level of external, non-tuition funding that the school will need to raise from individuals including alumni, corporations, and foundations. We know this challenge is being addressed thanks to recent investment in the school's fundraising capability and resources.

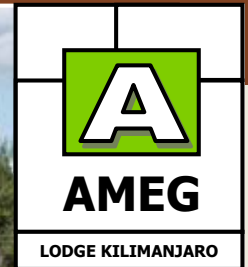
YOU ARE MARRIED WITH FOUR CHILDREN. HOW HAVE YOU APPROACHED OUR OWN CHILDRENS EDUCATION?

Each child, including my own, of course has its own differing personality and outlook on life. However, I have always aspired to imbue in them the confidence to pursue their dreams, to work hard and be passionate about everything they do, to value empathy and compassion and be considerate of others, to consider the wider social context of their actions, to take considered risks. But also to have fun and enjoy life at its fullest. I've also taught them to supersede the comfort level of being a citizen-consumer in this internet era, by being citizen-contributors to the real world. Finally - and as a father this cuts both ways and can be a risky nurturing strategy - my children know that it is not always good enough to take no as an answer in the pursuit of their dreams!

YOUR FAVORITE THING ABOUT ISM?

That's easy: the students! I have twice visited ISM, though only once the Arusha campus, and have been charmed by the students' friendly and inquisitive attitudes, their eloquence, their outspokenness on local and global challenges, their camaraderie, their optimistic outlook on their own situation and on life in general. Clearly ISM's faculty and staff are doing a wonderful job. The stuff dreams, and UWC, are made of!

If you would like to support us in our initiative to become a UWC please head over to our website at: <http://www.ismoshi.org/alumni-support/scholarship-appeal/>



Ameg Lodge Kilimanjaro is based at the foot of Mt. Kilimanjaro in Moshi, Tanzania and set in a 5 acre area. It has been constructed with local Tanzanian building materials and designed to combine antique African and modern contemporary styles creating an articulate and seductive ambiance. Frangipani and palm trees adorn the grounds amidst a variety of colourful tropical plants.

Accommodation

There are 21 bedrooms of which 16 are Standard Rooms with Twin Beds, and 5 are Suites with large Double Beds. Each room has its own private verandah where one can relax and enjoy the view. All the rooms are furnished to a high standard, offering Satellite TV, Air-Conditioning, Phones, Security Safe and En-Suite Bathrooms.

Amenities

- Swimming Pool
- Gym and Fitness Centre
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- Bar and Lounge
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Standard room



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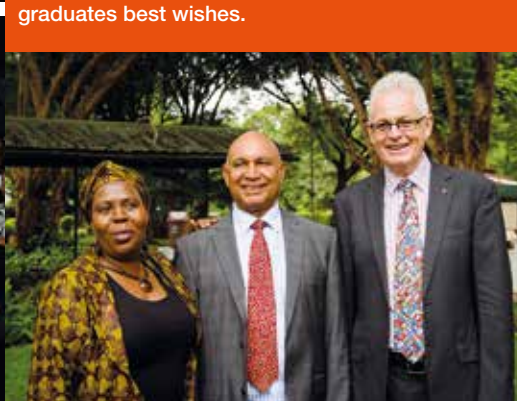
CLASS OF 2016



GRADUATION 2016

ISM's two IB Diploma graduations this year were absolutely lovely, and especially memorable as Arusha Campus celebrated their first Diploma graduating class.

We were honored on the Moshi Campus to host the Kilimanjaro Regional Commissioner **Saidi Meck Sadiki** as our special guest speaker. At ISMAC writer and activist **Walter Bgoya** (author of *No Easy Victories: African Liberation and American Activists over a Half Century, 1950-2000*) traveled from Dar es Salaam to serve as keynote speaker. Join us in wishing ISM's fifty-two 2016 DP graduates best wishes.

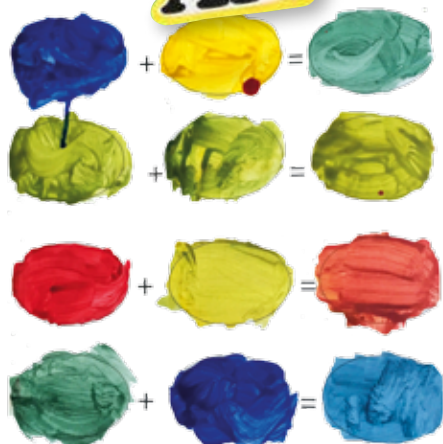








Memories through Art



LIFE IN ARUSHA EC by Liz Acomb

What a busy year! In EC we have spent the year learning through play and inquiry. We have developed our language, maths, social and emotional skills during our four Units of Inquiry. Here are some of the students' highlights from the year.

Role play is also an important aspect of the students' development and they love to dress up!

All the students have worked and played hard this year. We wish the students who are leaving to go to P1 good luck, and we look forward to seeing the rest of the students back in EC next year.

- “ We had fun exploring different materials using all our senses.”
- “ We looked at all the different animals and some of us were brave enough to hold a snake.”
- “ Throughout the year EC were budding bakers and chefs.”

Annalee Horton updates US ON MOSHI EC

The EC class is just coming to the end of a unit about life cycles. The central idea is 'All living things go through a process of change.' I have been quite amazed at the action taken by the children during this unit. The IB considers action to be initiated by the student as a result of what they are learning in school and therefore helps to extend their learning. I really feel that the youngest children at ISM have been doing just that! Many children have been growing their own plants at home and bringing them into school to share what they have found out, others have brought in an assortment of living creatures; tortoise, grasshoppers, caterpillars, fish,



snails and even a cocoon found under a leaf in the garden. Overall this has been a fantastic unit to spark children's curiosity and develop their caring side as they learn how to look after all living things.



EXPLORE AND MORE

Diana Kraft tells us

WHAT P1 ARUSHA HAVE BEEN UP TO THIS YEAR



How do P1 students investigate new ideas and show what they know? THEY...
.....cooperate and make discoveries, explain their thinking, listen to others' experiences, draw, write or create to demonstrate, present and share what they know, ask questions to understand more and take action anyway they can!



Mr Anton's Ogres

IN MOSHI P1/2

If you heard screaming at Moshi Campus, it was caused by the little "ogres" in the P1/2 class. One of our parents taught the children about Setsubun, a Japanese celebration at the beginning of Spring. The children then threw roasted beans at their big ogre teacher to rid themselves of any bad luck for the future.





Elizabeth Fraser tells us about THE ADAPTATION AND SURVIVAL UNIT WITH P2/3 ARUSHA

Students and teachers alike agreed, P2/3's adaptation unit was the best! For 7 weeks our class was turned into a home for all things weird and wonderful while we became biologists and explored the concepts of change, adaptation and survival. One of the favourite creatures we found was a "solifuge", neither spider nor scorpion. Visiting experts shared their knowledge, we went to the snake park, and students con-

ducted experiments in conduction, insulation and waterproofing to understand how living things survive in different environments. The little biologists then applied their learning to adapt creatures from the Serengeti to survive different environmental events. If you want to know what a lion or a weaver bird would look like if the Serengeti became a glacier or a huge ocean, ask our experts!

