

#2

2024

SPOTLIGHT

MAGAZINE
FOR PARENTS,
STUDENTS,
TEACHERS AND
PARTNERS

OUR NETWORK IS OUR NET WORTH



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 **LIGHT**
INTERNATIONAL SCHOOL
Mombasa

DEAR FRIENDS,



Ildar Iliazov
Principal
LIS Mombasa

I am thrilled to extend my warmest greetings and introduce you to the latest edition of Spotlight magazine. As we navigate the ever-evolving landscape of ideas, innovation, and progress, it brings me great pleasure to shed light on the central theme of this issue—Collaboration and Synergy.

In a world that thrives on interconnectedness, the power of collaboration has become an undeniable force driving positive change across diverse sectors. This edition is dedicated to exploring the myriad facets of collaboration, from the corporate boardrooms to creative spaces, academia to community initiatives. We aim to unravel the stories of shared endeavors, collective creativity, and the incredible outcomes that arise when minds converge in harmony.

Collaboration is more than just a buzzword; it's a fundamental aspect of human achievement. It is the catalyst that propels us beyond individual capabilities, leading to breakthroughs, innovation, and holistic growth. Through this edition, we aspire to showcase the remarkable stories of individuals, organizations, and communities that have harnessed the power of collaboration to create something greater than the sum of its parts.

We invite you to immerse yourself in the pages of Spotlight and engage in the conversations surrounding collaboration and synergy. Your insights, experiences, and perspectives are invaluable in fostering a community that understands the true power of coming together.

Thank you for being part of our collaborative journey. We hope this edition sparks inspiration, ignites dialogues, and encourages you to seek out new opportunities for collaboration in your personal and professional spheres.

Here's to the limitless possibilities that arise when we collaborate and synergize.

Warm regards,
ILDAR ILIAZOV

SPOT

SYNERGY IN UNITY

THE TIME HAS COME ONCE AGAIN. AS WE EMBARK ON ANOTHER JOURNEY THROUGH THE PAGES OF OUR ANNUAL SCHOOL MAGAZINE, IT BRINGS ME IMMENSE JOY TO WELCOME EACH MEMBER OF OUR VIBRANT COMMUNITY—STUDENTS, FACULTY, STAFF, AND PARENTS. THIS YEAR, OUR EDITORIAL TEAM HAS SOUGHT TO CAPTURE THE ESSENCE OF "SYNERGY" AS THE OVERARCHING THEME, CELEBRATING THE BEAUTIFUL TAPESTRY WOVEN BY THE UNITY OF OUR COLLECTIVE EFFORTS.



Luna Arunday Kirana
Chief Editor,
Spotlight Annual Magazine

LIS MOMBASA

Unity in Diversity: Our school is a multicultural society; a mosaic of diverse cultures, talents, and perspectives. It's this very diversity that enriches our educational experience. Each student brings a unique thread to our tapestry, contributing colours, textures, and stories that add depth to our communal fabric.

Collaborative Excellence: From academic achievements to artistic creations, the magic of synergy is evident in our collaborative endeavours. Whether it's a STEAM fair project, LIS Got Talent performances, or a Sports Day team triumph, it's the synergy among students, teachers, and parents that fuels these successes and paints the picture of a harmonious community where we share our wins and losses.

Empowering Connections: Beyond the walls of classrooms, our school fosters connections that extend into the wider community. Through Service Learning activities, Community Service drives, and volunteer initiatives, our students learn the significance of giving back, further enhancing the interconnectedness within our society, ultimately, unifying our school community with our surrounding society through collaborative efforts.

Looking Ahead: As we gaze toward the future, let us continue to nurture this culture of synergy. Let us embrace collaboration, respect diversity, and cherish the unity that defines us as a school community. Together, we'll continue to create a nurturing environment where every individual thrives and contributes to the harmonious tapestry of our school's legacy.

In closing, this annual magazine stands as a testament to the beauty of synergy—the interwoven threads of our community coming together to create something extraordinary. I extend my deepest gratitude to everyone who contributed to this publication, adding their unique touch to our collective narrative.

May the stories within these pages inspire, connect, and remind us of the incredible power we possess when we work together in harmony.

FLIGHT



2024

ACCESS TO SUCCESS



James Mwaisaka
Deputy Principal,
English Teacher

LIS MOMBASA

THE DEFINITIVE MOTTO: ACCESS TO SUCCESS HAS DEFINED LIS MOMBASA FOR MANY YEARS. WE ARE THE BRIDGE TO THE DISCOVERY OF THE STUDENTS' POTENTIAL IN A VARIETY OF WAYS. IT HAS BEEN A JOURNEY OF WALKING THE TALK AND ENSURING THAT THIS JOURNEY OF SUCCESS BECOMES A REALITY FOR OUR STUDENTS.

