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SUMMIT'21

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WELCOME

KARIBUNI

Dear members of the UWC East Africa community,



Thank you for standing with us during this strangest of years. Whilst we have not been as impacted by lockdowns and travel bans as many other parts of the world, we have felt the anxiety and fear brought about by this coronavirus pandemic. Over the course of the year we have had to make many decisions, often quickly and usually in an absence of agreed opinion, that have proved popular and unpopular in equal measure. Whilst we always worked as a team, with the best interests of our student and staff community leading our thinking, it would be remiss of me not to acknowledge the very many hours, often late into the night, that Phil Bowen, Bob Cofer and I spent thinking about how to keep our community safe. I feel enormously privileged to be working alongside our two Heads of Campus and would not have wanted to tackle this, or indeed any other year, without them. Last July, as we continued to plan for the beginning of the year, students within Tanzania and further afield were wary of returning to school. We knew little of what to expect but knew we wanted our community back and that we would work together to keep them safe. Hours of individual and group meetings took place with students and parents as we prepared for their return. Special thanks must go to Dr Marieke Dekker who was with us every step of the way. She listened to the fears and helped us give our Tanzanian perspective.

When students arrived back in school in August, sometimes a deluge and sometimes a trickle, their delight in being back with their friends in a classroom being taught together made it all worthwhile. Throughout my career as an educator there have been discussions about the form education should take and the role of technology in the classroom. What the coronavirus pandemic has taught so many of us is that teaching and learning is social.

We need to be around each other and what we learn from being part of a community is as important as the subject knowledge that is being transmitted. For many teachers we reaffirmed that we do this job to be with young people, to see them learn but also see them grow into the adults they would become; it was this that was so poorly replicated in a virtual classroom.

Internally we continue to reflect on what it means to be UWC East Africa and how we want our presence to be felt locally but also globally. All schools change and develop over time, the energy brought by new and old students alike does not allow for stagnation. As we continue on our UWC journey we will continue to articulate what this means to us. Today I received a photograph, one which articulates this better than I ever could. Fien van den Hondel, one of our graduating class of 2021, is now back in the Netherlands, but will I feel be forever proudly Tanzanian.

Last year I wished you a year of peace and stability, a period of calm. I wish the same for you for the next. I hope you enjoy this edition of Summit.



Anna Marsden Director UWC East Africa



UWC EAST AFRICA STUDENT GOVERNMENT

CO-PRESIDENTS

MOSHI THE STUDENT GOVERNMENT is built of 2 Co-Presidents.





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

ACTIVITY COMMITTEE







Maria (D1)

Silipa (D1)

Qubra (D1)

THE MOSHI CAMPUS STUDENT GOVERNMENT is a student-run group that represents the opinions, concerns, and demands of the student body through democratically elected representatives. It provides a forum for an active discussion of ways to improve the quality of life on campus.

The Student Government is dedicated to:

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







CULTURAL AND CAMPUS COMMITTEE





Hira (D1)

Neil (D1)







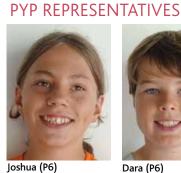
WELLBEING, SAFETY AND GUARDIAN COMMITTEE













Khaled (D1)



Emma (D1)





PYP STUDENT VOICE: PYP representatives are part of the PYP Student Voice group which was established in 2019 to reinforce PYP student choice and voice.

Josephine (D1)





UWC EAST AFRICA STUDENT GOVERNMENT



HOUSE COUNCIL

Arusha's House Council is an amazing executive and dedicated team of class captains. It planned many great events to build spirit and leadership on campus this year. Starting with their efforts to connect with the incoming D1 class in August 2020 and helping to plan their orientation to continuing with 3 fantastic end of Quarter fun filled events such as Halloween and Valentine's Day parties, the Navratri Festival, Eid and other cultural holidays. The House Council also organised sporting events such as the Fun Friday Frenzy. This dedicated group of students is committed to strengthening the House system and supporting the spirit of community at UWC East Africa, Arusha Campus.

























RESIDENTIAL CARE is a unique attribute of UWCEA and here in Moshi, we have students aged from 7 to 21. From PYP, MYP and Diploma, each age group encompasses a unique opportunity to delve deep into the holistic care of students as an extension of our schooling.

This year, we have focused on morphing our philosophy around residential life to be more of a family away from home, more emphasis on understanding the students and keeping them active in all forms. Such a philosophy creates an environment where our Diploma students are more actively engaged with their younger peers and almost all of our staff are involved in Residential Life in some unique capacity.

This year alone, we put in place a mentoring programme with our Diploma One students in MYP and our Student Government are now actively engaged in Sunday activities with our Kimbilio Students (PYP). Such involvement offers another element of critical engagement and role models the correct behaviour we want to instil in our students through others. Whether it be academic assistance, questions about life in the years ahead or just being a presence and a listening body.

In addition to this involvement, we are fortunate to have two residential parents attached to each house and within that, we have four staffing mentors attached again.

The philosophy of a mentor encompasses the values of empathy, contribution, and a desire to be engaged in students life outside of the classroom. Our mentors in their respective houses connect with their students, assist them with academic preparation, guide them through their scheduling and take an invested interest in their lives. Residential care is 24/7 and whether it be through academic care, pastoral care or just through engaging in activities the design of having 6 staff attached as 'De-facto parents', enables us to ensure students of all sorts and personalities can trust and relate to at least one trusted adult a multiple of levels.

It is not easy transitioning into a new country and coming into an environment that for some,

could not be more different from where they have come from. However, it is this mix of cultures, differing societal perspectives and array of backgrounds and influences that enable us to be able to formulate an environment where every individual is cared for, understood and guided through this chapter in their lives. Each chapter is unique.

Next year, our focus is to build on this culture, improve our care of our students through the ever changing complex environment of the world we live in today. Every day is different, every day can be challenging, but everyday is rewarding.

Simon Johnston Head of Residential Life, Moshi Campus









RESIDENTIAL LIFE ARUSHA



BBQ at Phil's house



Some day students joined the boarders at lake Duluti



D2 Farewell competitions with alumni & Staff



A word from head of residential life at the bbq.

LIFE IN AND AROUND THE BOMAS

What an exciting year it has been! Our second year as a residential programme provided thrills, chills and spills here is Arusha. The thrill of moving into two new boarding houses (bomas as we refer to them here) started in August with the addition of 55 new Diploma students (D1). While COVID meant that they arrived over a longer period than planned, our new students quickly turned a new "house" into a boma.

We feel lucky to live at the foot of Mt. Meru where at times the mornings can provide **chills**, particularly for our students joining us from warmer climates. **Spills**, refer to my IB Economics class: a positive externality, or spillover, exists when a particular market transaction creates positive effects for other individuals who do not have a direct connection to the event. The addition of 55 new D1 students from all over the world filtered through our wider community here in Arusha.