Ms Kate reporting on PYP ACTION IN P2/3 MOSHI

The children were able to take action in our unit about relationships. For their summative assessment they collaborated in groups to design fun games for all the other primary students to play at break times. Once a week they chose a book to read with their younger reading buddy from the Early Childhood class. They also chose a meaningful song about friendship, learned the words and sang it for the whole community in a whole school assembly, i.e. to make people feel happy and friendly towards others.





Amanda Bowen tells us about **ART IN THE P3/4 CLASS ARUSHA**

Arusha Campus P3/4's have engaged in many art activities this year. They have expressed their creativity in many different ways through dance, gymnastics, poetry, mathematical shapes and a variety of media in the visual arts. Creativity in children is so important. Creativity helps teach skills such as mathematics, literacy skills and scientific thinking. Creative thinking involves originality, self-expression, imagination, communication, physical dexterity and problem solving. Keep encouraging creativity!



Cathy Wambua shares **THE P4 MOSHI YEAR**

This year the students particularly enjoyed the unit on the environment and learned a lot from the overnight trip in Marangu. We learned about factors that enable living things to thrive and survive, non-living elements around us that have an effect on our environment and what our responsibility as human beings is, in sharing resources with other living things. In Marangu, we hiked through banana and coffee plantations and saw how livestock was reared in the villages. We learned about the medicinal and poisonous properties of different plants and how both humans and livestock benefit from the plants. From the start of the trip the students were very keen to keep their environment litter free. Their level of responsibility heightened as they pitched their own tents, cleaned up after themselves and collected all the litter in a central place for proper disposal. They were caring towards each other, helping each other finish tasks and also towards the plants and animals they saw during the hike. It was not all work; we fitted in play as well. The students enjoyed swimming, singing around a campfire and playing camping games. It was an awesome experience for all!



Jennifer Anton reporting from THE P5 CLASSROOM ON MOSHI CAMPUS

We have been learning about digital citizenship as part of our most recent unit of inquiry. After learning about it, we felt it was such an important topic that we decided to host a campus-wide digital citizenship week.

We visited other classrooms and shared our knowledge through role-playing the consequences of using digital media inappropriately and demonstrated a better way to use resources. Posters were hung around school with tips to stay safe online. We also challenged students to be more balanced by limiting the amount of time they spend on screens. The week was a wonderful example of primary students taking action!



Jessica Johnson updates us ON P5/6 ARUSHA CAMPUS

On Arusha Campus, our P5 and P6 students traveled to Simba Farm for camp. In conjunction with our Unit of Inquiry, students worked together to build a variety of weather instruments. They traveled to different sites where students worked together to measure wind speed, wind direction, and cloud cover. As teachers we were pleased to see the creativity, ingenuity, and communication displayed by the groups. Camp also included fun team building activities, a hike and scavenger hunt, beautiful



sunset views, and a memorable talent show. We all returned to Arusha tired but with smiles on our faces and wonderful memories made.



Sarah Sengendo talks ABOUT THE WEATHER UNIT THAT P6 ON MOSHI COMPLETED

In our P6 class, we have started and finished a weather unit, the kids and I came up with a lot of creative ways to express how changes in the atmosphere affect weather, how to measure the weather and the interconnectedness of changing weather and human actions. We were able to create a journal about the day-to-day weather and how it makes us feel while measuring the humidity, temperature and rainfall. On some days we were cold, warm, sad, happy and even annoyed. We could stay in tune with the weather and how it was affecting our bodies and minds on a daily basis. During this unit, we were also learning about who a meteorologist is and what that person does for their job and how they deliver the weather. The students created their own weather brochures and provided information about a country they wanted to do weather research on and learn about that country's forecast and history of weather. We were able to come up with ideas and include action like recycling, turning off the lights, riding your bike, and sharing awareness to help save the environment. To end our unit, the students were excited to do their Summative Assessments on a certain weather experiment they chose to either do in class or share with the class certain pictures or evidence about their experience.



P6 ARUSHA ARE MOVING FORWARD WITH TECHNOLOGY

says Stacy Jacobson

This year P6 Arusha Campus students embraced the challenge of electronic portfolios. They tucked their folders away to take a

more sustainable approach to documenting their learning. No more paper!



“Why should we waste paper when we can just put it in our e-portfolio”

“I was able to improve my I.T skills”

“I got to be more creative”

“Problems came up but I was able to solve them”

“I love that I could put pictures, videos and cool clipart in my portfolio”

“When I look at my portfolio I'm proud of all the hard work”





ESPEN SORENSEN

A.K.A. MZUNGU KICHAA

performed at Moshi this year. The Summit caught up with him during his visit to the campus.

WHEN WERE YOU AT ISM?

I was at ISM from 1998-2000 and completed my IB Diploma.

WHAT WERE YOUR BEST MEMORIES FROM YOUR TIME HERE?

Some of my best memories were the outdoor pursuits, especially climbing Kilimanjaro, and the many sports offered. In my time there I played football, volleyball, basketball, tennis and rugby. Boarding at ISM really helped to create a team atmosphere and the teams did well in competitions. This also helped to keep our minds fit as well as our bodies.

HOW HAS YOUR JOURNEY FROM ISM UNTIL TODAY UNFOLDED?

I actually thought I was going to be a professional rugby player, I played professionally for Tanzania and had played against the Kenyan team and was named 'man of the match'. This boosted my confidence and I wanted to play for Denmark, but I had many injuries so fell back on my other talent; music. I went to the School of African Studies, SOAS, in London and studied Music and Social Anthropology. I got to where I am now really through ISM and the experiences I had there. I had a band back then which had some of the teachers in who are still here today; Paulos Levete and Emmanuel Easy. We recorded an album on campus and sold over 350 copies in one day! We are considering re-releasing it. I also used to go to Zanzibar to play violin which is where I got involved with the Bongo Flavour music scene and my time at university also exposed me more to this which is why I always recommend going to university as regardless of whether you use your degree you will learn many other useful skills for life. After university I carried on with music as well as doing my Masters in African Studies and working around the development sector, which my parents, in Tanzania, were already working in. I was a director of an organisation working with youth and entrepreneurship for about 4 years until 2009 when I became a full time musician and moved back to Tanzania full time and that is where I am at today.

WHY ARE YOU PERFORMING AT MOSHI CAMPUS TODAY?

I was excited about playing at Karibu Hall on Moshi campus for the students. I am also involved with a mental health charity, Mension (www.dokterenintanzania.nl), who approached me due to my name and what it represents. In English it means 'crazy white guy' but the crazy part can also be translated as 'cool', 'talented', 'extraordinary'

and the white 'mzungu' part can mean many things for white people living in Tanzania, for me it categorised me as a stranger when all I wanted to do was fit in. I have always been associated with being different, at ISM I ran 5k around the campus naked. I think there is a lot of stigma around not fitting into society and the norms associated with this. In Tanzania there is a real problem with the negative stigma and mental health and pushing these people out of society is the norm. I think there can be a lot of creative and intellectual development by just letting ourselves go, and some people learn and function better this way, especially within music. For instance, you will never learn to be a good dancer or musician if you don't lose your inhibitions and I think I do this a lot and it represents me, and my music. In Tanzania a lot of the music is about inequality and discrimination and so I hope this is a positive outlet to tackle this issue. I have worked with people with mental health problems using music and I believe that they need even more freedom to express themselves to help their development. It is such a rewarding experience for me, and them and I feel it effects them in a beneficial way.

