

# 2025 IMPACT REPORT





UWC  
EAST AFRICA

CLASS OF  
2022

UWC  
EAST AFRICA



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# Welcome

In October 1969, International School Moshi opened for its first students. Today the children, and even the grandchildren, of these students are studying at UWC East Africa. Changes over the last 56 years are inevitable but what is remarkable is how the heart of the school has remained unchanged.



**Anna Marsden,**  
Director UWC East Africa

The commitment to the International Baccalaureate, Service and Outdoor Pursuits has endured over the decades despite people within the institution coming and going. What this tells us is that whilst the role played by individuals throughout the history of the school must not be underplayed, it is how the thoughts and ideas of people weave themselves into the fabric of the institution which has led to its enduring success. On the following pages, you will read about what we have achieved and where we are going. By hearing from our students and staff, past and present, you will learn how the school impacted them.

A feature of the school from the beginning was the Outdoor Pursuits Programme. In the school's early years, it would have been impossible to imagine the access to information that students have today. Now, as the infamous 'algorithms' work hard to keep us hooked to our screens, the benefits of working as part of a team outside of the classroom is more important than ever. In this Impact Report you can learn about our existing programme, understand our vision and learn what we want to achieve over

the next five years. You can expect further refinements to the programme as we work towards our central objective of including outdoor experiences for all our students that are embedded within the educational framework.

Sustainability remains a core principle of UWC East Africa and the wider UWC movement. Under the general umbrella of sustainability falls financial sustainability. Thank you to everyone who has so generously donated to our Endowment Fund. Endowment fundraising will remain a primary focus until the end of this calendar year as we strive to unlock the matched funding available through UWC International. Alongside sustainability, we remained committed to educating for Peace. Throughout my decades working within the UWC movement, the importance of education for peace in a conflicted world has been uppermost. At the same time, every year we have talked of a world that has become more conflicted. Whilst we could be forgiven for questioning why we continue to believe that through education peace can be found, we cannot be forgiven if we stop trying.

# Our Mission and Values

## Our Mission

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

## Our Values

We live and learn together as part of a community that values:

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

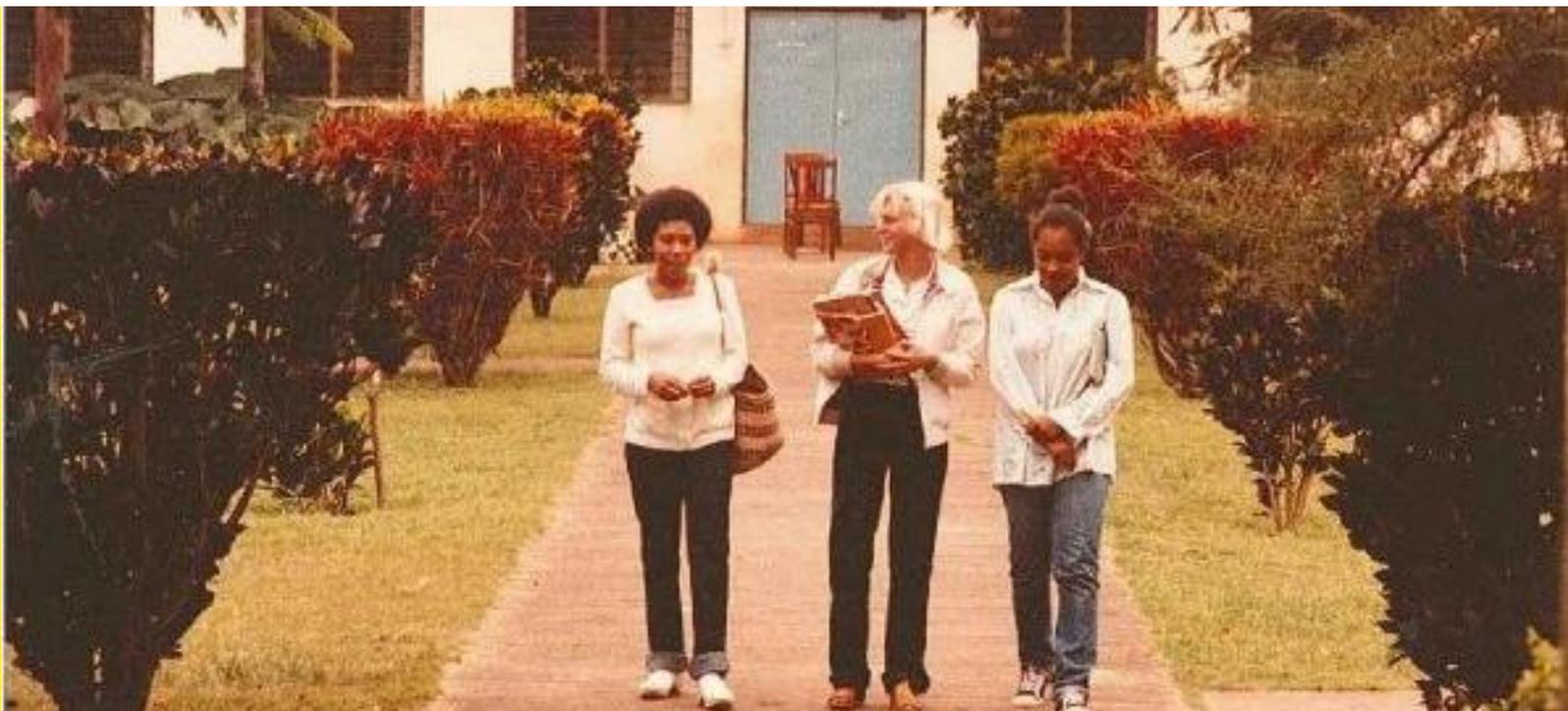




UWC East Africa, a member of the UWC movement since 2019, stands on the strong foundation of International School Moshi (ISM). Established in 1969 to serve the international community of doctors at the Kilimanjaro Christian Medical Centre, ISM quickly became Africa's first International Baccalaureate (IB) school in 1973 and soon expanded its reach. By 1987, it had added boarding houses and opened a second campus in Arusha.

Today, UWC East Africa carries this legacy forward. With campuses in Moshi, at the

foot of Mount Kilimanjaro, and in Arusha, below Mount Meru, students not only learn in classrooms but also experience the landscapes of Tanzania, from mountain summits to the Indian Ocean coastline. Our internationally recognized curriculum develops critical thinking and inspires wise action, all within a unique environment rich in indigenous plants and wildlife.





**3000+**

IB Diploma graduates since 1975.

This academic year marked our 55th anniversary; five decades as International School Moshi and, since 2019, as UWC East Africa. From our beginnings in 1969, we have grown in name, scope, and community, while holding fast to our core values. Generations of students and parents across five and a half decades would still recognize the spirit and mission that guide us today.

We have long led the way in international education in Africa, as the first school on the continent to offer the IB Diploma and as a pivotal contributor to the development of the IB Middle Years Programme.

To celebrate this milestone, we reflected on our rich history and invited alumni, families, and friends to share stories capturing the journey of ISM and UWCEA. Anniversary events in Arusha (25 October) and Moshi (28 October) brought our communities together in pride, reflection, and hope for the future.

# 55 Years of Our School

# International School Moshi | UWC East Africa Timeline



## 1960s

### Oct 1969

International School Moshi (ISM) was established at KCMC Nurses' Quarters with 67 students.  
School Head: Mrs Mortensen.



## 1970s

### May 1970

ISM is officially registered with the Ministry of Education.

### October 1970

ISM moved to its current campus on Lema Road, Moshi.

### April 1971

School Head: Mrs B. Rasmussen.

### September 1971

The first boarding house, Kiongozi, opened with 48 boarders.

### September 1971

First Parent Teacher Association (PTA) meeting held.

### April 1972

School Head: David Nettelbeck.

### June 1972

ISM is registered as a limited company in Tanzania.

### June 1972

First full Board meeting took place.

### November 1973

ISM became an International Baccalaureate (IB) school.

### May 1974

Horse stables were established on Moshi Campus.

### June 1975

Construction began on the Kijana Boarding House on Moshi Campus.

### June 1975

First Grade 12 (S6 / IB Diploma) graduation, with nine graduates.

### October 1975

Construction began on the administration block and art room.

### Feb 1976

Construction began on the tennis court for Moshi Campus.

### July 1976

Construction began on the swimming pool for Moshi Campus.

### August 1976

Kijito House was purchased and opened as a boarding house, formerly the Mawenzi Club.

### October 1976

School Head: Lister Hannah.

### February 1977

Swimming pool opened on Moshi Campus.

### September 1978

Music room opened on Moshi Campus.

### February 1979

First formal discussions held between ISM and UWC on affiliation.

### August 1979

Boarding houses outside Moshi Campus Kilele and Kipepeo opened.

### August 1979

School Head's house and the first teacher duplexes were completed.



# 1980s

## July 1980

ISM hosts the ISA Conference, where the MYP curriculum is first introduced.

## June 1981

Karibu Hall construction is completed on Moshi Campus.

## August 1981

School Head: Dick Irvine.

## February 1982

ISM is approved as a UWC Associated School.

## August 1983

Introduction of Kiswahili as an IB Diploma subject.

## July 1984

School Head: Brian Garton.

## September 1984

Boarding houses Kivuli, Kimbilio, and Kiota opened on Moshi Campus.

## January 1986

Prep class (ages 5–6) was introduced.

## April 1986

First accreditation visit was made by ECIS (The Educational Collaborative for International Schools)/MSA (Middle States Association).

## May 1986

Construction of a day-care centre began on Moshi Campus.

## November 1986

Interim Management Committee was established for the Arusha Branch.

## January 1987

The Arusha Branch opened at the TFA site on Haile Selassie Road.

School Head: Jan Hughes

## January 1987

Kijito is converted into staff housing on Moshi Campus.

## March 1987

School lorry purchased (still in use).

## March 1987

Construction began on the current Moshi Campus kitchen.

## May 1987

Borehole constructed on Moshi Campus.

## June 1988

IGCSE replaces 'O' Levels.

## January 1989

School Head: Mike Linden.



# 1990s

## August 1990

IT Centre and Primary Library opened on Moshi Campus.

## September 1991

Off Campus boarding houses Kishari, Kilele and Kipepeo are closed, with Kilele and Kipepeo reopening on Moshi Campus.

## August 1994

School Head: Geoff Lloyd.

## August 1995

Arusha Branch begins S1 and S2 classes.

## August 1995

P7 converted to S1, shifting year group structure.

## January 1996

Kindergarten (now Early Childhood) began on Moshi Campus.