The academic year 2022/2023 was a remarkable one producing two students whose academic prowess transcended the regions with one Lunah Arunday emerging as the top student globally in Cambridge IGCSE Sociology and Ryan Kitonga as the top in Kiswahili, IGCSE. The harvest did not end there. Mohamed Jamal Shariff in his As Exams emerged top in Kenya in Business Studies and Mathematics. The question is how did they make it?

These students have independent minds and are critical thinkers. They know how to spend their time productively without losing themselves to the contemporary enticing impediments. It is a wonder how they fuse technology; and social media among others with studies. History will have it right that they were brave and intuitive.

While we watch Lunah and Ryan chew the As exams, we are also looking at Mohamed Jamal as he completes his A level. There is no doubt that they will shine brighter. There are all signs that they are wired for nothing less.

One other thing about these great minds is their composure. Always calm. Their willingness to collaborate and help those in need stands out.

**ACCESS TO SUCCESS
IS NO LONGER A DREAM.**

IT IS A REALITY

Extraordinary Achievements Illuminate Light International School Mombasa!



Cheers of triumph echo through our hallways as Light International School Mombasa students bask in the glory of their Outstanding Cambridge Learner Awards!

Dazzling the world, two of our brightest minds soared to the 'Top in World' category, capturing the spotlight for their brilliance in Cambridge IGCSE Sociology and Swahili. Meanwhile, another exceptional student seized not one, but two 'Top in Kenya' awards for Cambridge International AS Level Business and Mathematics.

In an unprecedented moment, these exceptional students found themselves not only globally acclaimed by Cambridge International Education but also eternally embedded in education history books!

Adding to the grandeur, His Excellency Abdulswamad Shariff Nassir, the esteemed governor of Mombasa County, graced us with his presence and personally presented these prestigious awards. The Governor's office witnessed its first-ever celebration of such a remarkable event, etching this moment into the annals of our school's history!

Hats off and congratulations to our phenomenal achievers! Your dedication and brilliance have not only made our school proud but also illuminated the path for future triumphs!

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The establishment of new road to provide an alternative path and eased the strain on congested arteries · *news and events*



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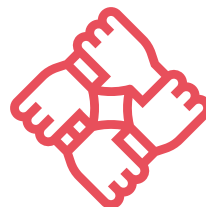
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A place where dialogue and understanding prevail, where individuals come together to effect positive change.

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SPOTLIGHT #2

2024

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WE ARE A



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Cambridge International School

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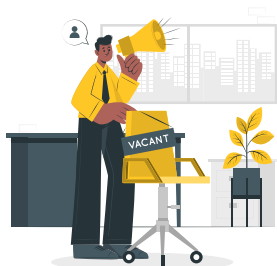
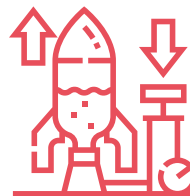
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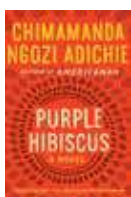
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NURTURING TALENT THROUGH SKILLS EMPOWERING THE NEXT GENERATION OF GLOBAL LEADERS

In a rapidly evolving world, the landscape of education extends far beyond textbooks and traditional classrooms. Today, the significance of fostering life skills and entrepreneurial prowess among students has taken center stage. Light International School in Mombasa, Kenya, is a beacon of holistic education, not merely focusing on academics but also on nurturing skills that transcend the boundaries of conventional learning

LIFESKILLS TRAINING UNLOCKING ENTREPRENEURIAL SKILLS:

EMPOWERING LIGHT INTERNATIONAL SCHOOL'S STUDENT COUNCIL

The modern educational paradigm emphasizes preparing students for the challenges beyond academia, and it is in this vein that Light International School recognizes the importance of entrepreneurial training. The school's Student Council, as the future leaders and innovators, stands as a perfect platform for inculcating these vital life skills.

1

WHY LIFE SKILLS AND ENTREPRENEURSHIP MATTER

Life skills encompass a broad spectrum of competencies essential for personal development, ranging from communication and problem-solving to adaptability and resilience. In the context of entrepreneurship, these skills become the building blocks for success. Entrepreneurship isn't solely about launching businesses; it's about fostering a mindset that values innovation, critical thinking, and the courage to explore new horizons.

For the Student Council members at Light International School, these skills are the linchpin that propels them towards becoming leaders not just within the school walls but also in their communities and the global arena.