ARE YOU STILL IN TOUCH WITH ANY ALUMNI?

I am in contact with a few of the alumni through the Facebook page and some alumni have travelled to some of my concerts, even if we weren't in the same year! This shows the supportive connection we all have at ISM. There are also some other celebrities who are exISMers; the author Jakob Ejersbo who wrote The African Trilogy based on his time in Tanzania, and musician Karen Mukupa who I am asked about when journalists see we have a connection through the school.



This school year saw us welcome a new Alumni and Development Officer, **Gemma May**. Over the years ISM has had thousands of people through its doors and we all know it leaves a lasting impression on all that experience it. Many people have worked hard to keep all our alumni connected to the school and now we want to make this a formal part of ISM.

Gemma has been setting up the alumni office starting with a database of all our previous students, teachers and boarding parents. This is not an easy task as some people only join us

for a short time and many go onto work and study all over the world. This list will be useful for reunions and sending the correct information to the correct years. The alumni newsletter Habari za Shule and our many social media platforms are also a great way to keep connected as they are accessible to most people across the world digitally. We have a closed Facebook group you can send your email to, to be added, an Instagram account and on the new school website, which will be launched next school year, there is an alumni section dedicated to you.



We had a visit in December from **Kennedy Mmasi** and **Amaar Nanabhai**, who graduated in 2012, they are both in their final year at university in the United States, Kennedy at **Harvard** and Amaar at **Northwestern**. Kennedy agreed that ***“ISM had fully prepared me for university life and that the staff here truly believed in us as well as made our education supportive rather than competitive.”*** Amaar commented ***“ISM lets you try everything from climbing Kilimanjaro to getting to know and help the local community which has shaped my desire to want to work in something that gives back in the future.”*** He will be working in San Francisco on a start up project next year. Kennedy commented, ***“my economics classes at ISM helped to fuel my passion in this subject,”*** he will be moving to New York to work in financial consulting after his studies. We wish them the best of luck in their new careers and hope to see them again soon.

Gemma aims to keep you all connected to ISM and find ways to meet up as much as possible, so over the coming year look out for reunions, drinks and school events alumni are invited to. There is also a new mentorship scheme, which will involve mentors guiding D1 students through their 2 years of IB study; helping with study and exam skills, university motivation letters and a general ear from someone who has been through a similar experience. Please feel free to suggest more activities for the Alumni Organisation as well as any updates from you or help with finding a lost friend. Gemma looks forward to helping this organisation become another well-established part of ISM.

If you would like to receive the newsletter or be added to the database to keep updated on the school and your former classmates and colleagues please pass on your email to the alumni office at alumni@ed.ismoshi.com

FUNDRAISING

The International School Moshi is seeking support for a new scholarship initiative which aims to bring educational empowerment to the next generation of talented young African students and universities on the continent. Under the new scholarship umbrella **Young Leaders Programme- Making a Difference to Africa** we aim to be on the frontline of social change on the continent by helping to engage youth from across sub-Saharan Africa so they can positively lead their continent to a bright future. As the first school in Africa to offer the International Baccalaureate, ISM has a long history of offering a world-class education to a wide section of the community from diverse backgrounds and cultures. The school also has a long philanthropic past working with local communities on projects that benefit future generations, one of which is by offering scholarships to talented youth who show potential but otherwise could not afford the opportunity.

This new initiative seeks to build on our existing work in offering the best education to talented sub-Saharan African youth who have the academic potential but are without the social or economic mobility to gain access to a world-class education. We see these exceptional young people as future leaders in Africa and the role of these scholarships is to offer teaching and guidance to the best African universities which will enable them to play their part in the future of the Continent.

The success of Africa's next generation will depend on how successfully it can cultivate and build a highly educated middle class. We anticipate that these young scholars, none of whom will come from a privileged background, will be influential actors in a future workforce of governmental, industrial and educational leaders. We feel our scholarship programme sets us apart from the rest, not only through our philanthropic way of teaching, but by guiding these young scholars to the best universities in Africa. Here they will benefit from the local business and government knowledge, connections and mentors as well as growing a strong relationship, showing confidence to these universities by starting to send Africa's brightest future leaders to study there. This is an integral part of building the sustainable future of the Continent. We invite you to join us in this important initiative.

OUTDOORS





This year, the Outdoor Pursuits Department offered different treks for students to explore new terrains. Amongst the new trips offered were: a summit trip to Mt Hanang, a five day trek across the Crater Highlands and a cultural trek to the South Pare Mountains.

Mt Hanang is located in the Manyara Region and, with its summit at an elevation of 3,420 m above sea level, is the fourth highest mountain in Tanzania - after Mt Kilimanjaro (5895 m), Mt Meru (4562 m) and the lesser known Mt Loolmalasin (3682 m).

The trek to South Pare mountains had a cultural focus in addition to physical OP challenges as it gave students insights into the Pare culture and history.

Next academic year, the Outdoor Pursuit Department is looking at continuing its development by offering new trekking destinations but also expanding its programme to provide other activities besides hiking. We are currently investigating programmes involving mountain-biking and rock-climbing. Arusha Campus will also trial the Duke of Edinburgh's International Award and its Adventurous Journey section promises to bring excitement to the OP programme.

Watch this space...

THE OP HIGHLIGHT this year was indisputably the Crater Highlands trek from Ngorongoro to Lake Natron via Ol Doinyo Lengai. Located in a region along the East African Rift, the highlands have many volcanoes, craters and calderas present in the area. This trip started at Nainokanoka Ranger Post and the itinerary below gives a snapshot of this fantastic trek:

DAY 1 DRIVE TO NGORONGORO

- Afternoon arrival at Ngorongoro Crater, arrange for Maasai guides to lead the way through this amazing Maasai land and for donkeys to carry the heavy load such as water.
- Visit to a Maasai village to learn about Maasai life, culture and customs.
- Set up camp.
- Dinner and overnight at Bullat Primary School.

DAY 2 EMPAKAI CRATER RIM

- After breakfast, visit the Bullat local Maasai school.
- Pack-up camp, load donkeys and start walking to Empakai Crater.
- Set up camp by the eastern side of the crater rim.
- Before sunset walk into the crater and to the lakeshore. Birds such as flamingos, turacos, Cape wigeons and black winged stilt are found in the lake. Wild animals such as buffalos, water bucks, arboreal blue monkeys, bush-baby, mongoose, mountain buck, and tree climbing hyrax can be also found in the area.
- Back to camp and overnight at Crater Rim.

DAY 3 EMPAKAI CRATER TO ACACIA CAMP

- Early breakfast, pack-up camp, load donkeys.
- Descend eastwards with a spectacular view of the active volcano: Ol Doinyo Lengai, 'Mountain of God' in the Maasai language.
- Continue on past Naiyobi Village and follow the canopy back to Leraï forest.
- Set up camp by the acacia trees and overnight here.