## August 1996

The Arusha branch relocated to its current Kisongo site, and the Arusha Campus was established.

## August 1996

Primary boarding began on Moshi Campus.

## February 1997

Arusha Campus was officially opened by the Vice President of Tanzania, Dr. Ali Omar Juma.

## Jan 1998

Arusha Campus swimming pool opened.

## August 1999

S4 classes began on the Arusha Campus.



## 2000s

- **June 2000**  
Music practice rooms opened on the Moshi Campus.
- **August 2000**  
School Head: Andy Scott.
- **August 2002**  
ISM introduced the IB Primary Years Programme (PYP).
- **August 2004**  
School Head: Barry Sutherland.
- **August 2004**  
Implementation of the IB Middle Years Programme (MYP) began.
- **December 2004**  
Upgrade work began on Kijana boarding house on Moshi Campus.
- **August 2005**  
Music rooms opened on the Arusha Campus.
- **August 2006**  
Upgrade of Kimbilio boarding house was completed.
- **February 2007**  
Security fencing completed on both campuses.
- **June 2007**  
ISM administers its final IGCSE examinations, completing the shift toward a fully IB-aligned curriculum.
- **August 2007**  
Class names changed from S1-S5 and IB1-IB2 to M1-M5 and D1-D2.
- **May 2009**  
Stage added to Karibu Hall on Moshi Campus.
- **June 2009**  
Kivuli boarding house renovation completed on Moshi Campus.



## 2010s

- **August 2010**  
School Head: Bob Woods.
- **August 2012**  
School Head: Bob Horton.
- **August 2014**  
First IB Diploma cohort began at the Arusha Campus.
- **April 2015**  
New changing rooms and PE office opened on Moshi Campus.
- **September 2015**  
Design and Art Building opened on Arusha Campus.
- **September 2015**  
ISM is formally recognised as “Working Towards UWC” by UWC International.
- **January 2016**  
ISM reached record enrolment of 558 students.
- **October 2016**  
Graduation of the first IB Diploma cohort at the Arusha Campus.
- **May 2017**  
Rafiki Hall opened on Moshi Campus.
- **August 2017**  
School Head: Anna Marsden.
- **August 2017**  
PE room opened on Arusha campus.
- **January 2018**  
Kisiwa boarding house opened on Moshi Campus.
- **June 2018**  
First ISM Umoja Short Course held, now an annual programme.
- **August 2018**  
Outdoor Pursuits expands to include mountain biking and flatland hiking.
- **November 2018**  
Preliminary UWC approval granted.
- **March 2019**  
Final approval received to become a United World College.
- **August 2019**  
ISM officially becomes UWC East Africa.
- **August 2019**  
Acacia Boma, the first Arusha Campus boarding house for IB Diploma students, opened alongside staff housing.
- **September 2019**  
Outdoor Pursuits re-introduced water based programme.
- **October 2019**  
UWC East Africa opening celebrations held on both campuses.



# 2020s

- **July 2020**  
44-seater bus purchased for Moshi Campus.
- **January 2021**  
40-seater bus purchased for Arusha Campus.
- **January 2021**  
New performance area, laboratories, and dining hall opened on Arusha Campus.
- **August 2021**  
New labs, classrooms, and art room opened on Moshi Campus.
- **August 2021**  
Peaks, Plains, Rides, and Reefs Outdoor Pursuits programme launched.
- **January 2023**  
Visit by Gale and Shelby Davis.
- **August 2023**  
Mindfulness strand added to Outdoor Pursuits programme.
- **November 2023**  
Moshi Campus hosted the Tanzania Students' Coalition on Climate Summit.
- **May 2025**  
Two Support Staff houses built on Arusha Campus.
- **September 2025**  
New Kichala boarding house opened for M1–M3 students, along with two new staff duplexes on Moshi Campus.
- **October 2025**  
Pangani caretaker house completed.
- **December 2025**  
Arusha workshop completed.

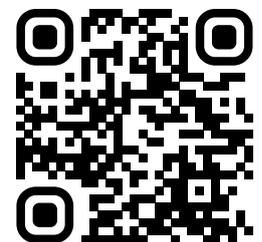


# In The Future

- **March 2026**  
Arusha Campus to host ISTA (International Schools Theatre Association).
- **August 2026**  
Daycare and support staff housing to open on Arusha Campus.
- **August 2026**  
Tennis courts refurbishment planned on both campuses.

Help Us Complete Our Story

Do you have information that could help us fill in our school timeline? Scan the QR code to share what you know with the Advancement Office.





## Internationally Minded People

At UWC East Africa, we have developed our own definition of International Mindedness. Internationally Minded People are curious about the world and different cultures. They demonstrate the values of UWC and of the International Baccalaureate. They strive to learn about the values, beliefs, and practices of their own culture so that they can better understand those found in their host country and elsewhere. They seek to understand how personal values, beliefs, and practices impact one's own and others' contexts for learning and interacting in a variety of settings. They are influenced by, but not confined to, the cultures of their upbringing. They recognise that many values, beliefs, and practices are in fact universal. They recognise and reflect on their place in an increasingly interdependent, globalised, and connected world. They recognise and critically engage with multiple perspectives. They bridge cultures and act to create a more peaceful and sustainable world.



“

**I consider it a privilege to have been part of the old ISM with its service-oriented, peaceful community who viewed life through a multi-cultural lens. To then metamorphosise into a UWC, bringing people from all around the globe to share the vibrancy of our amazing school was just amazing. I feel the luckiest teacher being able to call UWC East Africa my place of work.**

**Phil Bowen, Head of Arusha Campus.**

# Strategic Direction 2024–2029



Our ambitious Strategic Plan charts clear and inspiring pathways towards growth, resilience, and sustained global impact, guided by our commitment to transformative education and community engagement.



**Our Planet:**

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



**Our Education:**

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



**Our Values:**

We live the UWC mission and values in East Africa.



**Our Heritage:**

We passionately engage with our alumni.



**Our Community:**

We foster a community that allows all members to thrive.



**Our People:**

We value and celebrate our rich cultural diversity.



**Our Relationships:**

We build relationships in East Africa and beyond.



Scan the QR code to read our Strategic Plan.

# Year-In-Review Highlights: Key Milestones and Celebrations

Moshi and Arusha Campuses opened their doors to begin a new school year filled with energy and anticipation.



Moshi Campus marked the school's 55th anniversary, honouring the proud legacy of International School Moshi and its journey into the future as UWC East Africa.



Arusha Campus students brought the stage to life with their magical performance of Mary Poppins.

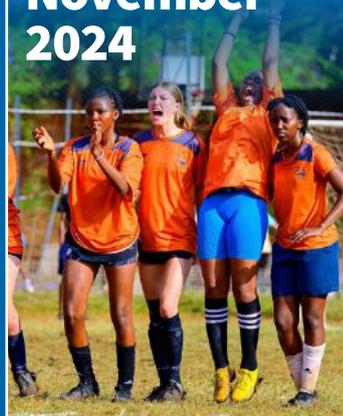


**September 2024**



Arusha Campus hosted the annual MUN conference, while both campuses came together for the 24-Hour Run, UWC Day celebrations, and International Festival.

**November 2024**



Students from both Campuses took learning beyond the classroom during Week Without Walls and came together for the spirited Sports Weekend.

**January 2025**



Moshi Campus staged a memorable whole-school production called "The Bucket Tree."

Moshi Campus hosted the MUN conference, Outdoor Pursuits students summited Mount Kilimanjaro, and the Board of Governors gathered for their annual retreat.



**February  
2025**

IB Diploma students across both campuses began their final examinations.



**April  
2025**

The Umoja Short Course brought together young changemakers from across the region, closing the year with connection and purpose.



**June  
2025**

**March  
2025**



Arusha Campus became a hub of creativity, hosting both TEDx and the Festival of the Arts.

**May  
2025**



Arusha Campus hosted the PYP Exhibition, and both campuses proudly celebrated their DP graduates.

Anna reconnected with our alumni community by hosting an ISM reunion in London, then joined the annual ISM gathering in Finland. It was a great month for strengthening old friendships.



**July  
2025**

We celebrated UWC Day across Arusha and Moshi, and came together for the 24-Hour Run, raising more than USD 18,500 for the Endowment Fund.



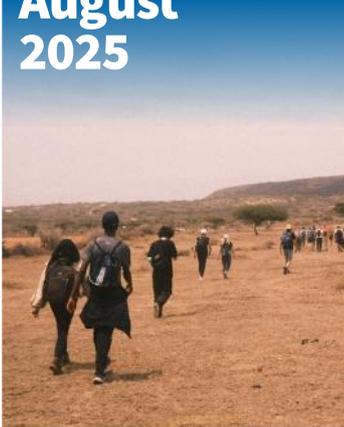
**September  
2025**

Moshi campus hosted the annual Sports Weekend, welcoming schools from across the region. Students also took part in the Moshi MUN conference, debating and exploring global issues.



**November  
2025**

**August  
2025**



The new school year began with lots of energy on both campuses. Our D1 students settled in through orientation, ending the week with the much-loved Campcraft trip.

**October  
2025**



Both Campuses screened “*Before We Forget*”, a feature film produced by UWC Adriatic alumnus.

**December  
2025**



Arusha Campus staged a wonderful theatre production of Agatha Christie’s *The Mousetrap*.