Our students visited local coffee growers and planted the seed for a "Coffee Academy" here at UWC East Africa. Others taught math to local elementary school children across the street, while a different group hosted a football tournament for Tanzanian athletes. As our talented second year diploma students graduate and move on into the wider world, our now- not-so-new first year diploma students will provide guidance to our new cohort in August.

Chris Green Head of Residential Life Arusha Campus



Easter Dinner at Tembo Club









IN LATE DECEMBER when we arrived in Tanzania, the country was hot and the campus was empty of staff and students. I had a brief moment, where I wondered what on earth had we done? Moving from the uttermost ends of the earth in New Zealand with my wife and two young boys to Tanzania in the midst of a pandemic. However, within minutes, I was greeted by residential students who could not return home, handshakes, hugged and officially called Mr. Simon. Since then, it has been a journey we have embraced and have never looked back on.

I have transitioned into the position as Head of Residential Life here at UWCEA Moshi and embraced the challenges that come my way. I learnt quickly that we were a long way away from home, but the unique culture of being surrounded by so many others from all over the world has created a truly welcoming and all-encompassing environment. International mindedness at its true core.

My background has always stemmed from the International School circuit having grown up abroad myself in Brunei, South East Asia, Australia and then only in my later years, to New Zealand. It was a life my wife and I always wanted our family to have and after a long stint of teaching in New Zealand at numerous secondary schools, the opportunity was afforded to us to be part of the new legacy of UWCEA.

Whilst I desperately wanted to accept the position in July to begin the new year, at the same time I could not abandon my current school mid-way through the school year with my realm of senior Diploma classes. I was fortunate that the offer to wait for my arrival was presented to me and I cannot thank the staff enough who filled in during my absence. Previously, I was in Residential Care in my role in New Zealand as well as Admissions, Head of IB History and Pastoral Care before that. Mixing this assortment of skills

in a new environment here has been exciting and enriching.

In essence, we have such a unique opportunity here to create a culture that fosters empathy, tolerance, care and respect and I am fortunate to be so invested in the lives of so many different students of all ages.

Whilst on a private note, it is difficult not being able to watch rugby on TV in the evenings, but seeing my children playing in the mud or hanging out in the residences or just playing in the yard brings a whole new perspective to parenting. Wanting your child to be busy, active and cared for does not change - whether they are 3 or 21.1 bring this outlook to residential care in all houses.

I hope to build on the legacy ISM created and now, UWCEA as we turn our distinctive schooling situation of residential and day students into a thriving community of holistic success.

CAS HIGHLIGHTS





THE YOUNG WOMEN'S EMPOWERMENT (YWE) CCA is a new and exciting activity dedicated to empowering girls through reflection, action, and communal support. We invite all students, regardless

of their gender, to help young women know their worth and value, stand up for themselves and each other, and overcome societal challenges. In its inaugural year, YWE worked hard to raise funds to

help the local girls' orphanage start its own business making reusable pads. With the help of the school community, we raised over 1 million shillings! One of our most popular endeavors was the "Treat Yourself" bake sale. Delicious treats were enjoyed by all, hand- and homemade with love from YWE members. To kick off the Swim Gala, we also held a Teacher Dunk Contest. Community members

donated money to see select teachers get "dunked", with the three winners having the most donated in their name. Only in its first year, YWE looks forward to continued growth and enthusiasm to help girls, at UWCEA, locally, and globally, to know their potential and follow their dreams.

Jessica Holloway







BEEHIVE DIVIDE WINS THE SECOND YOUNG **AURORA AWARD FOR UWC EAST AFRICA**

BEEHIVE DIVIDE is a project that aims to establish coexistence between the elephants and villagers in Sanya Hoyee village in Siha District, Tanzania. Due to its location, Sanya Hoyee encounters a human-elephant conflict where lives are lost and crops are destroyed. We intend to build two protective barriers between the fields and elephant corridors - a beehive fence and a chili fence. The beehives will be built by UWCEA students in their design rooms out of both wood and recycled plastic. This project will ensure the protection of the endangered elephant species while enabling the Chagga community to thrive in both crop farming and beekeeping to increase food security and reduce poverty. Ali, Lydia, Mariam and Jube





Our CORAL REEF REGENERATION PROJECT won second place in the 2021 AISA Outstanding Service Project Award. This award is for a service-learning project that may be run by an individual student or group of students whose project has a direct benefit to a community, as opposed to specific people or an individual. The award comes with \$2,500 for the Project.

Our Student, PETER MAKUEI, was also awarded the 2021 AISA Award for Excellence. This award is presented to a final year student who has embraced a world view which celebrates human unity and diversity, seeks to understand, appreciate and promote African cultures. The student demonstrates by example the concept of service to the human family and promotes a school environment that is characterized by a sense of hospitality and friendliness, collegiality and

"Winning an award is the best way of evaluating ourselves and establishing the impact we have had on the people in our community and the society at large. Before I won the AISA excellence award , I didn't know how valuable and important I was to my community. From this award winning I have learnt that the society will always appreciate your effort and impact you created on its people.I believe it is the responsibility to embrace peace and harmony where we live, celebrate diversity and more importantly learn how to live together and make this place for all of us. I dedicate this award to all children around the world who want a peaceful world".

Peter Makuei



In sync with the INTERNATIONAL DAY OF PEACE, we, along with the rest of the UWC movement celebrate UWC day on 21 September every year. United We Can was a fittingly chosen theme for UWC Day in 2020. After the year we had, it is safe to say this theme best expressed most people's sentiments in 2020. By uniting we were able to get through some tough times and make the best out of them. We saw this unity not only at our school community but through our community the larger UWC community.

We celebrated UWC DAY with different activities and events across both campuses. UWC Day as-

We celebrated UWC DAY with different activities and events across both campuses. UWC Day assemblies were held on both campuses and were followed by students parading the campuses dressed in their national attires. On Moshi campus students painted the words United We Can on one of the building walls, and a grand performance from DP students became the highlight of the day on Arusha campus.

Caroline Mwaikuka













EARLY CHILDHOOD (EC)













EC & P1 MOSHI

It is not often that you begin a school year with a few students and double the number at the end. This is what has happened to our class this year. We explored the world together, forging friendships and changing our world for better.

In our 1st unit, we explored our uniqueness linking it to our similarities and differences. Our second unit took us into the community to observe the animals that form part of our lives. We learned how to carry out scientific experiments in our 3rd unit when we chose to explore water, its properties and its three states. Our last unit involved stories and art. We created numerous illustrations for stories that we read together. We travelled into space, jungles, oceans and deserts getting to know characters who will forever form part of our lives.

What an amazing year! Well done EC/P1!!