DAY 4 ACACIA TO NATRON (5-6HRS)

- Early breakfast, pack-up camp, load donkeys.
- Descend to the Rift valley escarpment. This point is known as "Mongole" meaning "Antelopes horns" in the Maasai language.
- The views on the Rift valley are stunning but the heat is on and there is no shade all the way down to Ngare Sero base.
- Set up camp at Lake Natron.

Time and energy allowing: walk to the Ngare Sero waterfalls and/or walk to the shores of Lake Natron to watch flamingos.

- Back to camp for dinner and overnight.

DAY 5 DRIVE BACK TO ARUSHA/MOSHI

- Early morning breakfast, pack-up camp, drive back home.





Diploma student **BRUCE ROUSSOS** tells us about his experience boarding on Moshi Campus

For most of my life, I lived on a farm in the Southern Highlands of Tanzania (Iringa Region), and I attended the Iringa International School. But in August 2013 I came to ISM and started in M4. I was a boarder in Kivuli Boarding House with **Mr. Kyara** as my boarding parent. The first week in boarding was quite difficult because I had never been a boarder before. But after a week, I acclimatized and I got used to the whole boarding experience and school routine. I stayed in Kivuli all the way up to the end of my M5 year. This year I have started D1, and moved into the Diploma boarding houses. I was greeted with a warm welcome from **Mr. Elly** who is the boarding parent in the Kilele, Kipepeo and Kisanduku dorms.

For the past 3 years, boarding at ISM has felt like my home away from home. Everybody that is a part of ISM makes boarding life feel like a family to me. Making friends has come very naturally and this has encouraged me not to think about being at home all the time. There is so much to do here at ISM.

On a typical day, I wake up at 6:20 am, get ready and go to breakfast by 6:50 am. By 7:15, I am on my way to tutor group and then classes start at 7:35 am. At 10:15 we have a fifteen minute break, and then classes continue up until 12:35 pm when we break for lunch.

Depending on the day, classes then continue from 1.30 up until 2:20 or 3:00 pm. From 3:00 pm to 6:00 pm, we generally have free time. But this usually consists of participating in CAS activities (Creative, Activity and Service). On Mondays, as a service I participate in the Msamaria Centre for Street Children. On Wednesdays, as an activity I play football with the Senior Football Team, and on Thursdays, as a creative I participate in MUN (Model United Nations).

When I don't have CAS after school, I am usually free and so I can choose what I want to do. Sometimes I choose to play pool or table tennis. Sometimes I even go for a swim. But mostly I spend my time studying in my room. By 6:00 pm we are ready for dinner and then at 7:00 pm, study hall starts. For me, study hall is always a great opportunity to finish the work that is due the next day. For two hours and fifteen minutes, we are encouraged to be engaged with independent study. With permission from our boarding parent, we are allowed to ask for help from fellow boarders in our dorm. Study hall ends at 9:15 pm and so we have another 45 minutes of free time until curfew, which is at 10:00 pm on weekdays. By this time we have to be showered and in our rooms.

On typical weekdays, my sleeping time varies depending on how much school work I still have to do. But usually I go to sleep by 10:30 pm in order to get 7 – 8 hours of sleep each night. On weekends, the time periods and schedules are more relaxed and not as strict in contrast to weekdays. I have really enjoyed boarding and this is due to the great friends I have made and the family atmosphere at ISM. I have had extremely wonderful experiences here, and I do hope that these experiences continue to unfold as I complete my IB Diploma at International School of Moshi.



ALL ABOUT THE FOOD COUNCIL

By **Jesse Iha M5**

The Food Council is composed of members from each part of the boarding system. The elected members meet once a week and bring forth any comments the boarding community has; this includes an evaluation of the school menu in terms of promoting different types of healthy dishes students would like served, implementing a variety of balanced meals and suggesting menus and treats for special occasions. Now in my second year as a Food Council representative, I enjoy the opportunity to form a bridge between the kitchen staff and the student body. The Food Council representatives act as a voice for the student body, helping to create a varied, balanced and international menu in the Dining Hall.



Leah Albert D1 CLASS OF 2017

"Living in the **Kijana dorm** has been a wonderful and fun experience for me. Kijana has a warm welcoming environment with lots of ongoing supervision from adults who live in the dorm with the students.

I can safely say that Kijana life is by far the most rewarding part of school outside the classroom... living under the same roof with different types of people truly allows one to see the world with a whole new perspective. The laughs, tears, jokes, strong relationships and moments shared in Kijana are genuinely the things I will remember forever including my roommate who wakes me up every morning!"

SURELY IT FEELS LIKE HOME!!



OUR BOARDING COMMUNITY: ACTIVITIES THAT BRING US TOGETHER

By Hope Otieno (M4) and Ndashi Chama (M4)

Kiongozi! The Swahili word for leader, and leaders we are. We lead each other and ourselves. We are strong and independent young women. But... we are also whimsical and comical teenagers; teenagers who just want to have fun. And as teenagers we often like to take charge and organize activities for ourselves. . We dress-up, bake, paint our nails and just have good old-fashioned fun. Once we did a twin-day and we all picked a partner and dressed alike! We went through the school day like this and were stopped and asked, "Hey, didn't I just see someone wearing the same thing?". All we could do was laugh in response. We have dorm lunches off campus to celebrate special occasions like when we went to La Fuente restaurant, and during this lunch we received presents from our Secret Santa (who had also been sending us lovely notes.)

We are not bound by grade or age and we share diverse backgrounds and experiences. We learn from each others' weaknesses and gain from each others' strengths. One team-building exercise was a bake sale; we



stirred, mixed, baked and frosted late into the night. Our hard-work paid off with a successful Valentine's bake sale.

The girls of the Kiongozi dorm are full of spirit. We participate in as many school activities as we can: The Kili marathon, the Sparkling Elephant project, charity concerts and sports events. We love making memories. We love each other. We are Kiongozi.



When I first moved into boarding at the beginning of this school year, I had never slept away from home for more than one night. It was a big adjustment for me to live away from my parents, but I have had a great experience in boarding. I have made very kind friends and I love the fact that the older girls in the dorm are always there for you and are always happy to help. While there are days that I still miss home, my dorm has become my home away from home."

By Emilia Astill-Brown (M1)



I am from Germany and I joined ISM at the beginning of the school year because my parents wanted me to improve my English and gain new experiences. As an M1 student, moving to boarding at ISM was a huge change for me! At first, I was very homesick and Germany felt like another world away. But it did not take me long to settle into ISM and life in boarding. I like the girls in my dorm; we are from all over the world, but we have

come together to work and play. I have made very good friends and enjoy all of the clubs and activities that take place every day after school. As a boarder at ISM, I am always busy and I always have someone to talk to. That is why my English has improved so much!"

By Margarete Schmidt M1



ARTS HIGHLIGHT

This year both campuses have hosted an unprecedented number of shows and performances. **Ibuka dance**, the **Russian Embassy evening** and the parent organized **International Festival** were just some of the highlights, as well as student led performances like **Raising the roof** performed by students on Moshi campus and **Mzungu Kichaa's** live bongo flavor concert.