# Opening Doors: Admissions at UWC East Africa

UWCEA continues to attract an exceptional diversity of students, united by academic excellence and shared purpose:



**694**

Students across Arusha and Moshi



**105**

Nationalities represented

## Financial Assistance Breakdown



**30%** partial financial aid

**45%** full financial aid in the IB Diploma Programme

**75%** of the students across Arusha and Moshi receive financial aid

## Gender Distribution



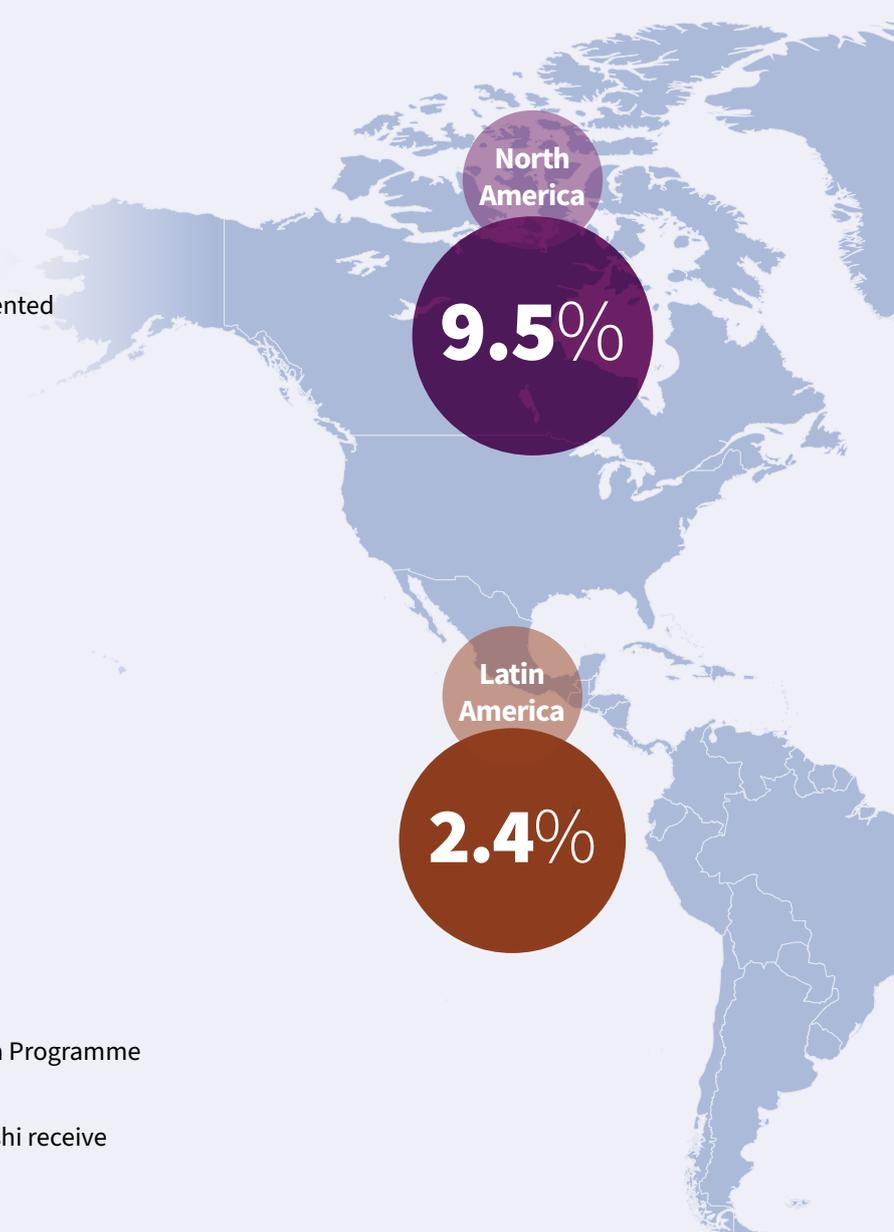
**50.6%**

**351**  
Female students

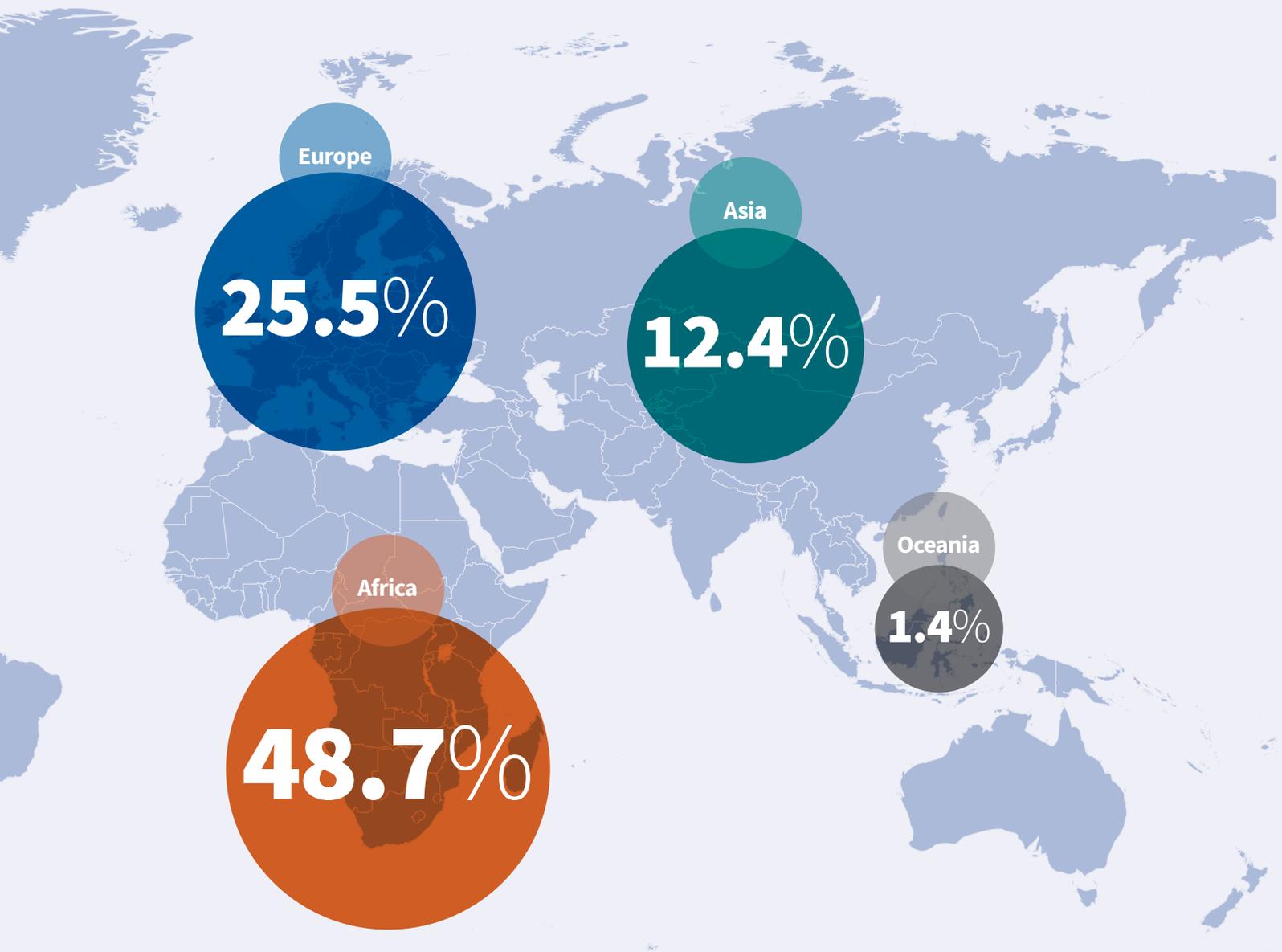


**49.4%**

**343**  
Male students



## Geographic Breakdown



Nationality Statistics; 105 nationalities.

Great Britain	<b>55</b>	Türkiye	<b>7</b>	Bosnia and Herzegovina	<b>3</b>	Czech Republic	<b>2</b>
Netherlands	<b>34</b>	Spain	<b>7</b>	Macedonia	<b>3</b>	Slovenia	<b>2</b>
Germany	<b>16</b>	Poland	<b>5</b>	Portugal	<b>3</b>	Hungary	<b>2</b>
Italy	<b>10</b>	Ukraine	<b>5</b>	Slovakia	<b>2</b>	Albania	<b>1</b>
Switzerland	<b>8</b>	Austria	<b>4</b>	Lithuania	<b>2</b>	Kosovo	<b>2</b>
Finland	<b>7</b>	Belgium	<b>4</b>	Armenia	<b>2</b>		
Denmark	<b>7</b>	Sweden	<b>4</b>	Latvia	<b>2</b>		
France	<b>7</b>	Norway	<b>4</b>	Belarus	<b>2</b>		
Russian Federation	<b>7</b>	Ireland	<b>4</b>	Greece	<b>2</b>		

## Americas

**103**

United States	<b>56</b>	Paraguay	<b>2</b>	Bermuda	<b>1</b>
Canada	<b>13</b>	Guatemala	<b>2</b>	El Salvador	<b>1</b>
Mexico	<b>5</b>	Chile	<b>2</b>	Costa Rica	<b>1</b>
Colombia	<b>3</b>	Venezuela	<b>2</b>	Cuba	<b>1</b>
Argentina	<b>3</b>	Uruguay	<b>2</b>	Jamaica	<b>1</b>
Brazil	<b>3</b>	Saint Lucia	<b>1</b>	Panama	<b>1</b>
Peru	<b>2</b>	Bolivia	<b>1</b>		

## Europe

**243**

India  
**16**

China

**9**

Korea (South)

**6**

Israel

**6**

Japan

**4**

Iraq

**3**

Tajikistan

**3**

Nepal

**3**

Viet Nam  
**3**

Indonesia

**2**

Philippines

**2**

Pakistan

**2**

Malaysia

**2**

Palestine

**2**

Thailand

**2**

Iran

**2**

Afghanistan  
**2**

Syria

**2**

Uzbekistan

**1**

Cambodia

**1**

Timor-Leste

**1**

Yemen

**1**

Jordan

**1**

Bangladesh

**1**

## Asia

**77**

## Africa

**392**

## Oceania

**14**

Tanzania

**204**

Kenya

**29**

Uganda

**71**

South Africa

**16**

Mauritius

**14**

Cameroon

**7**

South Sudan

**6**

Sudan

**5**

Zimbabwe

**4**

Ethiopia

**4**

Ghana

**4**

Malawi

**4**

Democratic Republic  
of Congo

**4**

Zambia

**3**

Rwanda

**2**

Nigeria

**2**

Tunisia

**2**

Eswatini (Swaziland)

**2**

Somalland

**2**

Somalia

**2**

Madagascar

**1**

Liberia

**1**

Algeria

**1**

Congo

**1**

Togo

**1**

Australia

**10**

New Zealand (Aotearoa)

**3**

Norfolk Island

**1**



# UWC Tanzania National Committee

## Transforming Tanzanian Futures through Scholarships

The UWC Tanzania National Committee ensures that talented young people from across the country can access a life-changing UWC education at UWC East Africa and across the other 17 UWC schools.

Every scholarship is an investment in a young person's future. It gives them the chance to discover their potential, explore new opportunities, and grow into the leaders of tomorrow.

Our partnership with the Tanzania National Committee goes well beyond our own campuses. Each year, many Tanzanian scholars join UWC East Africa, while others, guided by the Committee, find places at UWC schools and colleges around the world. This work is about more than admissions; it is about opening doors.



In 2024–2025, we continued to honor this commitment, opening doors, expanding opportunities, and making education more accessible. Here’s how these scholarships are making a difference:



**235**

Applications received locally by the National Committee.