Our year eleven students were taken through an intense one-week life-changing training on life skills and entrepreneurship courtesy of the United Nations Association of Kenya. The sessions were packed with edutainment fun activities that embraced the flip learning model.

PARTNERS



2

EMPOWERING STUDENTS THROUGH ENTREPRENEURSHIP TRAINING

Entrepreneurship training isn't about creating a generation of business owners alone; it's about instilling an entrepreneurial spirit that embraces challenges, identifies opportunities, and cultivates a proactive approach to problem-solving. The Student Council can serve as a laboratory for practical learning where theoretical knowledge meets real-world application.

Workshops, seminars, and mentorship programs tailored to the interests and aspirations of the Student Council can provide valuable insights into ideation, teamwork, financial literacy, and project management. Collaborations with local entrepreneurs and business leaders can offer firsthand experiences, igniting the students' passion for innovation and enterprise.

3

BUILDING A SUSTAINABLE FUTURE

In a world grappling with multifaceted challenges, from environmental concerns to social disparities, entrepreneurship emerges as a catalyst for change. Encouraging the Student Council to explore sustainable entrepreneurship can nurture their sense of responsibility towards the planet and society.

The school will endeavour to initiate projects or campaigns led by the Student Council that embrace and promote sustainability, ethical business practices, and community engagement. These initiatives not only enrich the learning experience but also instill a sense of purpose and global citizenship among the students.

These trainings are expected to prepare our learners for the challenges ahead in a rapidly evolving world.



Noah Amrono
AG. Director General

UNITED NATIONS
ASSOCIATION OF KENYA

4

UPCOMING SESSION

Life skills and entrepreneurship training are the cornerstone of shaping resilient, adaptable, and forward-thinking individuals. Light International School's Student Council embodies the promise of the future. By providing them with the tools and guidance to navigate the complexities of the world beyond textbooks, the school not only empowers these students but also paves the way for a brighter, more innovative tomorrow

The school is planning to have similar training sessions in 2024 as part of our annual program.



VIVE LE FRANÇAIS!

The partnership between Light International School and Alliance française de Mombasa



Tell us about the collaboration between LIS and your institution

The collaboration between Light International School and Alliance française is very rich and in full development. It is an honour and a pleasure to collaborate with LIS to promote the teaching of French, LIS is one of the most dynamic international schools in Mombasa when it comes to promoting linguistic diversity. Numerous actions have been put in place: such as visits to Alliance, participation of students in cultural events, integration of DELF Prim and DELF Junior into the curriculum etc. In addition, LIS teachers regularly follow the teacher training programmes offered in partnership with the Embassy of France.

Alliance française co-organized at LIS the French Day on October 26, 2023. What was the objective?

Above all, the objective was having fun because that is the driving force behind learning a language. More than 200 children from 7 schools participated in the program which included learning French games, discovery of French gastronomy and visit to a photo exhibition in Paris. Léa Laouaf, Education and Language Project Manager at the French Embassy also honoured us with her presence. It was a great success thanks to the support of LIS academic team.

What's the DELF Prim and Junior ?

DELF is the official certification from the French Ministry of Education. Alliance Française is the only accredited institution in Kenya, for international certification of the French language. This certificate is globally recognized. There are 3 levels for DELF Prim (A1.1, A1, A2) for ages 6-11 and 4 levels for DELF Junior: A1, A2, B1, B2 for ages 12 to 16.

We work hand in hand with the LIS teaching team so that students are able to successfully take the DELF Prim and DELF Junior during their schooling.

The 2023 results at LIS are very encouraging. In 2023, 15 children successfully passed the DELF Prim (9)/ DELF Junior (6), which allows them to get a globally recognized certificate as early as junior and senior school, to prepare them for future international examinations and to bring about career opportunities. It also prepares them for higher education abroad in countries like France, Canada...

I WOULD ADVISE THEM TO PARTICIPATE IN LANGUAGE CLASSES AND TO NOT BE AFRAID OF MAKING MISTAKES WHEN THEY SPEAK!



Lucas Malcor
Director

ALLIANCE FRANÇAISE



What advice would you give to parents and children who are passionate about languages?

To children: I would advise them to participate in language classes and to not be afraid of making mistakes when they speak!

To parents: I would encourage them to push their children to learn foreign languages. For it is a great investment for his/her future. Furthermore, learning a language also allows their child to develop learning techniques that will help them perform in other subjects.

The Alliance Française de Mombasa was founded in 1975. It is a local non-profit educational and cultural organization. With the support of the Embassy of France in Kenya and the Alliance française de Nairobi, AF Mombasa fulfills its mission of teaching French language, promoting cultural diversity and developing French-Kenyan partnerships. AFM offers French languages classes for adults and for children on Saturday morning.