Mboka Mwasongwe



EC ARUSHA

The EC's had many field trips this year. Our recent one was to the Arusha National Museum where the children have been learning about Diurnal and Nocturnal animals. They enjoyed looking at various taxidermy animals and learned about how light and dark affects the behavior of living things. They also enjoyed an adventure walk at school where they saw bats by the banana plantation. This unit was exciting for the children, they played in the tent, made lots of arts and crafts and explored the purpose of dark and light through various games.

Alina Fazel









ARUSHA NURSERY

For the very first time we have a nursery class with students aged 2-3yrs old and this year we have had quite an interesting mix of activities. From classifying animals, looking into different colors and shapes to conversing about animals and the foods they eat, also we have worked to be aware of our surroundings and the people around us and what they do, which has helped the kids to let their imagination go wild in imagining what they would want to be when they grow up. Without forgetting lots of play with physical activities and of course they are becoming little dolphins in the swimming pool. It has basically been an interesting year!

Glory Mollel



P1 & P2 ARUSHA

P1/2 students have been amazing inquirers leading them to become knowledgeable members of their learning community. They have shown amazing flexibility and are a kind, open-minded group of students. Our P1/2s have enjoyed learning about; how water is essential to life, expressing themselves through art, ways we relax and work, how the solar system works and family traditions across cultures. We finished off the year with an incredible overnight bicycle themed camp at school as part of an inquiry into systems of transport. Our class takes their classroom jobs and weekly sharing seriously which has developed their leadership and communication skills. Our class loves yoga, has refined their ball skills in PE and have all become confident swimmers! Through all of their inquiry P1/2 has become a class of strong mathematicians, readers and writers who are great at working together. Well done, P1/2. We will miss you!

Miss Alley and Miss Shaheen













P2 & P3 MOSHI

If I had to choose a phrase to describe the P2/3 class of 2020/21, it would be party animals. We've had healthy food day parties, fraction parties, and tea parties. We've had dance parties, yoga parties and space parties. We've been pirates and historians, we've been superheroes, scientists and water droplets. Even though we were a small class, we all have big personalities that came together to make this one of my favourite teaching experiences. Our class was full of giggles, solar system jokes, and a place where we could be our best selves. The love and friendship that permeated this group of students has been incredible to see and I wish every single one of them a great learning journey ahead.



PRIMARY



P2 & P3 ARUSHA

As part of a Unit of Inquiry into local food production, P2/3 enjoyed a camp at Wildtracks Kahawa Coffee Lodge on the slopes of Mt Meru. Hikes through forest and coffee plantations saw them learn the process of growing and processing this local crop, not to mention providing plenty of stories to be shared around the campfire and during a night under canvas.

Ali Gafney









P4 MOSHI

Choosing a favorite unit of the year is not an easy task for the P4 class. Inventions, heroes, rituals and holidays, scientific method- these were all so fun! However, it was the Endangered Animals unit that really sparked the students' interest and eagerness. Students brought a lot of background knowledge to the topic based on their own travels in Tanzania. They were keen to learn more about the problems that animals face and the ways that people can help. Our Endangered Animal Expo was a great success with each student reporting on a specific animal. The dioramas turned out incredibly and students spoke passionately about their animals!

Kacey Buckley



PRIMARY













ARUSHA P4 & P5

P4/5 have developed many skills this year. The students' creativity and their commitment to trying new things is inspiring. Creativity comes in many ways, through art, writing, mathematics, designing, science, inventions and discoveries. Enabling children to explore and expand on their creativity is rewarding for everyone. Providing real life experiences that are engaging, supports incredible learning journeys. The P4/5 class have shown they are able to be inspired by the world around them.

Amanda Bowen











P5 MOSHI

The Moshi P5 students encountered all kinds of natural hazards in quarter 4. They used shaving foam and cards to simulate tectonic plate movement. They made toothpick structures and tested their earthquake resistance by vigorously shaking them on trays of jello! Our model volcanoes made from plaster of Paris were so realistic they looked ready to erupt. They created "hurricanes" in a bucket of water. For the final week the children researched a natural hazard of their choice. We were treated to movies, slideshows, posters and working models of avalanches, wildfires, tsunamis, floods and blizzards. The children presented their learning to each other and mums and dads came into class to watch our presentations. We learned about the causes of these natural hazards and how human intervention can minimize their impact. Well done P5!

Deborah Mills

PRIMARY







P6 MOSHI

THE EXHIBITION this year was an experience to remember for the P6 class. They finished the PYP in style with spectacular presentations. The transdisciplinary themes were Who We Are and Sharing the Planet. Topics chosen included "Child Refugees, Plastic Pollution, Welfare of Strays, Pesticide Prevention, Expressive Art, Traditional Fashion, Healthy Sports Bodies, Problematic Poaching, and The Exotic Pet Trade".

As you can tell by their choices this group cares about their community and the health of the people, animals, and environment within it. The actions chosen affected both themselves and others in their own community and beyond in a positive way. A suitcase full of 25 kilograms of donated goods left with a D2 student to be delivered to a refugee camp in Uganda.

The primary classes were invited to participate in a sports fun club to take care of their bodies. The





Exotic Pet Trade Thealthy Sports Life Pesticide Prevention entire school was encouraged to help clean up litter on school grounds and the surrounding community with a total of over 100 kg being collected. Brochures, booklets, and posters were distributed to teach others about poaching, pesticides, and the trading of exotic pets. We were able to see a fashion show to appreciate different cultures and the ways they express themselves with what they choose for dress.

On top of all this, an animal shelter in Arusha will receive donations to make the dogs happy and our own students were able to do an art activity to experience how art can change your mood and make you feel good.

You can visit the school website to see these presentations and learn more.











Agency is basically when our students have ownership of their own learning and action that comes from that learning. Our job is to facilitate opportunities with their learning that enable more active participation for the kids". This is how IB Blogger Susan Powers describes Agency. When first coming across this term I thought it was quite idealistic. However, the P6 exhibition has shown me that this can be a beautiful reality. With the exhibition always in the background of our minds, P6 20/21 kicked off with students learning keys skills and

knowledge that would be essential for them during their independent inquiry

Throughout the year there is a range of opportunities for students to have a choice of direction within learning topics. They then have the opportunity to learn from others and follow guided instruction to learn and grow. With continuous reflection, students have the opportunity to improve on their work and get feedback. Students with the support of the teacher are continually learning to self regulate and take ownership of their learn-

ing. The P6 Exhibition then pulls all this together. Students have a choice on where they want to invest their learning. They take ownership of their inquiry and have opportunities to share their knowledge in a variety of different ways. Finally, they find their voice through reflecting on the deeper meaning of their topics and how it relates to them as individuals. The exhibition is truly a celebration of learning and a true reflection of the agency students develop throughout their PYP careers.