**16**

Total offers extended to Tanzanian students from the UWC movement.



**11**

Offers filled from across the UWC movement.



**4**

Full (100%) financial aid.



**7**

Partial financial aid recipients.



**\$850,000**

In total invested in financial assistance for Tanzanian students to study at UWC schools worldwide.

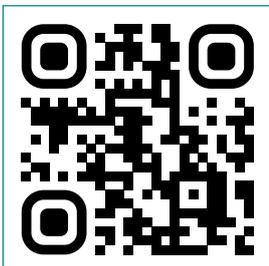
Together, we are creating pathways to international education, giving talented Tanzanians the chance to learn, to see the world, and to bring those experiences back home. In doing so, we are helping nurture a new generation of leaders, bridge-builders, and changemakers.



Leo Jonas Itembe (UWCEA, 2023–2025) was nominated through the Tanzania National Committee and reflected on his two-year journey at the Arusha Campus. He is now at the University of Chicago, where he plans to major in Molecular Engineering.



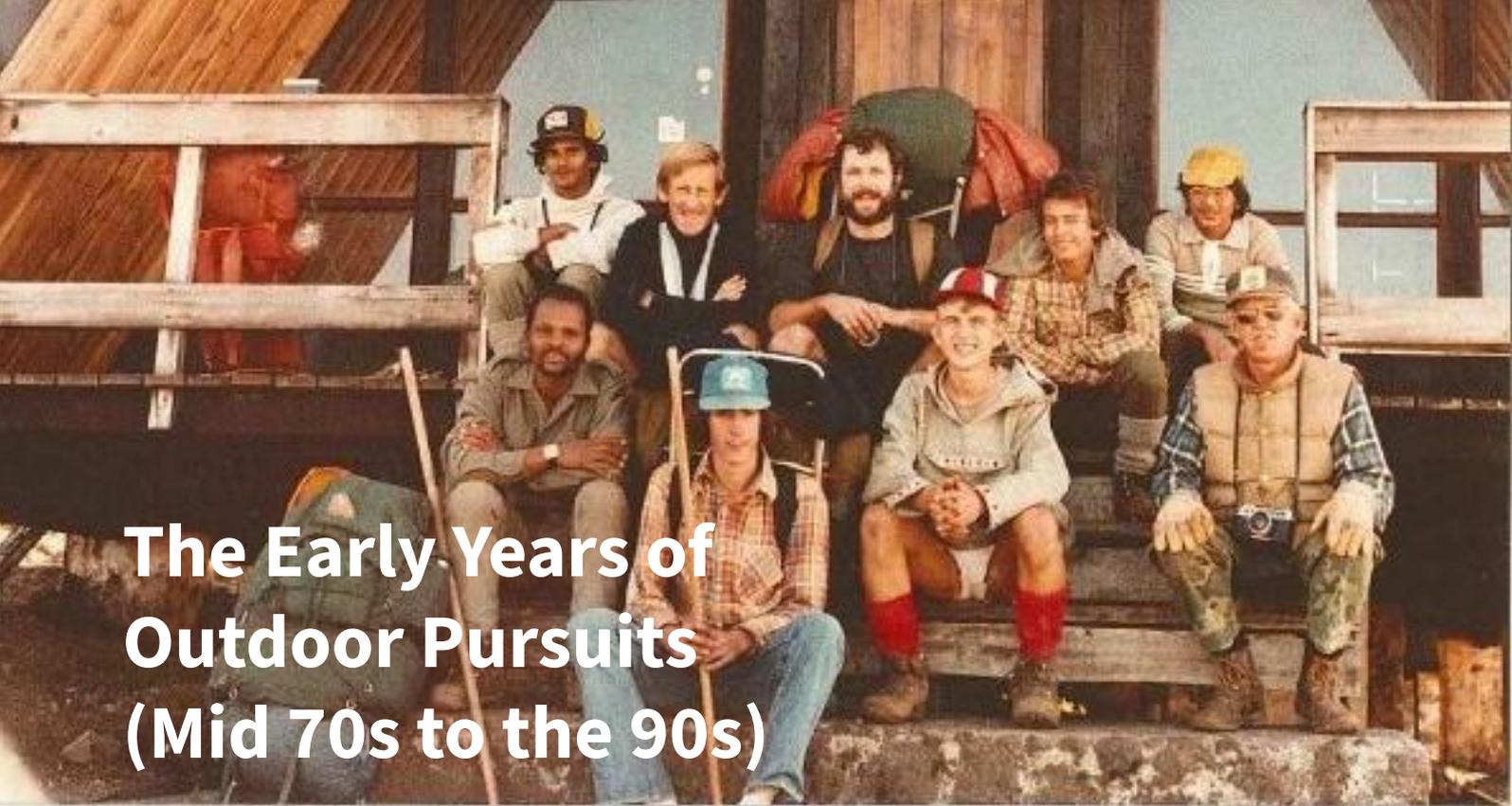
**To most of my questions, UWC was the answer. It was my door towards seeing the unlimited opportunities education could provide to someone, for them to reach unimaginable heights. Also to me, this global educational movement that pulls people out of circumstances bigger than them: poverty, war, forced immigration, civil disputes and supports them in all means possible, is a dream, hope, and a promise that there is still goodness in this world. It is a force that helps people fight these impossible circumstances. UWC gives one an assurance that the future of humanity might be in safe hands.”**



Do you know a young Tanzanian with the curiosity, compassion, and courage to change the world?

Through the Tanzania National Committee, talented students can access scholarships to join UWC East Africa, part of a global network of schools shaping tomorrow’s changemakers.

**Scan the QR code to explore how to apply.**



## The Early Years of Outdoor Pursuits (Mid 70s to the 90s)

Outdoor Pursuits at UWC East Africa began with a simple belief: learning is strongest when students step beyond the classroom.

In the mid to late 1970s, Hans Locher, ISM's Head of Boarding (who also had Swiss mountain guide experience) led well-organised student climbs on Mount Kilimanjaro. The highlight was his leading of the first ever successful summiting by any students of Mawenzi Peak, a feat which drew national attention and helped set a culture of exploration that shaped the school for decades.

Under Headmaster Lister Hannah (1976 to 1981), Outdoor Pursuits became structured and intentional. Working with Jon Barton and then a little later with Mick Thompson and Dave Harrison, the team established in the late 1970s a three-stage mountain framework that gave students a clear path to build confidence, endurance and leadership:

- **Stage 1:** Short hikes and an overnight to about 9,000 to 10,000 feet, for example Marangu Hut, to build fitness and acclimatisation.
- **Stage 2:** Climbs to around 15,000 feet, including Mount Meru and Kibo Hut, with a focus on teamwork and sustained effort at altitude.
- **Stage 3:** Summit attempts to Gilman's Point and Uhuru Peak, the culminating test of

preparation, commitment and resilience.

Mick Thompson, as a Sportsmaster, coordinated not only sports but outdoor activity. He also coordinated boarding staff with PE teaching which strengthened weekend programming.

To place students safely and fairly, leaders applied clear criteria developed from the late 1970s onward. Placement considered the number of trips already completed, the student's age (under or over 12), the trip duration and whether it included overnights, the maximum altitude and an overall difficulty rating. For example, most students began with an overnight at Mandara Hut at Level 1 before progressing to higher altitude routes once they had demonstrated readiness.

ISM staff and students also engaged with the Kilimanjaro Mountain Club, chaired by Nick Emmanuel, which further connected the school to the region's mountain community.

At the end of the 1970s and into the early 1980s the outdoor programme was broadened. Gary Fletcher of Pearson College UWC (on an exchange with Elly Nkya) developed the Pangani coastal hostel into a base for marine



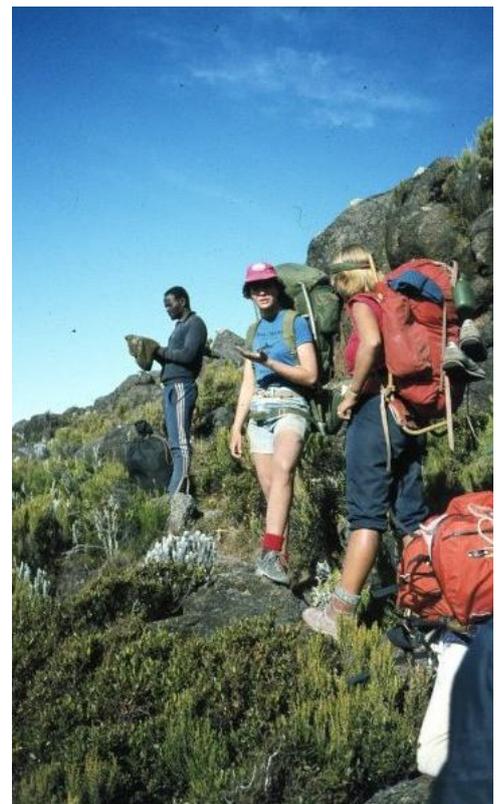
field studies. Taimi Sitari, a teacher at ISM, worked with parent Norman Horsely to organise overnight trips with Maasai communities that linked learning to local culture.

By the mid-to-late 1980s, Mali Hai (Roots and Shoots) environmental clubs encouraged tree planting, conservation practice and environmental inquiry and began running as a weekly elective. Students established a tree nursery in a shaded area near the pool and led practical projects in conservation and sustainable living.

Mountain trips were scheduled on most term time weekends, with Longido added alongside Mount Meru and Kilimanjaro. The role of Director of Environmental Education was

created by Headmaster Brian Garton, with Dave Harrison appointed to coordinate the mountain programme, Pangani field studies and liaison with parks authorities. An equipment store with a permanent store person enabled boot, waterproof and backpack hire for a modest fee, with income covering consumables and recorded in the school's annual accounts.

By the 1990s, Outdoor Pursuits was a well established part of the school's culture. In the years that followed, the programme expanded in scale, structure and impact as new generations carried it into the 2000s and beyond.



*This section was produced with the support of Lister Hannah, who went above and beyond to ensure the content was as accurate as possible.*

# Outdoor Pursuits in a New Era (Early 2000 to 2019)



**The OP programme teaches students to be independent, to plan, to work as a team, and to face challenges without giving up. They climb mountains, but they also learn who they are.”**



*Isaac Foya - OP Coordinator, Moshi Campus.*



*Salimu Ismail, Assistant OP Coordinator for Moshi.*

As Outdoor Pursuits entered the 2000s, the programme grew into one of the most dynamic parts of student life at ISM. Trips became more structured and regular, running across all terms and involving both day and boarding students. Mount Meru, Longido, and Kilimanjaro remained central peaks, while routes expanded to include North Pare, Usambara, Ngorongoro, Mount Hanang, and Little Meru. Each trip served a distinct purpose, building stamina, teamwork, and confidence at different altitudes.