ALL ABOUT MATH



How did you get on with mathematics at school? Mathematics is something we take for granted every time we check a bank statement, measure out a recipe's ingredients or calculate a deadline. It is also at the root of much of modern life, from the algorithms used by internet search engines and mobile phones, to the percentage calculations of political opinion pollsters. The IB programmes place special emphasis on teaching mathematics that is relevant, engaging and stimulating as well as being highly academic. We asked our mathematics teachers some pressing questions.

HOW DOES ISM APPROACH THE TEACHING OF MATHEMATICS?

In line with the IB programme requirements our approach to mathematics is based around mathematical application in the real world in order that students make links with the mathematics they learn in the class and the mathematics they encounter in daily life. The advantages of this approach are that firstly it helps to make what some find an intimidating subject into one that is more fun and accessible, and secondly at the same time ensuring students gain the required knowledge to succeed academically, and we hope enjoy the learning process.

HOW DOES ISM TEACH STUDENTS TO INVESTIGATE MATH PATTERNS?

Out of all mental skills, pattern recognition is said to have the highest correlation with general intelligence (Powers, 2013). Pattern recognition is the ability to recognize order in chaos. Through maths in the primary years programme (PYP) for example, we teach children pattern conceptually; encouraging them to make connections within and between patterns in math and patterns we find in everyday life. Patterns can be found in ideas, words, symbols, numbers, and images. They can also be found in behaviour, routines, and in nature. Whether we are learning number, shapes or data handling, patterns are an ever present facet of teaching and learning math that help us make the subject relevant.

WHAT CHANGES HAVE BEEN IMPLEMENTED IN THE NEW MYP MATH CURRICULUM?

The biggest change that took place in the updated MYP Mathematics framework was a shift from reflection to applying mathematics in real-life contexts. In doing so, students are able to more intentionally see how mathematics plays a role in their everyday life. Students are often engaged in inquiry-based investigations and are constantly communicating their thinking both through mathematical algorithms and written explanations.

HOW DO YOU MAKE MYP MATHEMATICS RELEVANT TO AN EVERYDAY REAL LIFE CONTEXT, AND SUBSEQUENTLY MORE ENGAGING, BUT AT THE SAME TIME ACADEMIC?

MYP Mathematics is relevant to students in that they are asked to solve real world problems. From the very beginning of their MYP Mathematics experience, M1 students are asked to find patterns that exist around their homes, classrooms, or gardens. M2 students are asked to interpret graphs in the media and to describe the ways in which the information is misleading. In M3, students look at different pricing plans for finding transportation for a school trip to Kenya. In M4, students create games using the concept of probability such that the game owner always wins without the player realizing they are at a disadvantage. Finally, in M5 students write a short essay about the use of logarithmic applications (Richter scale, stellar magnitudes, pH scale, carbon dating, and decibel scale) in real life. Our students are continually exposed to difficult mathematics that is relevant to them.

CAN YOU GIVE US AN EXAMPLE OF AN M5 MATH QUESTION FOR OUR COMMUNITY TO TRY AT HOME

A machine produces open boxes. It begins by cutting a square sheet of plastic. The machine then cuts equal sized squares measuring 5 x 5 cm from each corner of the sheet, and then shapes the plastic into an open box by turning up the sides. If each box must have a volume of 245 cm³, find the length of the box.

CAN YOU GIVE US AN EXAMPLE OF AN IB HIGHER LEVEL MATH QUESTION FOR OUR COMMUNITY TO TRY AT HOME

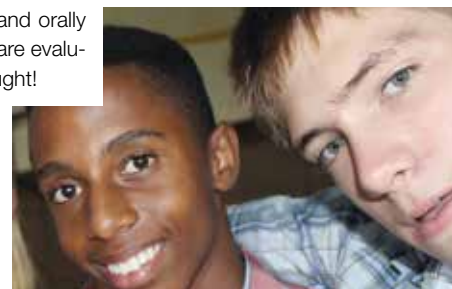
At 12:00 a boat is 20 km due south of a freighter. The boat is travelling due east at 20 km h⁻¹ and the freighter is travelling due south at 40 km h⁻¹. Determine the time at which the two ships are closest to one another.

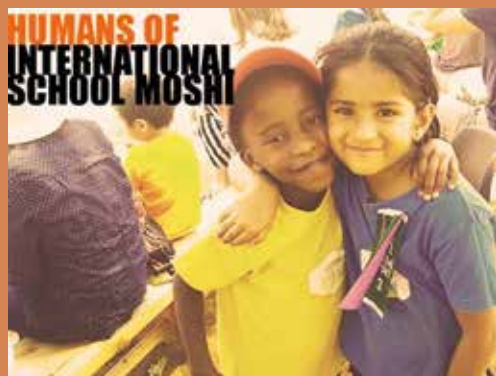
The answers to the questions are at the bottom of the page. Did you get the right answer? Our students did!

WE HAD TWO SUPER SCIENCE FAIRS ON BOTH CAMPUSES THIS YEAR

Annette Wood gives us the lowdown.

In M3, the students participate in the Science Fair. They have to carry out a piece of individual research and write up an extended lab report. They communicate their findings to the school community through a display and oral presentations explaining what they did and what they discovered. The whole experience is very valuable preparation for the Personal Project undertaken in M4 and M5. They have to make a plan, meet deadlines, work independently, reference sources properly and communicate their ideas on paper and orally using scientific language. The displays and presentations are evaluated by parents and peers which always give food for thought!





"The CAS Journalism Club have been inspired by the website Humans of New York which began as a photography project in 2010. The initial goal was to photograph 10,000 New Yorkers on the street in an effort to create an ongoing catalogue of the cities inhabitants. Along the way the photographer began to interview the subjects to include quotes and short stories about their lives. With this spirit in mind we gathered a group of passionate photographers and authors to form a Journalism Club and a Facebook page in order to provide a platform that will embrace the diversity at our school.

Please support us by liking our page on Facebook, (Humans of International School Moshi) and following us on Instagram, (HO_ISM)."

Sarah Khaki & Zan-Lydine Jacobs



“

IF YOU WERE TO LIVE YOUR LIFE AGAIN, WHAT WOULD YOU DO DIFFERENTLY?

"I would not do all the same mistakes I have done because I know how disappointing it feels. I would try out new things like bungee jumping or singing in front of an audience. People say life is short and it really is, so I would have taken more risks in life. One piece of advice I would follow is, depend on yourself, never let anyone be your pillar, because when that person falls you fall too."

Bongai Mwashayenyi, D1



“

WHAT DO YOU WANT WRITTEN ON YOUR TOMBSTONE? 'It's all about family'.

It's always about family. There are those families where you're connected by blood, and those who aren't connected; like your friends can be your family as well. Some friends know you better than family, and some family don't really know you that much. But I think even if the family doesn't know you that much, you're still connected some way or another."

Gladys Morgan, D1



“

WHAT WAS THE SCARIEST MOMENT OF YOUR LIFE?

"To be honest, when I was getting my results. You know, you've worked two years of your life, and it's like 'oh what did I get', you know, building up so much fear."