Carmen Maarschalk















Kaisaar (P5) showing off his determination to learn!



Mussa (P4) conquering the Heads Up game!

In the foreground, from left_-Zitha Lyimo (P4) and Linda Julius (LSA) discussing a point during the Friday training session.





The Learning Support Team having an engaging discussion.

REVAMPING AND RE-ENERGISING LEARNING SUPPORT

This year, the Learning Support Department has been more busy than ever. It embarked on an ambitious programme of revamping and re-energising the support given to learners so that they can achieve their fullest potential. Support included informal and formal assessments; providing academic, behavioural and emotional support; consulting with learners, teachers and parents, and making referrals to outside agencies such as educational psychologists and speech therapists. These activities were categorised into three different areas of focus, namely: consolidating systems, coordinating support and building capacity.

Ensuring that the Learning Support processes were reviewed accordingly to make them clearer and easier for staff to support learners was a major focus of consolidating systems within the Learning Support department. That led to discussions with learners, teachers and parents with the aim of gathering information about the learners' needs and learning styles. Instructional strategies were developed that were shared with teachers so that they could differentiate for learners during lessons. The learning support team worked collaboratively with teachers to ensure that the processes are effective for both teachers and learners. Parents were invited for meetings to discuss how best to support their children at home. Learners have benefited from this approach as lessons, activities and tasks have been tailored to their needs or abilities.

Coordinating support for learners with learning needs was the second area of focus this year. This

was implemented using a hybrid approach of withdrawal lessons and in-class support. Individualised lessons of either one to one or small groups were the forms used for withdrawal lessons. In-class support made for the bulk of the learning support extended to learners. Learning support teachers attended lessons where they supported learners during lessons. Support was extended to learners in accessing the general education curriculum; providing explicit and specially designed instruction such as Phonics, Reading and Writing skills; providing classroom accommodation and modification support; supporting learners in utilising assistive technology and monitoring learner progress such as analysing. Witnessing learners start to enjoy and be engaged during lessons as well as achieve greater results were key highlights of the year. " I am happy I have started to know how to read," remarked Mussa, P4 with a smile on his face, during one of the recent Phonics lessons. No greater joy is known than the joy of finally achieving a long held dream, with some support.

Building capacity among staff was another area that the Learning Support Team worked hard to accomplish. Friday afternoons were used to train Education Assistants(EA) in how to support learners in the classroom. Topics discussed included Disabilities, Inclusion, Dyslexia, Attention Deficiency Hyperactivity Disorder (ADHD), Autism Spectrum Disorder (ASD) and Creating an Inclusive classroom. The EAs have approached the training with enthusiasm, keen interest and a wonderful

Education Assistants busy completing a task during the Friday training sessions. From left Catherine Shayo (P6), Emmanuel Msaki (EC/P1), Clara Mbagha (EC/P1) and Lydia Maeda (P5).



C CA

Rimon (P2) is happy to be playing a Phonics game.

sense of fun. Lots of laughter and robust discussions were had by all who attended the sessions. Some have even implemented a few of the strategies discussed in their classrooms! Encouraging and mentoring teachers on how to constantly use differentiation is another area that has gone from strength to strength. Teachers have demonstrated that they are open-minded and risk-takers by implementing different ways of differentiation in their lessons. This has resulted in well-paced, engaging and inclusive lessons for all learners.

What an action packed year that has been! But the rewards have outweighed the work. Happy and engaged learners who enjoy learning because their learning is personalised has been the best reward the Learning Support team could ever receive. Long may it continue.

Catherine (Katho) Wanjau Head of Learning Support

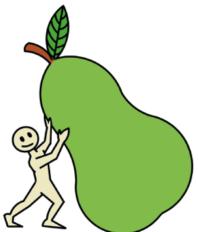
LEARNING SUPPORT



Christian (P3) showing off his prowess in a phonics game.







2020-2021 CONTINUED TO BE A CHALLENGING

YEAR for many around the world and this was no different for us at UWCEA. We experienced events that changed and shifted our plans and daily routines. Recognising the impact of these changes gave social emotional learning and student and staff wellness an even higher priority at the school this year. Several measures were put in place and promoted to ensure information and communication channels were accessible to all staff and students. New safeguarding leaders were nominated, selected and made known to the school community. A wealth of resources have been made available through the school wellbeing committee including a Wellness Wednesday weekly newsletter which highlighted a variety of self-care actions, and a series of mindfulness sessions that equipped students and staff with

skills and practices to incorporate into their daily routes.

Student Peer Supporter groups were also established this year to ensure communication channels were open at the student level. Peer Supporters worked alongside other student groups to carry out and promote wellness amongst students. A group of peer supporters from both campuses was trained to be Peer Listeners. Peer Listeners make themselves available to listen and guide their peers to the resources and wellness professionals who available on our campuses. All these efforts have increased mental health awareness and normalized taking steps to address our different emotional experiences during challenging times. More now than ever, the school is committed to fostering an environment where everyone feels supported in their social emotional wellness.





ADAPTING TO CHANGE- EAMUN

THIS YEAR'S EAST AFRICAN MODEL UNITED NATIONS (EAMUN) conference went electronic through Zoom; just like many other social forums globally, due to the impacts of the COVID-19 pandemic. In previous years the conference would involve a trip to the UNEP headquarters in Nairobi; but the 39th EAMUN conference went virtual and was equally interactive and exciting. More than 35 schools across Tanzania, Kenya and Uganda participated in the conference that ran from February 22nd - February 26th, 2021.

This year's theme was "Change - Adapt - Thrive" and the delegates were quite adaptive in the new way of doing things and were a success. The delegates did us proud once again and received recognition and awards. They included Andre L. receiving an award for best delegate in the special summit, Navya A. was awarded best digital artist among the press corps, and recognitions went to Sayyada K. and Maria B. for having their resolutions considered for debate.

SOME OF THE SENTIMENTS SHARED BY THE STUDENT DELEGATES ARE:

"This was a fruitful experience and is a great opportunity to step out of your comfort zone and let your voice be heard about topics that interest you."

"This year I was honored to take part in my first even Model United Nations conference with EAMUN 2021. A week of debate, warm-ups, following procedures, and bonding with fellow delegates."

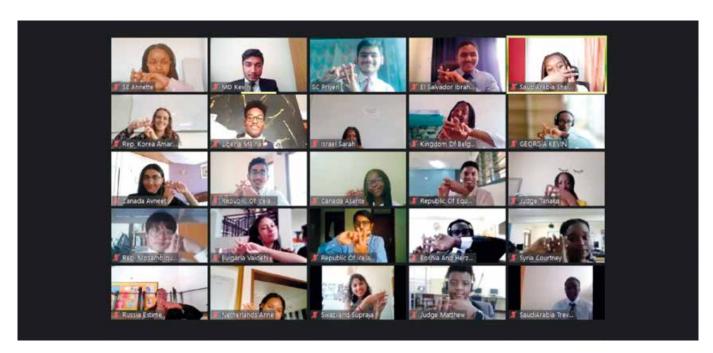
- Sophia S.