Isaac, Outdoor Pursuits Coordinator for Moshi recalls his first OP trip in the early 2000s to North Pare, a lower altitude mountain designed as an entry level experience for Diploma students and new staff. Affordable and accessible, it introduced students to the culture of Outdoor Pursuits through teamwork and reflection.

Salim, who joined the school later, remembers his first trip to Kilimanjaro via the Rongai Route in 2010, a five day climb that set the tone for many more. By then, Outdoor Pursuits had become an established rhythm of school life. Both teachers would go on to lead and support countless expeditions, helping students develop independence,

resilience, and a love for Tanzania’s landscapes.

By this period, the school was organising around 14 trips per year, carefully designed to build progression and confidence:

- Campcraft in Marangu for new MYP students moving from primary to secondary.
- Mandara Hut as an early altitude experience.
- North Pare and Usambara Mountains for moderate trekking and teamwork.
- Base of Mawenzi and Ngorongoro Trek to build endurance and strength.
- Mount Hanang and Mount Meru as higher level challenges.
- Kilimanjaro (Uhuru Peak) as the final test of readiness, commitment, and leadership.

These trips were intentionally scaffolded so that each level prepared students physically and mentally for the next. Younger students were introduced to basic hiking and camping, while older students learned self sufficiency through packing, cooking, navigation, and group leadership.

Until the mid 2000s, ISM enjoyed free access to national parks during low seasons, allowing affordable entry to Kilimanjaro and Meru. Students paid only for transport, food, and local guides. As tourism regulations changed, park fees increased, and the school adjusted by limiting group sizes and standardising trip fees for safety and sustainability. What had once been groups of up to 100 climbers, including guides and porters, was refined to around 25 participants per trip for more personal and secure experiences.

Both Isaac and Salim reflected on what makes Outdoor Pursuits unique: its gradual, structured approach. Unlike many schools that attempt Kilimanjaro directly, ISM guided students through multiple elevations and terrains first, developing fitness, skill, and mental readiness. Each trip became a living classroom where students cooked their own

meals, carried their own gear, and learned responsibility, collaboration, and resilience through experience. Salim summarised it best:

*“The OP programme teaches students to be independent, to plan, to work as a team, and to face challenges without giving up. They climb mountains, but they also learn who they are.”*

By 2019, Outdoor Pursuits had evolved into a defining feature of the ISM experience. It prepared students not just for summits, but for life beyond the classroom, embodying the spirit of adventure, respect for nature, and the courage to persevere. When ISM became UWC East Africa, the OP legacy continued seamlessly, grounded in the same values that began on the slopes of Kilimanjaro fifty years earlier now defined into 5 distinct programs: Peaks, Reefs, Rides, Plains and Mindfulness.



Michael L. during the 2004/05 Kilimanjaro OP expedition.



Camping beneath a baobab tree during an OP trip to Longido in the early 2000s.



The Uhuru Peak summit sign captured during an early 2000's Kilimanjaro OP climb.

# Outdoor Pursuits Today (2019 to Present)

## Outdoor Pursuits ‘Peaks’ – Reaching New Heights.

The ‘Peaks’ Programme invites students to take on the mountains of northern Tanzania, not just as a physical feat, but as a journey of personal growth, resilience, and teamwork. With the towering beauty of East Africa as our classroom, students learn to challenge themselves, support one another, and develop the skills needed to thrive in wild and unpredictable environments.

The Peaks Programme is designed with a progressive structure, guiding students

through increasingly demanding hiking expeditions as they build confidence and experience. Although none of the trips involve technical climbing or ropes, the terrain can be steep and physically taxing. The aim is to prepare students for greater mountaineering challenges, including Tanzania’s crown jewel: Mount Kilimanjaro (5,895 metres above sea level).



## Purpose and Philosophy

The primary goal of the programme is to summit the iconic peaks of Tanzania, while instilling key life skills such as perseverance, self-reliance, and environmental awareness. Students learn to manage their own equipment and carry their gear throughout the hike - there are no shortcuts. Whether trekking under the hot sun, in the rain, or through freezing winds at high altitude, each participant must rise to the challenge in order to succeed.

Mountains are unpredictable. They are microclimates, where students may encounter a range of conditions - from tropical heat to snow-covered trails - sometimes all in one trip. The varied environment teaches students to prepare thoroughly and adapt quickly, all under the careful guidance of experienced local guides and trained UWCEA staff.

## Health, Safety, and Altitude Awareness

High-altitude trekking comes with unique risks, particularly Acute Mountain Sickness (AMS). Throughout the programme, students are educated about the symptoms and dangers of altitude-related illness and are taught how

to acclimatise safely, hydrate effectively, and recognise when to ask for help. Our staff and guides monitor the group closely, ensuring each student is safe while learning to listen to their body and support their teammates.

## Teamwork and Responsibility

In true UWCEA spirit, the Peaks Programme emphasises community. Students hike together, summit together, and camp together. Everyone takes turns helping out - whether it's setting up tents, cooking meals, or washing

dishes - reinforcing the importance of shared responsibility and mutual respect. Success is not just about reaching the top; it's about how we get there, together.

## Trip Categories:

- **Discovery Trips – Mt. Kilomeni, Mt. Longido; North Pare Mountains**

Introductory treks that focus on building foundational hiking skills and confidence in outdoor settings.

- **Exploration Trips – Usambara Mountains**

Multi-day hikes that explore deeper into remote and beautiful landscapes, with increasing physical and logistical challenges.

- **Adventure Trips – Mt. Hanang, Ngorongoro to Natron; Mt. Meru**

Advanced journeys for students ready to push their limits and test themselves on some of Tanzania's more formidable peaks.

- **Challenge Trip – Mt. Kilimanjaro**

The ultimate test of endurance, determination, and altitude awareness. Climbing Africa's highest mountain is a life-changing experience and a fitting capstone to the Peaks journey.

At its heart, the Peaks Programme is about far more than mountains. It's about rising to meet challenges, discovering inner strength, and forging unforgettable memories with peers in some of the most awe-inspiring landscapes on earth. As our students ascend higher, they grow stronger - not just as hikers, but as leaders, learners, and global citizens.



# Outdoor Pursuits ‘Reefs’ – Diving into Marine Conservation.

The ‘Reefs’ Programme offers students the opportunity to immerse themselves - literally and figuratively - in some of East Africa’s most precious marine ecosystems. Set along the Indian Ocean coast, this programme combines skill-building in water-based activities with real-world experience in marine conservation, coral restoration, and environmental service.

Through a series of progressive trips, students develop the swimming, snorkelling, and

diving competencies necessary to contribute meaningfully to marine conservation projects, including our partnership with Fish Eagle Point’s Coral Reefs Regeneration Project in Tanga.

Each Reefs experience is designed to be not only adventurous and educational but also transformative.



## Purpose and Philosophy

The Reefs Programme is structured around three core pillars:

1. Developing water-based skills (swimming, snorkelling, and SCUBA diving).
2. Contributing to **coral regeneration efforts**.
3. Engaging in **coral monitoring and data collection**.

These pillars guide students through a hands-on journey of ecological discovery, practical skill development, and environmental responsibility. Alongside professional instructors and school staff, students take part in a wide range of ocean-based activities that deepen their understanding of fragile marine ecosystems and empower them to protect them.

## Water Safety and Environmental Challenges

Water is a dynamic and demanding environment, and the Reefs trips are no exception. Swimming proficiency is a prerequisite for participation, ensuring that every student is safe and prepared for the challenges of the open ocean.

Like the oceans themselves, Reefs trips are shaped by weather and tidal conditions. Plans can shift rapidly, and students must remain flexible and open-minded as schedules change in real-time. This unpredictability becomes a learning opportunity - encouraging adaptability, creative problem-solving, and teamwork.

## Activities and Learning Experiences

Throughout the trip, students rotate through a variety of activities that balance physical challenge with ecological service:

- **Mangrove and Coral Reef Snorkelling**  
Explore these critical ecosystems, gaining a first-hand understanding of biodiversity, marine health, and ecological interdependence.
- **Beach Clean-Ups**  
Take direct action in the fight against pollution by collecting plastic and debris from coastal environments.
- **Kayaking and Paddleboarding**  
Build balance, endurance, and water confidence while reflecting on human impacts on marine spaces.

- **Certification Dives**

Experience the underwater world more deeply and safely while completing PADI certifications.

- **Service Dives**

Participate directly in **coral reef restoration** and monitoring efforts, including data collection and maintenance of artificial reef structures.

Like all OP programmes, Reefs trips emphasise shared responsibility. Students help set up camp, prepare meals, clean up, and support one another - building a strong sense of community and shared purpose both on land and at sea.



## Trip Categories:

The Reefs Programme follows a four-level progression model:

- **Discovery Trips – Fish Eagle Point**

Introduction to snorkelling, swimming in the ocean, and basic marine awareness.

- **Exploration Trips – Fish Eagle Point**

Further development of water skills and ecological knowledge with introductory conservation activities.

- **Adventure Trips – Emayani**

During these trips, students have the opportunity to complete their PADI certifications, including Open Water and Advanced Open Water.

- **Challenge Trip – Fish Eagle Point or Emayani**

A capstone experience blending advanced diving, extensive conservation work, and full immersion in marine stewardship.

Through the Reefs Programme, students don't just explore the ocean - they become active stewards of it. With every dive, paddle, and data sheet, they gain critical insight into

the interconnectedness of our planet and the importance of preserving its most vulnerable ecosystems.





# Outdoor Pursuits ‘Rides’ – Pedalling Through the Wild.

The ‘Rides’ Programme offers students a unique way to explore Tanzania’s incredible natural beauty - on two wheels. These **cross-country biking expeditions** take students off the beaten path, through **remote, wildlife-rich regions**, showcasing diverse landscapes and ecosystems while promoting safety, fitness, and independence.

Rides trips are specifically designed to **avoid main roads** and vehicle traffic wherever possible. The focus is on adventure, connection with the environment, and building the skills needed for group travel in the wilderness. Every route is chosen with safety and scenery in mind, offering a rewarding and immersive experience in the great outdoors.



## Skills and Learning Opportunities

Before and during the expedition, students receive training in the fundamentals of group biking, including:

- Safe riding techniques in remote environments.
- Proper signalling and communication in a group.
- Navigating uphill and downhill terrain.
- Trail etiquette and environmental responsibility.