HOW DID IT GO? "It wasn't as expected you know, you're just like "Oh I'm gonna get A, stars". But after that I felt like I shouldn't put such high expectations you know, I did well, but not as I expected. You don't always get what you want in life, but you can always try and do your best."

Jessica Rendini, D1



“

WHAT'S ON YOUR MINDS TODAY?

"My best-friend's name is Faraja, I like her because she is kind, she shares things with me, and I can tell her everything, and when I fall, she doesn't laugh at me, she says 'sorry' and helps me."

Mithra & Faraja, P2



“

IF YOU COULD LIVE IN ANY YEAR FOR THE REST OF YOUR LIFE, WHAT YEAR WOULD YOU LIVE IN AND WHY?

"I would choose to live in the year 2026, because I would be 25. 25 is my favorite number. Also, I'll be a legal adult."

Batian Ashby, M3



“

IF YOU HAD ONE DAY, WITH UNLIMITED POSSIBILITIES, WHAT WOULD YOU DO?

"I would go to the moon."

BUT YOU ONLY HAVE ONE DAY!

"Yeah, but if I was already up in the air, there's no way they'll be able to stop me!"

Tommaso Margheri, M4



“

WHAT DO YOU THINK ABOUT WOMEN'S RIGHTS?

"The fact that we actually have to fight for our rights; it's just not right. Why do we have to do it? We're all human's, we can do the same things. The only difference is that we give birth."

Ivy Weira, D1



“

IF YOU WERE A BILLIONAIRE, WHAT WOULD BE YOUR FIRST PRIORITY?

"My first priority would be to help my family and friends if they had any problems and then I would throw a large party."

Jacob Mungai, M2



“

WHAT IS YOUR FAVORITE SUBJECT?

"Math because it is a wonderful way to explore the world."

Pauline Ngom, M1

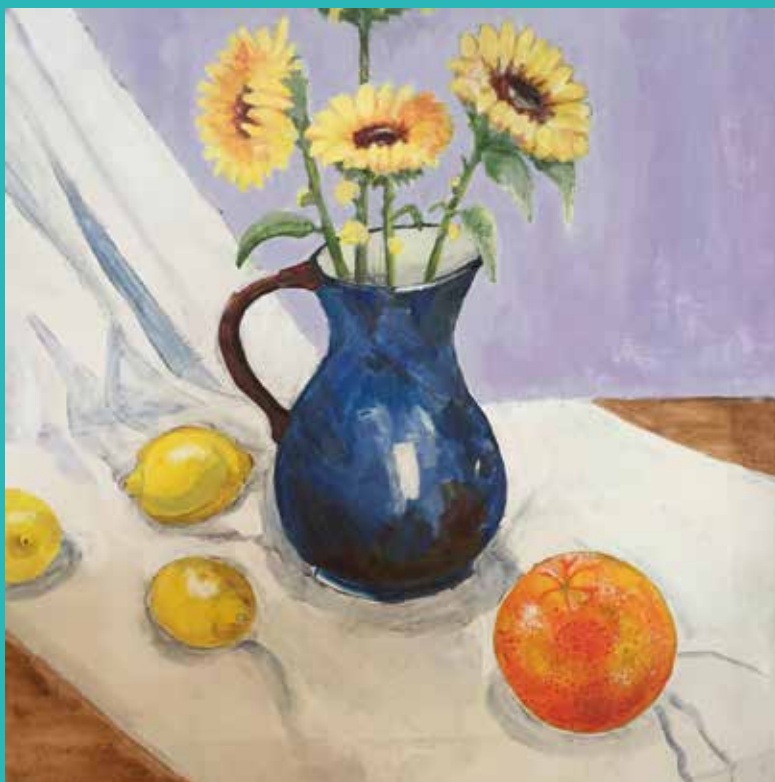


ART 2016

Our D2 art students presented their final work to the community in two lovely events. On Arusha Campus the event co-incided with the opening of the new Art and Design Centre and on Moshi for the first time the event was stage in Kishari House. A big congratulations, to the art class of 2016!



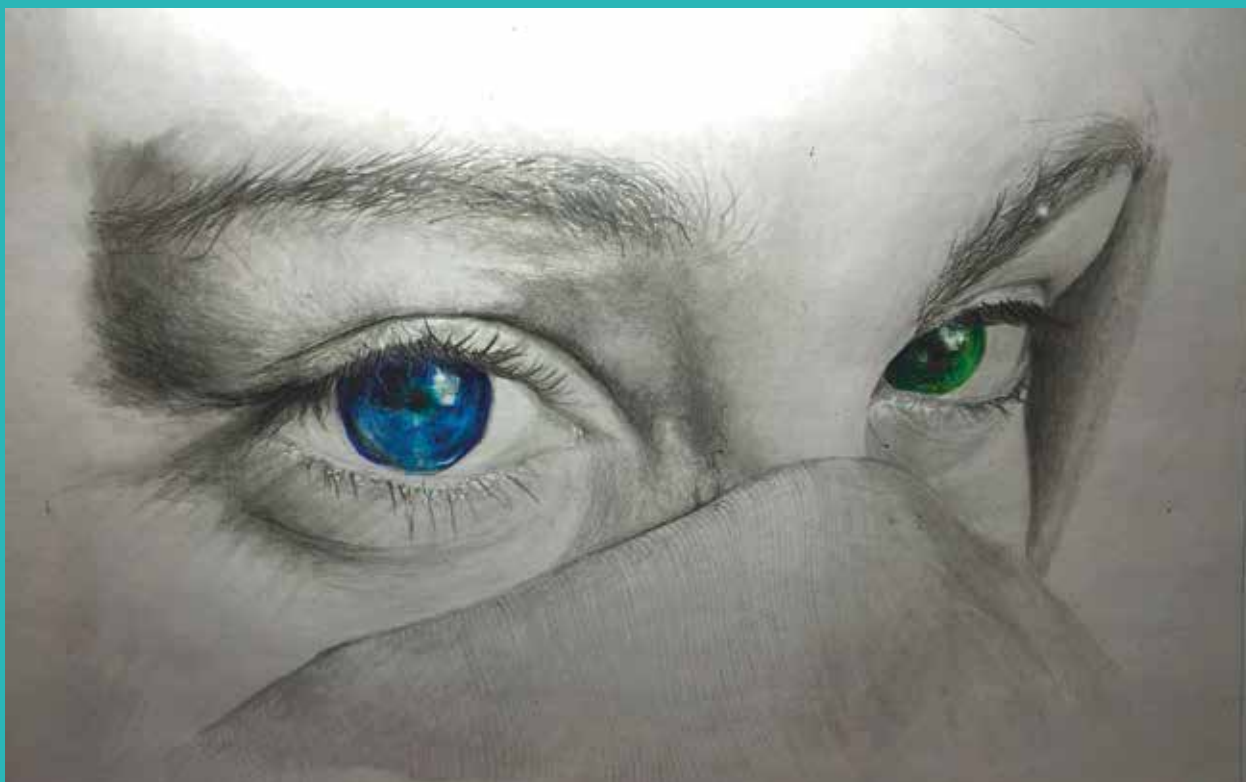
↓ Toran Wolstencroft, *Mind over matter*, acrylic on canvas