"This experience allowed me to meet students from different schools in East Africa, and share our perspectives about topics that interest us."

- Navya A.

"As the delegates entered the General Assembly we were surprised to see so many participants coming from different schools. The diversity in the students and knowledgeability definitely made this a great learning experience despite not being able to interact with delegates face to face. We were able to cherish, acquire and spread knowledge."

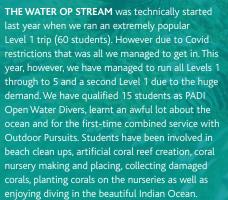
Navya A. (Press corp EAMUN), MS. Hazel N. (Teacher advisor)





OUTDOOR PURSUITS (OP) PROGRAM. It is the first full year we have run all 4 streams of the program including the new Water stream and the $\stackrel{\cdot}{\text{New}}$ Flatland stream. We have built on the Cycle stream and greatly increased the number of Mountain trips to cater for the drastic increase in students wanting to attend these trips. To give you a bit of perspective on how much of a difference this has been, 3 years ago we only had the Mountain stream with 8 trips run in the course of a year. This year we have had 28 trips run in the 4 different streams more than 3 times the number of trips. Next year we will hit the 30 mark at least as we look to run both the Flatland Level 5 and Cycle Level 5 trips. Students who take part in anyone of our great OPs have benefitted from the trips, showing perseverance, commitment, teamwork, leadership and much more during their journey up the Levels.





WATER











to grow both in student participation and number of trips offered and THE MOUNTAIN STREAM was no exception. We had our Kilimanjaro Summit of Uhuru Peak 5685 Masl with 20 students taking apart and 16 summiting. To reach these heights students must complete several mountain hiking trips which expose them to the beauty and diversity of Tanzania's mountains, to name a few North & South Pare, Mt Hanang, Socialist Peak (Mt Meru), Usambara Mountains, Kilomeni Peak, Longido, Camp Craft and Ngorongoro. We are lucky to have access to some of the most extraordinary outdoor areas in the world.

where students start to learn the skills necessary and familiarise themselves with OP routines and expectations. During the trip student learnt how to set up tent, how to pack their bags properly, be involved in cooking, cleaning up and setting up meals. They then progress up the levels after each successful trip they complete to finally summit Mt Kilimanjaro the tallest moun tain on the African continent.

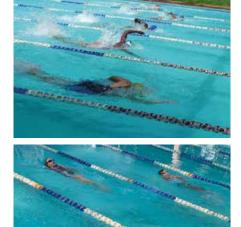














SPORTS MOSHI

When people look back at the sports which occurred during 20/21 there will be some highlights from professional sports competitions and a great appreciation for the limited local games that were able to occur during the year.

That being said, we did manage to have a few highlights in your school year even though it was a much-reduced timetable as far as fixtures went. We kicked off the year with our Athletics days in September where students showcased their learning in PE lessons and their athletic abilities. Usual Moshi Sports Weekend was still able to take place in November, albeit in a reduced format with Arusha Campus and some incredibly talented staff teams showing the Open student category how it is done.

This was a huge success, so much so that it was rerun with a Sports Weekend Lite on Arusha Campus in May. Due to the business of the Kili marathon we were not able to take all MYP students to take part in the 5km fun run this year, however, instead ran a 5km race around the school perimeter and cross country track in order for them to showcase their planning skills and commitment to developing a personalised training plan for themselves. Students were also able to showcase all they have learnt in their swimming lessons this year with our inter house swim galas.

I said it at the time and will say it again, it is a truly amazing gift to see students who could not swim last year able to compete in a 25m or even sometimes in a 50m swimming race. A life skill which will be with them forever.

Robin Marsh





























SPORTS ARUSHA

Whilst this academic year will go down in history as the 'covid' year, the need for, and importance of sport and activity has never been higher. The inter school competition might have dropped off, those weekly fixtures and bus rides, but on campus the level of sport has still been high. CCA's have been full, and class time has been dedicated to activity and skill development. Perhaps even more so, students have understood the importance of self development and making the most of their own personal health.

We have however managed to have a couple of events. The Sports Weekend turned into an Arusha and Moshi only event. With over 100 Arusha students travelling the short distance to the east, the competitive edge was certainly not lost as PYP through to DP students battled it out in over ten different sports. Highlights of the weekend included the senior basketball teams wowing a full crowd with a high calibre and high octane game. The Arusha senior girls football team remained unbeaten and a host of individual performances of the highest quality with Moshi just coming out as the victors.



The Inter House Swim meet gave our aquatic sporting stars the opportunity to dive in and show off their skills. With a number of new school records being set, the PYP students really set the bar for performance and attitude, with a number of the swimming 'up' by a number of years. Equally at the other end of the age, Ian our swim captain signed off his time with a number of wins. Mawenzi came out on top with more swimmers in the pool, really setting the example for the other houses to follow in the future.

At the time of writing we are preparing to welcome back Moshi for the inaugural Arusha Sports Weekend LITE, a shortened sports weekend for the MYP and D1 students before the summer break. A much needed end of term innaitive to showcase team sports, and encourage everyone to have a go at some sport. New sports kit will be on show, kindly supported by the PTA for both campuses as everyone hopes for a world in which cross school competition can return next year.

Go Rhinos!

Matt Uffindal











EVENING OF THE ARTS





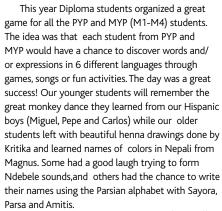




EVERY 21 FEBRUARY, THE WORLD CELEBRATES INTERNATIONAL MOTHER LANGUAGE DAY.

This year, UWCEA has decided to celebrate Mother Tongue Day on the 18th February.

For the second consecutive year, first year
Diploma students have been in charge of organizing
the event. With 77 Diploma students from different
countries and cultures, there are 26 different
Mother Tongues in our first year Diploma group,
from French and German to Oshiwambo and Twi, or
Kurdish and Luvale.































AN ACTOR'S NIGHTMARE (COMIC PLAY)

The 2021 calendar has had a number of events for the arts. Within Theatre the school has put on a version of Chrispher Durang's riotous "The Actor's Nightmare". It was performed over two nights and was well received by students, staff and the community at large.

This was integrated into a larger "Evening of the Arts", a newly minted idea which should become a staple of the school calendar in the coming years. The evening began with vignette performances by the MYP students, tidbits from Shakespearean classics that were executed with aplomb on the open-air stage while the sun set.