In addition, students gain **basic mechanical skills** that enable them to manage and maintain their bikes in the field. These include:

- Repairing **flat tyres**.
- Adjusting **gears and brakes**.
- Responding to minor mechanical failures.

This hands-on learning empowers students to handle challenges independently and builds a strong sense of resilience, initiative, and self-trust.

## Teamwork and Camp Life

Like all OP programmes, Rides trips are rooted in community and shared responsibility. After a day of cycling, students arrive at their campsite and work together to:

- Set up tents and shelter.
- Prepare meals and clean up.

- Reflect on the day's journey and plan ahead.

These daily routines strengthen bonds between participants and foster a sense of ownership and mutual respect.

## Trip Categories:

The Rides Programme follows the OP progression model, with four categories tailored to different experience levels:

- **Discovery Trips – Local trails and forested areas near Moshi and Arusha**

Ideal for beginners, these trips focus on bike handling, group riding basics, and short-distance off-road trails.

- **Exploration Trips – Longer remote trails through villages and bushland**

Students encounter more demanding terrain and greater distances, developing their endurance and confidence.

- **Adventure Trips – Multi-day rides across wildlife corridors and conservation areas**

With longer stages and overnight camping, students apply advanced riding and maintenance skills in challenging environments.

- **Challenge Trip – Extended wilderness route through remote, iconic Tanzanian landscapes**

A demanding expedition that tests physical stamina, mechanical knowledge, and group leadership — a true cross-country adventure.

The OP 'Rides' Programme is a powerful blend of **physical challenge, practical skill-building**, and unforgettable adventure. It equips students with more than just biking

skills - it gives them the mindset to tackle life's climbs and descents with confidence, care, and a deep appreciation for the world around them.



# Outdoor Pursuits ‘Plains’ – Walking with Purpose.

The ‘Plains’ Programme offers students the opportunity to explore **flat and accessible landscapes**, while focusing on the **ecology, culture, and conservation efforts** that define these rich environments. Unlike more physically demanding OP trips, Plains journeys emphasise **environmental learning, cultural awareness, and meaningful connection** with Tanzania’s diverse ecosystems and communities.

These walks provide a **gentler introduction to outdoor exploration**, encouraging observation, reflection, and curiosity. As students walk through savanna, bushland, and traditional community areas, they engage with local knowledge systems and **learn how people and wildlife coexist**, adapt, and evolve together in these unique environments.



## Purpose and Philosophy

The Plains Programme is designed to slow the pace and deepen the understanding. Students learn about the ecology of wildlife and landscapes, as well as the traditional lifestyles of communities like the Maasai, whose relationship with the land offers important insights into sustainable living and stewardship.

A core element of the programme is the introduction to conservation methods and projects. Students visit locations where NGOs, researchers, and local communities are working to protect endangered species, manage natural resources, and promote biodiversity. Through these encounters, students are encouraged to reflect on their own impact on the environment and how they can contribute to positive change.

## Learning Tools and Exploration

To enhance their learning, students are encouraged to bring tools that help them observe and engage with the environment:

- **Cameras** – To practise photography and document landscapes, wildlife, and cultural moments.
- **Binoculars** – To observe birds and wildlife at a distance and improve attention to detail.
- **Field Guides** – Bird or wildlife books to help identify species and understand biodiversity.
- **Notebooks** – For sketching, recording sightings, and reflecting on ecological or cultural insights.
- **Phones with ecology apps** – For identifying plants and animals, or tracking ecological patterns (if available).

This open-ended and **student-driven approach** encourages inquiry, observation, and creativity as central parts of the experience.

## Logistics and Group Life

Students carry only water, snacks, and personal items during the hike, ensuring a comfortable and focused experience. The rest of the gear - tents, cooking equipment, sleeping bags - is transported separately to the campsite.

As with all OP trips, students share responsibilities at camp, including:

- **Setting up tents.**
- **Cooking meals and cleaning up.**
- **Helping with campsite organisation.**

These shared tasks promote **teamwork, accountability, and a sense of community** among participants.



The Plains Programme is built on a progression model that enables students to grow in both knowledge and confidence, as they move through increasingly enriching and immersive experiences:

- **Discovery Trips – Monduli & Makuyuni Regions**

Gentle walks introducing students to ecological observation, cultural insights, and the basics of outdoor travel in dryland environments.

- **Exploration Trips – Mukuru Region**

Deeper journeys into culturally and ecologically significant landscapes, with opportunities to engage in local conservation activities and interact with community members.

- **Adventure Trips – Maramboi Region**

Multi-day expeditions through wildlife corridors and open plains, where students apply ecological knowledge and deepen their understanding of land use, biodiversity, and traditional coexistence with nature.

- **Challenge Trip – Serengeti Region**

A powerful capstone experience. Students explore one of the world's most iconic ecosystems, combining extended hiking with meaningful conservation learning and reflection on human-wildlife relationships at scale.

The OP 'Plains' Programme invites students to **walk with purpose** - to explore, to observe, and to understand. By engaging with nature at a slower pace, students come away with a greater appreciation of the

**interconnectedness of people, wildlife, and landscapes**, and with the knowledge that even small steps can lead to meaningful change.





# Mindfulness – Walking Within.

The 'Mindfulness' Programme is designed to create space for introspection, relaxation, and mental clarity. Students learn foundational practices such as breath work, guided meditation, mindful movement, and creative expression. The programme promotes self-

awareness, emotional regulation, and self-care as essential parts of holistic well-being.

By balancing the usual physical outdoor pursuits with contemplative retreat experiences, students develop resilience and a well-rounded sense of personal health and growth.

## Learning Tools and Practices

Students engage in a variety of contemplative activities, including:

- Fundamentals of **breath work**.
- Guided **relaxation and meditation**.
- The mindful state of **yoga**.
- Mindful daily activities such as **walking and eating**.

- Creative arts and journaling.
- Practices of **silence, stillness, and solitude**.

Participants also contribute to camp life by sharing tasks such as setting camp, cooking, and washing dishes, cultivating mindfulness in everyday activities.

## Logistics and Group Life

Retreats take place in calm, natural settings to support a peaceful environment. Students carry personal items needed for the retreat while shared camping gear is transported separately to the site.

As with all OP trips, students share responsibilities including:

- Setting up camp.
- Preparing meals and cleaning up.
- Supporting group cohesion through cooperative tasks.

These communal activities nurture teamwork, responsibility, and presence.

**The OP Mindfulness Programme invites students to walk within - to slow down, reflect, and reconnect with their inner world. By embracing stillness and presence,**

**students gain valuable tools for lifelong well-being and a richer understanding of themselves.**

# Vision for Outdoor Pursuits



Andy Ross – OP Supervisor, Moshi Campus.



Bryan Davidson – OP Supervisor, Arusha Campus.

At UWC East Africa, we are proud to carry forward the legacy established by International School Moshi (ISM) and its 50-year tradition of Outdoor Pursuits (OP). Building on this

foundation, we are committed to developing an inclusive, world-class outdoor education program that nurtures curiosity, resilience, and a love of adventure in every student.

## Mission

Our mission is to make outdoor education an integral part of the UWC East Africa experience - accessible to all, rooted in our values of inclusion and sustainability, and designed to inspire a lifelong spirit of exploration, adventure, and learning.

## Our 5-Year Objectives:



### Embed Experiential Learning into All Programmes

- Ensure every trip is designed around clear, meaningful learning objectives.
- Position OP as a core and transformative part of each student's educational journey.
- Establish UWCEA as a global reference point in outdoor education by bridging theory with practice through experiential learning.
- Build strong partnerships within the wider UWC movement to create lasting opportunities for students and staff alike.



### Create Inclusive and Progressive Programmes for All Students

- Consolidate and expand our signature Peaks, Plains, Rides, and Reefs programmes.
- Introduce a new tier of Day Trips to provide accessible outdoor experiences without overnight stays, encouraging participation from younger or first-time adventurers.
- Develop a dedicated PYP OP programme integrated into the school calendar, giving our youngest learners a chance to begin their journey outdoors while creating leadership opportunities for older students.
- Ensure OP opportunities are open to all learners, regardless of background or ability, fostering a culture of inclusivity and growth.



### Upgrade and Develop OP Stores on Each Campus

- Create safe, welcoming, and well-equipped spaces that ensure all students and staff are ready for adventure, with safety and sustainability at the heart of every trip.
- Design the stores as hubs for planning, collaboration, and learning, supporting both trip preparation and reflection.
- Provide opportunities for students to develop practical skills in equipment care and maintenance, promoting responsibility, sustainability, and long-term stewardship of resources.



Learn more about  
Outdoor Pursuits

# Graduation 2025: Prepared for the World

This class is stepping into the world with remarkable opportunities:



**\$23.5m**

In university scholarships secured by the Class of 2025.



**83%**

Of early applicants received at least one early admission offer.



**96%**

Of students applied to universities around the world.



**901**

Applications submitted to U.S. universities alone.



**694**

Acceptances to highly selective universities.



**4%**

Chose a Gap Year, focusing on personal growth and hands-on learning before starting university.

More than just numbers, these milestones represent dreams realized, opportunities seized, and a community ready to make its mark on the world.



**UWC East Africa made me incredibly grateful for every moment, for every learning process and for every person, as it showed me how lucky I am to be living this dream.”**

Maria Leonor Jacinto, Portugal, class of 2025.



**UWC East Africa made me realize that everyone is just like me, and I am equally a part of the global family, where we are all united by our shared values and dreams.”**

Aayusha Bohara, Nepal, class of 2025.

At UWC East Africa, graduation is more than the end of school, it is the beginning of new journeys. In May 2025, 154 students from 80 countries came together to celebrate their achievements, as well as the friendships and experiences that shaped their time here.