↑ Corrie Nicholson, *Fruits & Flowers*, acrylic on canvas

↓ AMANDA NYANGORO, *Magic Features*, acrylic on canvas





↑ Aliasgar Tapya, *Enchantment*, pencil on paper

Toran Wolstencroft →
Sojourn, water colour
on canvas

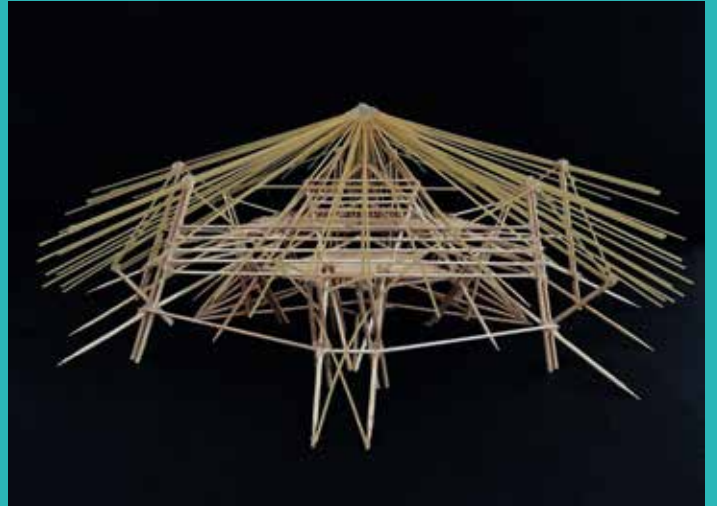


↓ Aliasgar Tapya, *Sparkling elephant project*





↑ Joseph Kraft, *Corner in the sky*, photograph



↑ Aliasgar Tapya, *Alpha structure mixed media*

↓ Kenneth Martin, *Aftermath*, Collage



↓ Susan Moshi, *Revolution 2*, linoleum print



↑ Lulu Kessy, *Blue firewood*, photograph

↓ Meghna Joshi, *Still life*, acrylic on canvas



↓ Martin Kammleiter, *3 d wave model wood*





↑ Abdoulaye Dia, *The action candle*
acrylic on canvas

← Lynn Rieks, *Popping the still life*,
acrylic on canvas

↓ Tara Pierre Nina,
All the pretty cages, mixed media





Every year Universities around the world receive tens of thousands of applications that have to be reviewed in order to find students to make up their next academic year classes. Whilst some Universities don't require personal statements or interviews as part of the application process, in the US as admissions officers read through each application they have to ask themselves a series of questions about each applicant. What are these questions and why are they important? More importantly how can asking yourself these questions help you to write a better application. **Daryl Rustad** our University guidance counselor guides us through this important stage in "application thinking" that you need to know about.

DO YOU TRULY UNDERSTAND THE UNIVERSITY YOU ARE APPLYING TO?

Most Universities and colleges will want to know why you are choosing them. Do you have the same values? Does your intellectual identity fit? Have you researched our ethos? If you can demonstrate clear and well thought out answers to these questions the admissions officer is much more likely to be enthusiastic about reading your application and hopefully seeing that you'll be a good fit at the university. Ensure you pick on a theme that not only draws you towards the University but also one that is important to them. That way you'll stand out from the crowd and demonstrate you really mean business.

WILL YOU FIT IN? IS THIS UNIVERSITY THE RIGHT PLACE FOR YOU?

It makes sense doesn't it? There's no point in applying to a science college if your heart lies with studying the arts. Try and find out as much as possible about the University you're applying to. The types of students who attend, where they've come from, is there a good deal of diversity of people attending? Look deeply at what makes you tick and keeps you passionate. After all you want to be with like- minded people, don't you?



WILL THE PROFESSORS AT THIS UNIVERSITY APPRECIATE WHO YOU ARE?

As University admission officers evaluate each application one of the questions that will come to mind will be “is this person capable of providing a unique perspective in class?” You are going to University to learn and it’s therefore important you ensure that in your application you demonstrate that you are intellectually curious and can illustrate what excites you academically. Tell them you write drama in your spare time, that you have strong political opinions and that you are passionate about creativity action and service. Admissions officers need to know about your intellectual identity.

HOW WOULD YOUR BEST FRIENDS DESCRIBE YOU?

The answer to this question will help an admissions officer see that you will fit into a class and also predict what kind of person you are. As they read through your application it should be clear you’re a compassionate and caring person who will make a good classmate, friend or roommate. When you write your personal statement and essays ensure your personality shines through, thereby helping the admissions officer know who you are.

DO YOU MAKE ME CARE ABOUT WHAT YOU ARE WRITING ABOUT?

The ability to inspire interest and passion through writing is an excellent skill and one worth developing and then demonstrating through your application. If you can engage the person reading your application you’ll also be demonstrating the ability to engage with future friends, lecturers and employers.

FROM WHAT YOU HAVE TOLD ME IN THE APPLICATION, ARE YOU SOMEONE THAT I NOW TRULY WANT TO SEE AT MY UNIVERSITY, DESPITE YOUR LIMITED FINANCES?

Many private US Universities offer scholarships to meet the demonstrated financial needs of students. However, these scholarships are not easily attained. Universities are looking for students who stand out as someone who will not only do well in the classroom, but will uniquely contribute to the campus and community life in general.

Now all you need to do is decide on a University, research their requirements and values thoroughly and write a great application. **Good luck!**



“ At the beginning it was very challenging because we did not know the students from ISMAC and we were a little afraid to talk to them. But now we are more relaxed and feel free to talk to each other and share stories.”
Maria Payani Orkeeswa School



“ I like working with the students because they have different views to me. They have grown up in different environments with different stuff going on around them and this has influenced the way they think. They speak English well and aren't afraid to tell people what they believe in. The students I've met from Orkeeswa are skilled, smart, creative, and nice people.”
Simren Remtulla



GIVING

Through shared CAS & Service as Action experiences, ISMAC students have been developing relationships with students from **Orkeeswa Secondary School**, and **The Plaster House**. Through a range of activities students are getting to know each other on different levels with the aim of developing young people who enjoy and reflect on a range of experiences, identify goals and develop strategies for personal growth, as well as embracing new challenges and understanding they are members of local and global communities with responsibilities towards each other and the environment.

Orkeeswa School is run by the Indigenous Education Foundation of Tanzania and is set in the foothills of the Monduli Mountains. The Plaster House is a safe environment that provides pre and post surgery care for children and young adults requiring corrective surgery. We are grateful for our relationship with these two organisations, and hope to develop more reciprocal learning experiences where our students can learn from each other and expand their horizons.