Patrons who attended the event had the opportunity to view a gallery of art works produced by our students and enjoy fresh food and drink from a specially erected market tent. The integrated event allowed parents and students to mingle and enjoy the ambience of creative excellence and arty fun.

Another play from this school year worth a mention too is, the "coup de amusement", it was the Diploma and Middle years production. Notable performances were given by all and special praise must be given to Gael Guadarama, Ella Katz and Fien Van Den Hondel who played their roles exceptionally well. Word of mouth reviews of the event varied from good to excellent and fun was had by all.

The next production to be put on by the school will be "Tiny Shop of Terrors", an adaptation of the classic musical "Little Shop of Horrors". This play will take place at the end of the school year and looks set to be a humdinger. With the entire school in YP to DP, there is sure to be delight and adventure in equal measure. The evening will begin with the community choir and end in the production, this too will be something we hope to replicate every two years. With the new production schedules in place we hope, as a school, to continue to add value to the arts at large.

Let's hope this tradition continues well into the future as the school has many fine talents to showcase!

Alastair Coldwell

























HAIRSPRAY (MUSICAL)



IB Theatre students have become close and trusting of one another as they have developed performances and enjoyed watching theatre, forming opinions sometimes quite different from one another. One highlight for the group was performing as part of an arts evening. Where students presented moments of theatre inspired by British Pantomime. They continue to work as a team and look forward to sharing many more performances together.

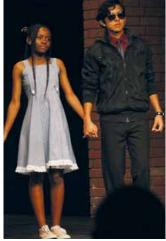
In our middle years programme, Drama students have been busy learning and developing various skills. They have enjoyed creating various performances using mask, African music and the stock characters of Commedia Dell'arte. Students in M4 and M5 have created original theatre and collated electronic portfolios of their work on monologues, M3 students wrote, filmed and edited Hollywood trailers and M1 and M2 students have been working together to perform a comedic play based on the perils of time travel.

It has been a busy year for all theatre and drama students with lots achieved but I am sure next year will be even more creative as they continue to craft new characters and stories.





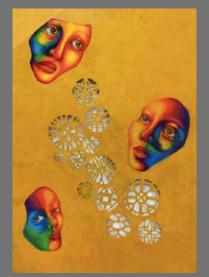








DIPLOMA ART, **MOSHI**



- ↑ JOANNA JUNG Crystallization
- **→** MATHIAS PITOT Fish Freedom



- ↑ RAM EL TSARIA Bakiten Sigaral
- ◆ OLGA RACZYNSKA Brain thumbside 2



ANDREAS KOULOUMPARITSIS • Urbandecay



◆ GABRIELLE MOYO • Burnt Reflection



↓ JOHN OTONYA • Serpentem



NSIMBO MPONEZYA • Yemaja







DIPLOMA ART, **ARUSHA**





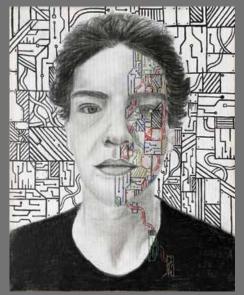




AL LOGAN **↓**

↑ LEA ALLARD

FERNANDA MORGAN ↓



↑ SA RAH LEE

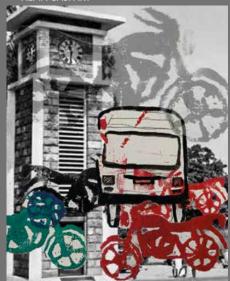


NIBIA SANTILLAN



↑ UDINE PETERS





◆ ALI SLAYIE



◆ SHAHEEN OMAR



BOOK WEEK 2021- FOCUS ON AFRICA

A WHILE BACK I was watching an interview with world-famous author Chimamanda Ngozi Adichie. She was interviewed by a French journalist. One of the questions the latter asked was: 'Are there any book shops in Nigeria?', to which Adichie calmly and amusedly replied: 'I think it reflects very poorly on French people that you have to ask me this question.' Indeed, I was shocked as well and thought to myself: 'What a stupid question to ask. There is so much great literature coming out of Africa. Maybe that should be our theme during book week.'



- Julia Ngatunga Fibicher

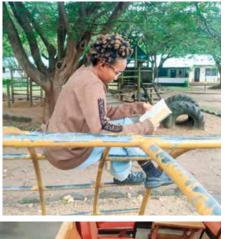


SO WHAT HAPPENED DURING BOOK WEEK?

ASSEMBLY

We kicked off the MYP/DP book week with an assembly, where activities for the upcoming week were presented by Otto and Navya. The M5 and Mr. Alastair staged the tale 'Goso, the teacher', a tale from Zanzibar. Then, several readings were held as well, all connected to Africa. We had a reading of a poem ('Mtoto wa Africa') in Swahili, a self-written poem about the origins of mankind in Spanish and English or a Russian poem about the beauty of Africa, just to mention a few. We ended our assembly with the Jerusalema dance, which lifted everybody's mood.





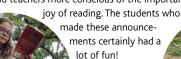








Every day there was an announcement over the school speaker. Several students shouted 'drop everything and read' into the microphone. The idea was for all the students in school to literally drop everything they were doing and just read for ten minutes. Hopefully this event made students and teachers more conscious of the importance and

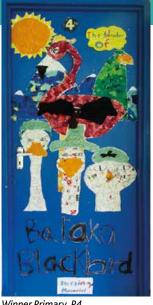








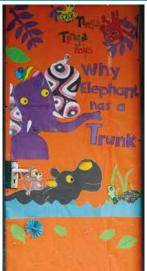
BOOK WEEK MOSHI



Winner Primary. P4



Winner Secondary





DRESS-UP DAY All students were invited to dress up in line with the Primary Student Voice suggestions: African story characters, characters

PYP 2-3

from stories set in Africa, African authors and

heroines and heroes...

















WRITING WORKSHOP WITH ESTHER KARIN MNGODO



On Monday and Tuesday some of us had the chance to participate in a writing workshop with Esther Karin Mngodo, a Tanzanian author and journalist. Some of us wrote poems, others wrote short stories.

Esther's CV is very long, so I just picked two highlights: One of her stories, "The Goddess of Mtwara", has been published in the 2017 Caine Prize anthology. Esther was also the essay editor for Lolwe Magazine's second edition. There are some really good short stories, essays and poetry.

When we met, Esther said: 'I am very passionate about creating a spark in other people, and especially young people. To encourage young writers to "fan the flame". I wrote about this a few years ago when I and other writers did a school visit in Bagamoyo.'

I certainly hope our participants were inspired by her workshops and will continue to write. Some beautiful and deep poems were produced during these workshops.