# Where Our Graduates Go: Class of 2025

## Canada

- Laval University
- The University of British Columbia
- Wilfrid Laurier International College
- York University

## United Kingdom (UK)

- Aston University, Birmingham
- City University London
- London South Bank University
- Loughborough University
- Nottingham Trent University
- St. Andrew's University
- University of East London
- University of Exeter
- University of Manchester
- University of Nottingham

## Spain

- ESADE

## United States (US)

- Bennington College
- Brown University
- Carleton College
- Case Western Reserve University
- Claremont McKenna College
- College of the Atlantic
- Colorado College
- Concordia College at Moorhead
- Cornell University
- Davidson College
- Franklin & Marshall
- Goucher College
- Grinnell College
- Lake Forest College
- Lewis & Clark College
- Luther College
- Macalester College
- Massachusetts Institute of Technology (MIT)
- Middlebury College
- Northwestern University
- Oberlin College
- Occidental College
- Pomona College
- Princeton University
- Ringling College of Art and Design
- Skidmore College
- St. Lawrence University
- St. Olaf College
- The College of Idaho
- The University of the South
- The University of Tampa
- Trinity College
- Tufts University
- Tulane University of Louisiana
- University of California – San Diego
- University of Chicago
- University of Florida
- University of Oklahoma
- University of Pennsylvania
- University of Richmond
- University of Rochester
- University of St. Thomas
- Vanderbilt University
- Washington & Lee University
- Whitman College
- Whittier College
- Worcester Polytechnic Institute

## Netherlands

- Amsterdam University College
- Eindhoven University
- Erasmus University Rotterdam
- Leiden Uni College The Hague
- The Hague University of Applied Sciences
- Utrecht University
- Vrije Universiteit

## Denmark

- University of Copenhagen

## Sweden

- Malmö University

## Italy

- Bocconi University

## China

- Zhejiang University

## Germany

- Bard College Berlin

# Carrying Our Values Into the World



This success did not happen by chance. With careful guidance and one-on-one support, UWCEA helps each student find the university path that fits them best. Many graduates were accepted through early decision, giving them more confidence and less pressure as they made big choices about their future.

But graduation is about more than impressive offers or statistics. What makes our students truly stand out is their determination to make a difference wherever they go. They leave ready for the next academic step, but they also carry

the values that define UWCEA, respect across cultures, a commitment to peace, and a sense of responsibility to the world.

As we mark this milestone, we are reminded of both our privilege and our responsibility: to prepare young leaders who will carry forward the mission of UWCEA and help shape stronger, more peaceful communities for generations to come.



“Colleges and universities around the world actively seek out UWC East Africa graduates. They know our students arrive ready for the intellectual demands of university and, just as importantly, that they contribute a rare blend of warmth, curiosity, global awareness, and values-driven leadership.”

Adam Kendis - University Counselor, Arusha Campus.



“Graduates from UWC East Africa are curious, reflective, balanced, and empathetic. They are change-makers, seekers, and doers who bring immense value to any community they join following their time at UWCEA. On university campuses, they arrive knowing practical life skills, the ability to think critically and communicate effectively, but more importantly, they make the world a brighter and better place.”

Liz Elger - University Counselor, Moshi Campus.

# Milestone Moments: UWC East Africa's First Davis Scholars Graduate

This year marked a landmark moment for UWC East Africa as our first group of students completed their studies through the UWC Davis Scholarship.

This achievement stands as a testament to the vision of Shelby Davis and Phil Geier, who, back in 2000, set out to break down financial obstacles for young people across the UWC network. Thanks to their commitment, the Davis UWC Scholars Program has grown into the world's largest privately funded international scholarship initiative, having invested more than \$900 million to date. It has enabled almost 16,000 students from 164 nations to study at renowned universities in the United States.

The first group of Davis Scholars from UWCEA have now completed their degrees at respected universities such as the University of Pennsylvania, Lake Forest College, Trinity College, and Colgate University. However, their influence goes far beyond academic achievements. These graduates truly reflect UWCEA's spirit, embracing intercultural respect, commitment to service, and the pursuit of peace. Already, they are sparking conversations, inspiring others, and initiating positive changes well outside their university walls.



**Receiving the Davis Scholarship was a life-changing opportunity. It enabled me to become the first person in my family to attend university."**

Barbara Gonzalez Fuentes, Chile, Colgate University, class of 2025.

UWCEA class of 2021.



**The Davis Scholarship is a gateway to new possibilities and a powerful foundation for your future. I encourage you to work hard, stay curious and open-minded, and embrace every chance to grow."**

Kelvin Henry, Tanzania, Trinity College, class of 2025.

UWCEA class of 2020.



“

**Receiving the Davis Scholarship was truly life-changing for me and my family. Coming from Tanzania, where access to elite global education can often feel like a distant dream, the scholarship was more than just financial aid — it was a symbol of possibility.”**

**Mariam Jusabani, Tanzania, University of Pennsylvania, class of 2025.**

**UWCEA class of 2021.**

This achievement means much more to UWCEA than a celebratory milestone. It highlights what can happen when financial barriers are lifted and opportunities are created for future leaders. Our alumni are now part of a worldwide network, each one working to connect cultures and help shape a more fair and sustainable future.

The journey of our first Davis Scholars is only the beginning. With every new group, our promise to expand access and grow global impact becomes stronger. Their stories show what is possible when opportunities open, stories of purpose, hope, and a shared commitment to shaping tomorrow together.



“

**I would just say that this was an amusing group of young people to support. My world was expanded exponentially after learning from and working with them while going through the pandemic together. Seeing them on the other side of their collegiate journey reinforces my belief in the power of education to impact lives in immeasurable ways that can transform the world! Onward and upward UWC East Africa alumni!”**

**Cassandra Ford, who previously served as a University Counselor at UWCEA and played an instrumental role in guiding our first Davis Scholar cohorts.**



# Generational Communities: Honoring Our Legacy

## Khanbhai-Chomoko Family



Ammar and Lamiyah with their son, Farhan. Not pictured is their daughter Yasmin. Both children are second-generation students at UWCEA.

Ammar and Lamiyah Chomoko both grew up at ISM. Today, their children Farhan and Yasmin walk the same paths on campus as second-generation students. For them, this isn't just a school, it's a place where memories, friendships, and values are passed down across generations.

### A Family Legacy

Lamiyah first joined ISM in P1 and later returned for her IB in Moshi, graduating in 2011. Ammar's journey spanned from P1 all the way to IB2, where he graduated in 2004. Now, with their children at UWCEA, they see themselves continuing something much larger than just an education.

*"It's nice seeing our children at the same school. A lot of our friends have also come back with their children. It feels like a community. It's like a legacy passed on from us to them — and hopefully to their children too." — Ammar*

### Memories That Stay

For Lamiyah, the highlights of her school years were cultural days and sports competitions.

*"I used to love the sports events — swimming, football. My parents came to cheer for me loudly, and now we do the same for our kids."*

Ammar's fondest memory is of playing football alongside his brother. "Being in one team,

motivating each other; that was one of my favorite parts of ISM."

### The Power of Friendships

When asked what has kept them connected over the years, both agreed it was the friendships formed here.

*"The friends you make in childhood will always be your friends. Even if you don't talk for years, when you meet again it feels like yesterday." — Lamiyah*

For them, alumni events and gatherings feel like homecomings, and that spirit of connection is something they want their children to experience too.

### Lessons Across Generations

The couple shared how lessons from ISM continue to shape their family. For Lamiyah, it is respect for diversity.

*"The school teaches respect for different cultures, religions, and ethnicities. My kids have friends from everywhere, not just one background. That's something I really love."*

For Ammar, integrity stands out.

*"At ISM we learned to always do our best without shortcuts. That's what we instill in our kids too: give your 100%. Winning or losing doesn't matter, as long as you've tried your hardest."*

## A Community of Care

The Chomokos also spoke with gratitude about the support their son Farhan received when he faced health challenges.

*“The teachers have been amazing, patient and attentive, really boosting his confidence. At one race I had to run with him because he was scared, but now, with the support he’s received, he can do it on his own.” – Ammar*

They describe UWCEA as a place where every child is seen and supported. “The support system here is really good, all the way from the bottom to the top,” said Lamiyah.

## Giving Back

For Ammar and Lamiyah, giving back happens in everyday ways, from supporting school events to encouraging their children to live the values they’ve learned.

*“The biggest way we’ve given back is sending our kids here and keeping the tradition alive. We also support in small ways; food stalls, donation boxes, school events. Those small ways matter.” – Ammar*

Their son Farhan recently cooked and shared meals for 20 street children as part of a school project on kindness. “He did it himself and afterwards said maybe we can do this every month,” said Lamiyah. “That’s something we’re proud to see; the school helps instill those values.”

## Looking Back

Above all, Ammar and Lamiyah feel grateful that their children are growing up with the same spirit they experienced.

*“We’re fortunate to give our children the same experience we had. We absolutely loved it, and now they get to live it too.” – Lamiyah*



Ammar Chomoko (far right), pictured around 1994 during a P3 class trip to West Kilimanjaro.



# The Singh Dhani Family

Three generations of the Dhani family: In the center is Malveer, a current D1 student, with his father Gurjit (ISM Class of 2001) on the left and his great-uncle Rajenderpal (ISM Class of 1979) on the right. Together, they symbolize a family connection to the school that spans over forty years.

Few families can trace their connection to ISM across three generations. The Dhani family is one of them, a legacy that began in the 1970s and continues today.

The first Dhani to join was the late Sukhvir Singh Dhani, who started in the early 1970s and graduated from IB2. His brother, Rajenderpal Singh Dhani, followed, graduating in 1979. Later came Gurjit Singh Dhani, who graduated in 2001. Today, Gurjit's son Malveer, Class of 2027, is in Diploma 1 and continuing the family's story into a new era.

*"It's been personal experiences — me, my brother, our children and now grandchildren. None of us have gone off the way. The school gave us discipline, focus, and a solid life."*  
– Rajenderpal

## A Legacy of Learning and Discipline

The Dhanis reflected that what has carried through all three generations is a strong foundation of discipline and focus. "I think the system and education here is very careful with the students," Rajenderpal explained.

For Gurjit, the lessons were about balance and self-awareness:

*"What we learned here taught us how to handle ourselves — where to stop, how to make decisions. Meeting people from different cultures at school helped, because what you see in the open world is almost the same."*

Across the extended family, the outcomes have been remarkable. Nine cousins from the Dhani family have gone through ISM, many becoming doctors, engineers, accountants, or researchers, including a PhD in biochemistry, a child psychologist, and a tax consultant in the UK. "Most of us have come back to Tanzania to work in the family business," said Gurjit. "It's a joint family, and that's why the bond is so strong."

## Family Memories

When asked about their favorite family memories, the answer came quickly: graduations.

*"All the graduations we've attended — that moment of acceptance and happiness, with the whole family together. That has been the most special."* – Rajenderpal

For the Dhanis, these milestones represent both individual achievement and family pride in a shared journey with the school.

## Why ISM/UWCEA Still Feels Like Home

*"It's your home. The best thing is, we know their way. They've been graduating well,*

*performing well. That's why we keep coming back.” – Gurjit*

What has kept the family rooted, they both agreed, is the quality of the education, the wide range of activities, and the way the school prepares students for the next stage of life. “We built the foundation here,” said Rajenderpal. “It helped us proceed further to universities and beyond.”