“ The interactions I have with Orkeeswa students give me a greater view of how culture and traditions differ not only between countries but within countries and even in specific areas. I also now have a better understanding of how difficult it is to enforce change or new ideas, due to the vast array of values and traditions which people hold.” Georgie Bouwchnekt



“ Visiting the Plaster House is the most uplifting experience of the week. No matter how tired or down you feel, after an hour with the kids there you feel better. The children run, play football, skip, play catch and are always cheerful, despite club-feet, plaster casts, burns and crutches. They are smiling and happy, always thrilled to see us and enthusiastic about the simplest of activities we plan for them. They co-operate with each other and help each other all the time. You may see a wheelchair bound kid being pushed by another who can't walk unassisted, using the wheelchair as a walking frame. It's a very humbling experience to be involved with the Plaster House.”
Annette Wood



To find out more about The Plaster House visit www.theplasterhouse.org
PHOTOS: Annette Wood, Anika Aggarwal

PERSONAL PROJECTS '16

Through the Personal Project, students experience the responsibility of completing a significant piece of work over an extended period of time while developing an area of personal interest. The Personal Project provides an excellent opportunity for students to produce a truly personal and often creative product/outcome and to demonstrate a consolidation of their learning in the MYP. Students engage in practical explorations through a cycle of inquiry, action and reflection. They have to reflect on their learning and the outcomes of their work key skills that prepare them for success in further study, the workplace and the community.

WHAT ARE THE AIMS OF THE MYP PERSONAL PROJECT?

The aims of the PP are to encourage and enable students to:

- Participate in a sustained, self-directed inquiry within a global context.
- Generate creative new insights and develop deeper understandings through in-depth investigation.
- Demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time.
- Communicate effectively in a variety of situations.
- Demonstrate responsible action through, or as a result of, learning.
- Appreciate the process of learning and take pride in their accomplishments through a culminating M5 experience: the Personal Project Exhibition.

The sheer variety of topics and outcomes generated through this year's Personal Project is a testament to the approaches to learning embedded throughout the MYP curriculum.....

MOSHI

- Designing uniforms and outfits that will integrate African patterns and designs for a Hotel.
- Creating a stop motion video about a life skill for kids.
- Making a tennis ball machine.
- Smoking (kill the cigarette before it kills you).
- Investing in the stock market.
- The Power of music (music video).
- Let's CHANGE.... eradicate desertification by AQUAPONICS.
- The truth behind bacon.
- Community development through basketball - Basketball camp for 8-10 year old girls.
- Makeup workshop - how girls view themselves with makeup on.
- Nail and thread art.
- What does an environmental friendly house look like.
- Organise canyon trips through the Weru weru river
- Creating a children's book using photography and digital media.
- Website that provides information that helps people deal with academic pressure.
- Documentary on Drones using a live drone.
- Making an eco car (solar powered.)
- Documentary on how schools kill creativity.
- Using West African textiles to make dresses that keep African culture alive.
- Designing a city of tomorrow using current experimental technology.
- Creating a soccer drum.
- Recycling horseshoes to make a lamp.
- Creating a coded game that will educate teenagers about poverty in Dar es Salaam.
- Creating useful products through recycling waste materials.

ARUSHA

- Creating a solution to the traffic jams in Arusha.
- Demonstrating creativity through Adobe.
- Raising awareness about women's rights through a composition.
- Raising awareness about sexual abuse in Tanzania.
- Encouraging and teaching 16-17 year olds about fitness.
- Promoting dance among the youth.
- Promoting the honey production business.
- Raising awareness about the Arusha Rugby Development Programme to promote rugby among the youth in Arusha.
- Promoting glass recycling in Arusha.
- Writing a fictional novel about our future as humanity.
- Creating awareness about human trafficking in West Africa.
- Chronicling my life through creative writing.
- Creating a recipe book for all ISM nationalities.
- Cultural expression through photography and writing.
- Promoting cooking among children.
- Raising awareness about white sharks through a video.
- Raising awareness about animal welfare in Tanzania.
- Raising awareness about teen social issues
- Creating a drum book for intermediate drummers.
- Creating a website to help educate children.
- Hosting a basketball camp for local students.
- A short film about growing up in Cambodia as a foreigner.



CLIO MANLEY TOUCHES BASE WITH **ISM ALUMNUS** **RAJEN SHAH** WHO STUDIED AT THE SCHOOL FROM 1979 UNTIL 1991!

Hello Clio. Let me first take this opportunity to congratulate the class of 2016. They should all be extremely proud of having completed the challenging IB Diploma course and of all their achievements at ISM so far. Congratulations!

It takes me back to my years at ISM. I started at ISM in 1979 at the age of 6 and graduated from IB2 in 1991 at age 17. ISM was a second home to me as I spent most of my childhood time here. As you can imagine I have some amazing memories from my time here.

CAN YOU TELL US YOUR BEST MEMORY OF ISM?

Where do I start? There are so many...many, which I can't really mention here! ...but on a serious note...

I remember having participated in a 25 km walkathon to raise funds to help build Karibu hall...

...I remember visiting Moshi chapel as part of the community service programme and spending time doing art with the children there...

...I remember time spent participating in various sports both within ISM as well competing at interschool level...

...I remember our trip to the ash cone at Mt. Meru...

...I remember our physics and chemistry experiments not working out as planned sometimes with disastrous effects...

...I remember studying about the plant and marine life amongst the mangrove trees in Pangani...

...But the best memory of all are the friends I made at ISM...and with each friend comes more countless memories...

AFTER YOU FINISHED YOUR DIPLOMA WHAT DID YOU DO NEXT?

I was fortunate enough to have been offered a scholarship at Eckerd College in Florida, United States. After spending two years there, I transferred to London to complete my final year and attained my bachelors degree with a double major in business administration and international business.

Over the years that followed, I went on to set up various businesses both in Tanzania and abroad. One of these is Ameg Lodge Kili-Manjaro in Moshi as you know. Ameg Lodge started off as a dream, then a passion, and then became a reality.

HOW DO YOU THINK YOUR EDUCATIONAL EXPERIENCE AT ISM AFFECTED YOUR SUBSEQUENT LIFE AND GOALS?

I realised the benefits of the IB Diploma Programme during the first week of my college semester in 1991. The dean of students at Eckerd College waived off almost two semesters worth of my course due to the material already covered in the IB at ISM.

Since then I have come to understand the true importance of a solid educational foundation like ISM offers and the impact this can have on us as individuals in the

many paths of our lives thereafter. As a parent now I have placed a great emphasis on the education of my children with the hope that they too can benefit from this in all aspects of their future.

YOUR CHILDREN NOW ATTEND THE SCHOOL DON'T THEY? HOW ARE THEY AND YOU ENJOYING THEIR SCHOOL EXPERIENCE?

Having lived in the UK for all their lives, the children are slowly adjusting to their new way of life here in Moshi. They are adapting quite well, making friends and most importantly meeting children from such varied cultures and backgrounds. It is this exposure that ISM offers, that I am sure will be treasured by them in their later years.

AND FINALLY WHAT ADVICE WOULD YOU GIVE THIS YEARS OUTGOING D2 CLASS?

As the reality of life takes over there will be things that you do out of necessity and things that you will do out of passion...as I mentioned I was fortunate to have turned my passion into the reality of Ameg Lodge...so what I'm trying to say is this... Take pride in what you deliver and deliver it with passion. Be true to yourself and honest to others...it is this positive attitude that you will be remembered for and it is this that will carry you forward. Once again congratulations to you all. Good luck in all your future endeavours and god bless.

To find out more about **Ameg Lodge** you can visit their website at www.ameg.co.uk or email Rajen at rajen.shah@ameg.co.uk



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