SHORT STORY COMPETITION

PYP WINNERS

1st place: Otis 2nd place: Simreet 3nd place: Rhea

PYP WINNER: OTIS,P5 SERENGETI LIFE

I was woken by the roaring of a lion in the Tanzania plains in the middle of the Serengeti. I glanced over my shoulder and saw that my brother was still sleeping. Suddenly then and there everything went quiet like something was watching. I saw it crouched in the bush ready. I stood up quite slowly and tried to wake up my brother. He opened one eye then the other. I shouted at the top of my lungs: 'Run!' Just then the lion pounced out of the bush straight at me but just missed. He must have seen my horns.

MYP WINNER: ATAHO, M5

'You're going to miss it, you know?'

I see trees moving, reacting to the breeze, so free. 'On to better things.

I taste the humidity all around me, inescapable. 'Don't be so sure..

I look up at the star filled sky in awe.

'Opportunity awaits...'

I hear... nothing... excruciating silence underneath the dark empty sky.

'This is your home.

I am blinded by the sun, bathed by its warmth.

I open my eyes. I see hecticness, I see stress, I see worry.

I hear the sounds of home.

'I told you so.'

DP WINNERS: Joao Marques. Congratulations to Neil Magambo and Helena Koops for also handing in some captivating short stories!

JOAO,D1

LIFE IS BUT A SERIES OF MOMENTS

Through the overwhelming green I noted the tinges of red atop the same trees I had to walk past daily. The sound of the crickets merged with the rhythmic bounce of a distant basketball, creating a melody unlike any that had previously been playing in my suffocatingly heavy pair of headphones. Even the smell of moist grass was now reminiscent of the most exotic of colognes. Has there been a moment as beautiful as this in the past month? A single instant so vivid and tender? I sat there and wondered. Have I found it? Was this the true Africa?







BOOK WEEK ARUSHA







MYP



In May, the MYP3 STUDENTS FROM BOTH CAM-PUSES took an interdisciplinary trip to the cultural arts center also known as the Tumaini University of Arusha. This trip integrated the subjects languages (Swahili) and arts (Drama) allowing the students to enrich their language acquisition and also to enhance arts and cultural understanding.

This IDU was scheduled for three days with an itinerary filled with different activities that will be the highlight of our stay. We were able to learn a variety of things as a class during these few days, including diverse tribal songs, dances, and performances from regions all over Tanzania. Although we were separated into two groups, we had the option of choosing which group we wanted to be placed in, thus group A did most of the dances (contemporary dances and tribal dances) but if you weren't comfortable or confident enough to dance then you would be placed in group B.

On arrival we had a brief discussion on the days plan, set up our tents and had some refreshments before getting right into the first activities for both groups, which was drumming for group B and the "Bugobogo" dance for group A, which was performed with the jembe, an old adaptable agricultural tool designed to shift small quantities of dirt. Its primary function for many African farmers is land preparation and weed control. Farmers used to farm while singing along to a tune and keeping the beat with the jembe.

Dancing and drumming weren't the only activities planned for us on this exciting trip, we had many more fun activities planned for us such as a tie-dye session, composing a short play, exploring the Masai tribal houses, a Q&A session with our guide at the cultural arts center and visiting the east African instrument museum where we were allowed to take notes, examine and inspect the instruments.



As a final observation, the best aspect about this trip was that it was genuinely fun; we gained a lot of knowledge about tribal history, dances, songs and instruments while not being overwhelmed with work and we got to interact, engage and make some new friends.

Before we left the cultural arts center on the third day (Friday), we got to perform all three dances that we learnt which were the Masawe, Bugobogo and modern dance, as well as our short plays and drum pieces.

Lisa Manyama (M3)



M5 PERSONAL PROJECTS











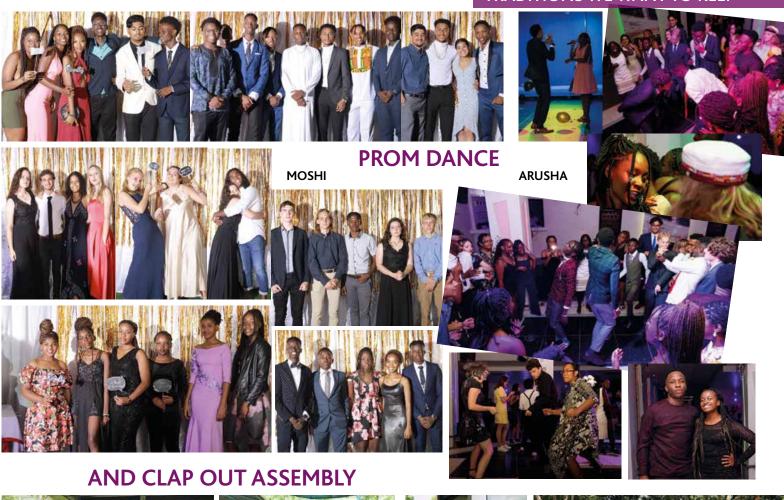








TRADITIONS WE WANT TO KEEP

































GRADUATION CLASS OF 2021

We were very lucky to have been able to hold in person graduation ceremonies this year. Graduation was on Friday 21 May 2021 on Arusha Campus and Saturday 22 May 2021. In attendance were the graduates, key family members of the graduates and the school community. This was the biggest graduating diploma group in the history of the school. The graduates dorned the newly designed matching graduation stoles, which will go down in the school's history as the first group to do so.

ON MOSHI CAMPUS, the graduating class was joined by key family members and members of the school community. Mathias Pitot and Frances Roberts moved their peers and the audience with their beautiful voices. While Margreth Baraka, Syeda Daniah Ali and Julius Nanai employed their peers to utilise the knowledge and skills they acquired during their IB Diploma years here at UWCEA.













FAMILY AND COMMUNITY members also join the graduates on Arusha Campus for a fun and emotional graduation ceremony. Student representatives Brandon Dickson, Alma Caspary and Ida Marie Dangaard expressed gratitude on behalf of their peers to all the teachers and parents who impacted their journey and time over the last two years.



















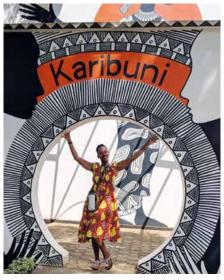


AMY & MATT UFFINDAL KWAHERI

UWC East Africa Arusha, has definitely been the most beautiful campus we have ever worked on. We have often said, "having a mountain in your back garden makes coming to work every day that little bit easier".

Working at UWC East Africa has not only gifted us wonderful scenery, but also friends and experiences. The OP trips we have been lucky enough to take part in have been unforgettable. Amy has been to the Tanga coast where shehelped support the regeneration of coral gardens and Matt has cycled Kilimanjaromountain enjoying rare views.

Working at UWC East Africa has also enabled us to travel and explore Tanzania. Living in this wonderfully diverse country we have been fortunate enough to visit many national parks and see incredible wildlife. It is impossible to choose one animal or experience as our favourite and as we leave this unique country, we will leave with incredible memories for which we will always be thankful for.