### Lessons Across Generations

For Gurjit, the biggest value carried forward is respect for lifelong learning.

*“Acknowledging the importance of education throughout your life — that circle never stops. ISM built that foundation.” – Gurjit*

For Rajenderpal, it was a focus and opportunity: “We built our base here — academically and in life. The diversity of students also taught us respect.”

### Giving Back

The family sees their continued presence as its own form of giving back.

*“That is where we see faith in the system — sending our children and generations back to the same school.” – Rajenderpal*

Gurjit added, “I may not be very visible, but my wife Pavz plays an active role in school life and contributes a lot. We take this school as home, so we do what we can.”

### Memories Old and New

Today, the next generation is making memories of its own. Malveer, currently in D1, loves the Duka. “It’s a multi-purpose place,” he explained. “You can study, grab a snack, or meet friends.” Sports weekend also stands out: “I didn’t expect it to be so big — 11 to 15 schools coming together to compete. As a sporty person, I really love that.”

Carrying the Dhani name on campus feels like an honor.

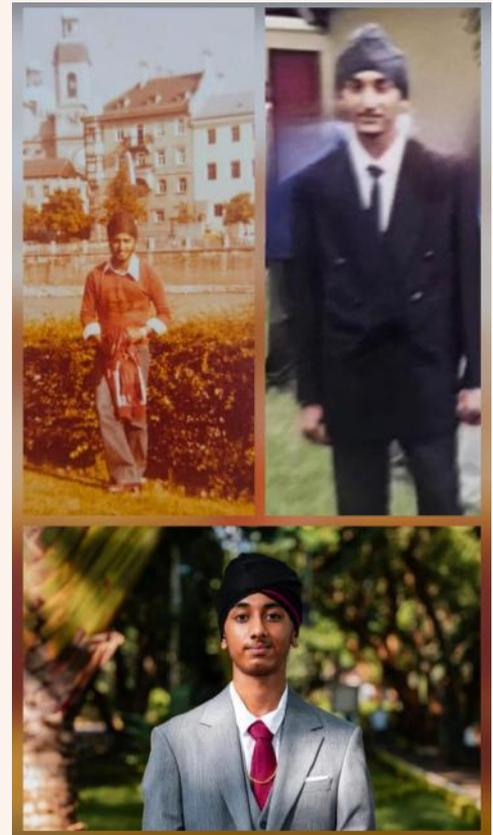
*“It’s recognizable. Teachers know my name from my family, and it feels good to be part of that history.” – Malveer*

When asked to describe UWCEA in three words, he didn’t hesitate: diverse, engaging, empowering. “It brings everyone together, different cultures, uniting as one,” he explained. Looking ahead, he is already considering universities in Dubai or Abu Dhabi, with an eye on New York University in Abu Dhabi.

### Looking Back and Forward

Reflecting on three generations at the school, Rajenderpal summed it up:

*“All of them have graduated and gone further. The base they received here helped them at university and in life. The investment is not in vain. Education here is a good investment.”*



Three generations of the Singh Dhani family.

# 50 Years of the IB Diploma

A tribute to one of ISM's first IB Diploma graduate.



Matti Kaikkonen, part of the first group of ISM students to take the IB exam in 1975.

Back in 1975, in the shadow of Mount Kilimanjaro, a meaningful chapter quietly unfolded. Matti, hailing from Finland, was among the first students to complete the newly introduced International Baccalaureate Diploma at International School Moshi.

Arriving as a teen, Matti stepped into a community that was small in numbers but rich with opportunity.

*“Spending three teenage years in foreign surroundings had a lasting effect on my way of thinking.”*

Life in Moshi offered an interesting mix: a tight-knit group of classmates, close connections with teachers, and lessons that went far beyond what Matti had ever expected back in Finland.

*“The graduating class in 1975 was very small—around 10, if I remember correctly... Some teachers were not top qualified, but because of the small number of students, they could offer very individual attention.”*

For Matti, the IB program opened doors to new ideas and ways of thinking.

*“I got an insight into matters I would not have had if I had finished high school in Finland. English, African history—these became part of my story.”*

That sense of curiosity and openness has carried Matti across continents and careers, from Chemistry at the University of Helsinki to teaching, public health, and a PhD in Radiochemistry. But one thread has run through it all: the belief that learning never ends.

*“Learning itself is a life-long process. In an ever faster changing world, it is essential to keep up the motivation for learning.”*

Fifty years later, Matti's reflections resonate powerfully with new generations of IB

students. His advice to today's learners speaks directly from his own journey:

*“Ask yourself: will I find enough motivation for lifelong learning in the field I choose? That answer will shape your journey more than you realize.”*

Matti's journey is just one of thousands that began on the slopes of Kilimanjaro and unfolded across the globe. As we celebrate fifty years of the IB at ISM and UWC East Africa, we honour the pioneers whose courage and curiosity have shaped a legacy, one that continues to inspire new generations to see the world not as it is, but as it could be.



# Endowment Fund



## UWCEA ENDOWMENT

THE TIME IS NOW

This academic year has been marked by one of our biggest initiatives yet: The UWC East Africa Endowment Fund.

An exciting initiative was created by the UWC Movement to secure sustainable funding for scholarship students. The vision is simple yet transformative: each participating UWC school raises funds to be invested and managed collectively, with longstanding UWC donors Eijk and Rose-Marie Van Oterloo pledging to match 50% of the total raised by each school.

*The interest generated will fund scholarships in perpetuity, opening the door for countless future students to get access to a UWC education with the potential to thrive, regardless of their financial circumstances.*

Seeing this as a remarkable opportunity, UWC East Africa set out to raise 2 million dollars by December 2025. This will unlock 1 million dollars in matching funds, creating enough to generate four full scholarships every year, in perpetuity, for East African students.

*This milestone marks a firm step towards the long-term financial sustainability of the school, not limited by year-to-year fundraising cycles.*

UWC is more than an excellent education. It's a life-changing experience rooted in diversity, community, and global citizenship.

By bringing together students from varied socioeconomic and cultural backgrounds, we prepare them not only for academic success but for a lifetime of building bridges across differences. The ripple effect of this community will be felt in the futures they shape, and in the relationships they forge along the way.

When we contribute to the UWC East Africa Endowment Fund, we become part of this movement and ensure more Tanzanians and East African students will always have a place in it.

*We invite you to read the stories of Mariam Jusabani and Delphin Kianda on the following pages, and you will see the power of what we can achieve as a community.*

### **Together, we keep working towards a sustainable future**

We are incredibly grateful for the commitment and generosity that enabled us to reach our matching goal. This reflects the strength of the legacy of ISM and the UWC East Africa's mission towards education.

If you wish for your gift to have a lasting impact, the Endowment Fund remains open, and every additional contribution increases the fund's capacity to provide stable, long-term scholarship support.



To make your contribution to the UWC East Africa Endowment Fund, contact the Advancement Team at [fundraising@uwcea.org](mailto:fundraising@uwcea.org) or scan the QR code to learn more.

# Mariam's Story

My name is Mariam Jusabani, and my journey begins in Tanzania. It winds through the foothills of Meru at UWC East Africa and eventually took me to the University of Pennsylvania, where I graduated with a degree in Cognitive Science and a minor in Neuroscience and Healthcare Management. Today, I am building my career as a Healthcare Analyst in San Francisco, and it still feels surreal to think about where it all started.

UWC East Africa was the turning point. Those two years were not only about academics; they were filled with laughter, late-night study sessions, and friendships that became family. Most importantly, UWC opened a door that once felt firmly shut. My full scholarship to the Arusha Campus, made possible through generous donors and events like the 24-hour run, changed the direction of my life.

That scholarship did more than pay for my education. It opened the world to me. It gave me the chance to become a Davis Scholar at Penn, something I once viewed as a far-off dream. An Ivy League education suddenly became possible. For my family, it also meant

relief from overwhelming financial pressure. For me, it meant I could learn, contribute, and grow without constantly worrying about how to afford it.

The impact went far beyond tuition. It sent a message that students like me, from places that are often overlooked, deserve to be on these stages too.

Now that I am standing on the other side of that journey, I feel a strong responsibility to give back. Someone once believed in me, and I want to create that same spark of opportunity for other East African students. This is why I am supporting this year's UWC East Africa Endowment Fund, and I invite you to join me.

Together, we can make sure that talent, determination, and ambition are not limited by financial barriers. We can create new paths for the next generation, just as others created a path for me.

Your gift can be the reason a student chooses to believe in their future.



**The impact went far beyond tuition. It sent a message that students like me, from places that are often overlooked, deserve to be on these stages too.**



# A Scholarship That Sparked a Community Leader

Delphin Kianda's UWC story began with generosity. Someone chose to invest in his future and that opened the door for a transformative experience. As a scholarship recipient and graduate of May 2025, Delphin understood deeply what it meant to be given an opportunity. His journey exemplifies not only the transformative power of education but also the ripple effect of generosity: having received support that changed his life, he was determined to pay it forward.

Throughout his time at Arusha Campus, Delphin embodied the UWC mission in everything he did. He brought kindness to his interactions, made meaningful contributions to campus life, and built bridges between our school community and his home community.

Inspired by his own experience, he founded the UMOJA Innovation Refuge Initiative (UIRI), an NGO dedicated to teaching English and

living out UWC values in his community back in Nakivale Refugee Settlement. Through this work, he's creating pathways for others to become global citizens and changemakers.

When Delphin learned about the Endowment Fund, he saw an opportunity to support an initiative that had changed his life. Despite having limited resources as a student, he made the remarkable decision to donate a percentage of his pocket money to support future generations of UWC students. He didn't know who these students would be, but he believed in their potential to become global citizens who would impact their communities; just as he has done.

Delphin's story reminds us that impact isn't measured by the size of the gift, but by the heart behind it and the belief in what's possible when we invest in young people.

“

**Throughout his time at Arusha Campus, Delphin embodied the UWC mission in everything he did. He brought kindness to his interactions, made meaningful contributions to campus life, and built bridges between our school community and his home community.”**





## With Gratitude: Our Leadership, Staff, Families & Supporters

To our students, families, alumni, staff, donors, and partners; thank you for making this year possible. Your support builds a legacy of innovation, impact, and hope.

### Board and Governance

- Tine Hemelings (Chair)
- Maria Chauhan (Vice-Chair)
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- Sarah Urassa
- Faiton Mandari
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### Non-Voting Members

- Anna Marsden (Director)
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- Bob Cofer (Head of Moshi Campus)
- Mustafa Madan (Finance Manager)
- Andrew Atiende (Arusha staff representative)
- Andrew Ross (Moshi staff representative)







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