CASSANDRA FORD
Year joined ISM/UWCEA: 2019

Treasured Memories: I have gained so much both professionally and personally over the last two years. When I accepted the position at ISM, I thought I would be so lucky to work at a school with such a rich history. To join the school as they expanded and became part of the global UWC community enriched my life in a plethora of ways. From meeting students who represented countries that I knew very little about before coming here, to working with the wonderful staff here and my UWC Counselor community from all over the globe, I leave here with so much more than I ever could have imagined. My growing network is matched by a treasure trove of pictures/memories that I have collected from all of the tremendous travel that I have been able to do in Tanzania, and other parts of the region. I will never forget my time in Tanzania, and look forward to staying connected with the people I have met during my time here. In addition, I look forward to welcoming the students who are coming to the United States, and being a source of support for them while they are so far away from home.

Where I am headed?: I am returning to my home school district in Alexandria, Virginia. I took two years of Foreign Leave in order to have this amazing experience. I hope that students will take advantage of every opportunity to travel and live in different parts of the world to learn as much as they can about themselves and others to continue expanding their horizons. Onward and upward!





HAZEL NDONG KWAHERI YA KUONANA (GOODBYE TILL WE MEET AGAIN)

I cannot believe how fast the past 8 years have gone. I was first hired as an ESS, Geography and Humanities (Individuals and societies) teacher and later added TOK to my belt. Many do not believe that I coached beginners and intermediate swimmers for the first two years, supporting Mr. Sabini. I arrived at the then ISM after teaching IB diploma and IGCSE in Rwanda for a period of 4 years and prior to that, was teaching the same, including KCSE in various schools in Kenya for about 10 years.

After a total of 22 years of teaching, I will be taking a break to "sharpen my saw" as Steve Covey advises in his book '7 habits of highly effective people'; to re-energise and spend time with family after working away from home for many years.

I will miss a lot of things about school and Moshi. The school for the opportunity for professional growth, and I loved that the school did not have bells and I did not have to feel conditioned like Pavlov's dog. I also believe that a place is it's people and I will miss the students and they joys they brought - they kept me youthful, and even those that had difficult times - I gave an ear; to my colleagues, past and present, you inspired me in ways that only I know, and the friends I made in Moshi, salutations to you all. I will carry with me the warmth of the people of Tanzania, their culinary skills and better Swahili.

When I arrived, I used this quote by William Ward in the introductory piece "A mediocre teacher tells, a good teacher explains, the superior teacher demonstrates and the great teacher inspires" - I hope I was an inspiration to someone.

I can proudly say I made it - being one of the few, from the old, to see the transition from ISM to UWCEA. Hoorah! My time has come, until again, kwaheri ya kuonana.

KWAHERI



JAMES CARSON

We touched down on the runway of KIA (12.30 flight?) 2 years ago and it has been a whirlwind ever since! I am very proud to have helped the first-ever graduates through the full IB Diploma programme under the name UWCEA. Alannah and I are leaving to take a year off to travel - hopefully! We will really miss the students, the staff, and the safari. Tanzania and UWCEA will always have a place in our hearts. Asante and Kwaheri!

ALANNAH CARSON

As both a residential parent and teacher, I am sad to say we are leaving after 2 years full of adventures here in Tanzania and at UWC East Africa, from going on safari in the great Serengeti during our school holidays to hiking the scenic Usambara Mountains in Lushoto and swimming in the beautiful ocean at Fish Eagle Point on OP trips. I think we will be back in the future as not only do we still have the great Mount Kilimanjaro to summit but we are excited to see the school continue to grow in the UWC community. Moshi has been a lovely, warm and welcoming community to live in the past two years, thanks to the students, our colleagues, parents and other community members. Asante sana for the friendships, opportunities and memories, we will miss you all. I will always look back and remember all the good and fun times we spent together. Mr Carson and I are hoping to take some time off to travel before we return to teaching. It's not a goodbye but a see you somewhere in the world (if not Tanzania) soon! :)





MARISSA LIPOVSKY

"It has been such a pleasure working at UWC these past few years. I will greatly miss the students and staff. I will still be in Moshi, so this is more baadaye than kwaheri!"



CHRISTINE MATEMU retired

I first joined the International school Moshi in 1993, in Moshi campus and later moved to Arusha when the Arusha campus had just started. I remember we started in a house that we rented in town and we called it Haile selassie house.

We later moved to Kisongo where we grew from just one building to the beautiful campus that we have now. To me it is not just a job I did for 27 years, rather it's a lifetime of witnessing growth in various ways, and being part of the legacy.

From IGCSE to the IB, from ISM to becoming UWCEA. I am more than humbled to have been here all this time, trained countless number of teachers and teaching assistants who are now doing great for themselves, teaching students who are now my colleagues the likes of Jessica Petterson to having some of my students bring their kids that I have also taught to me that is priceless.

I have seen countless number of amazing teachers from all over the world come and go, and now my time has come, as much as I will miss the life I have lived for 27yrs, the friends I have made, the memories I have made and most importantly the lives I have touched with my work.

Also do not forget to call me when you dig up the time capsule we buried with the 2006 p4 class. Finally, I leave with this and I would like to leave this with you, 'Teachers live forever in the lives they have touched, be sure to be a good one because you want to be a good mark in every child you get the opportunity to teach'



TYLER DIXON

Before I move on to a new job teaching MYP Music at the American School of Warsaw starting in August 2021 here is a brief thank you and goodbye: I joined UWCEA in 2015 when it was still called International School Moshi Arusha Campus (ISMAC, read: IzSMACK!). Since that time through the school and greater Arusha community I have been incredibly fortunate in the wide array of outstanding experiences that have passed my way. From the OP program inspiring a newfound joy of SCUBA diving to rehearsing hours and hours of musical performances to spinning pirouettes in my Land Cruiser on the way to Lake Ndutu, the people surrounding each adventure have been none other than brilliant. My experiences here would pale in my memories if were not for the vibrant and eclectic people who have made every moment something quite distinct from anything, anywhere else in the world. The value of a place truly is an indication of the people it attracts and I consider myself beyond grateful to have been introduced to the good friends, colleagues, students, and community here for the past six years. To quote a song I frequently sang with my PYP classes, "Kwaheri, kwaheri mpenzi, kwaheri. Tutaonana tena tukijaliwa."

Tyler Dixon



THE UWCEA MOSHI COMMUNITY CHOIR





PHOTO COMPETITION WINNER



"Tanzania is made out of beautiful landscapes". Lorena Fernández, Spain, UWC East Africa 2019-21



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

To find out more about residential and day school at UWC East Africa campuses in Arusha and Moshi, visit www.uwcea.org or email moshi@uwcea.org and arusha@uwcea.org

One of 2 UWC schools on the African continent.