THE POWER OF COLLABORATION:

A Beacon of Hope in Humanitarian Initiatives



IN 2023, THE KENYA RED CROSS SOCIETY (KRCS) AND LIGHT INTERNATIONAL SCHOOL (LIS) EMBARKED ON A TRANSFORMATIVE JOURNEY THROUGH A STRATEGIC PARTNERSHIP, MARKING A SIGNIFICANT STEP FORWARD IN THE SHARED COMMITMENT TO HUMANITARIAN EFFORTS. THIS COLLABORATION, ROOTED IN THE ETHOS OF SYNERGY, HAS BECOME A BEACON OF HOPE, FOSTERING A PROFOUND IMPACT ON BOTH ORGANIZATIONS AND THE COMMUNITIES WE SERVE.

The cornerstone of this partnership was the establishment of Red Cross Clubs at LIS countrywide. This initiative was designed to empower students with essential first aid skills, innovative approaches, and emergency response training. The clubs serve as incubators of knowledge, instilling a sense of preparedness and resilience among the youth – the future leaders of our Society. LIS played a pivotal role in driving this initiative forward, recognizing the importance of nurturing compassionate and capable individuals who can contribute to the betterment of the Society.

One of the remarkable contributions from LIS was the donation of 111 medical books to the KRCS Innovation Center - I.O.Me001, in Mombasa. I.O.Me001 serves as a hub for children and youth from diverse backgrounds, providing a conducive environment for learning, sharing, networking, talent development, and addressing economic challenges. The donation underscored the school's commitment to supporting initiatives that foster education, skill development, and community engagement.

Subsequently, KRCS through its innovation unit, has been at the forefront of solution-driven work, particularly at the grassroots level where the impact of disasters is acutely felt. The unit aligns with the Society's broader goal of building resilient communities through proactive measures and transformative interventions. By leveraging the power of partnerships, KRCS and LIS have synergized their efforts to create lasting solutions that address the pressing needs of the most vulnerable communities.

Partnerships are instrumental in long-term planning and sustaining investments for societal betterment. This collaboration goes beyond immediate gains; it is a testament to the shared values of knowledge-sharing and advocacy for

humanitarian needs in the education sector. By combining strengths and resources, KRCS and LIS are actively contributing to the cultivation of a socially conscious and skilled generation that is equipped to tackle the challenges of the future.

In the realm of humanitarian work, where challenges are multifaceted and dynamic, collaboration has become the cornerstone of success. The partnership between KRCS and LIS exemplifies how organizations with distinct strengths and expertise can come together to create a more significant impact. As we continue to work together, the ripple effects of our collaboration extend far beyond the confines of individual missions, illuminating a path towards a more resilient and compassionate future for communities in need.





THE PARTNERSHIP BETWEEN KRCs AND LIS EXEMPLIFIES HOW ORGANIZATIONS WITH DISTINCT STRENGTHS AND EXPERTISE CAN COME TOGETHER TO CREATE A MORE SIGNIFICANT IMPACT.



Dr Ahmed Idris
Secretary-General

KENYA RED CROSS SOCIETY

Success story: NEW ROAD



PARTNERS



Ali Taib
Hon. Chairman

NORTH COAST RATEPAYERS AND
RESIDENTS ASSOCIATION

For the first time in over 40 years, this access road was made available courtesy of teamwork and collaboration with the North Coast Ratepayers and Residents Association (NCCRA). For easy flow of traffic, the school was determined to have the access road opened. We are grateful for the support offered by the Mombasa County authorities and the office of the governor. Good roads are a testament to the developmental strategies for any civilized society.

Looking at the road now, and thinking about the benefits it has brought towards the wellbeing of the learners, parents and teachers, our memories are drawn back to the days when drop and pick time was a nightmare. That is now history! A lot of work has been put in making this become a success story. Congratulations to the team, NCCRA and all those who were directly or indirectly involved. We are also thankful

to the neighbours for accepting to have the road opened. How we relate with our neighbours is very critical for us as a school. The year 2023 will be historic! We are indeed the access to success as the school motto states.





Building new roads in the context of urban development frequently entails more than just putting down asphalt; it involves bridging social and physical barriers that hinder community harmony and progress. Likewise, hurdles faced by parents, their children, and the security guards have been minimised as a result of the building of the new school road. Although reducing time congestion was the primary objective, the ripple effects extend far beyond, encouraging unity and communication where there had previously been disagreements. Let's examine how issues like traffic jams and social unrest have been resolved thanks in part to the establishment of this new route.



Nilham Fuad
Year 12 Student

LIS MOMBASA







THE ESTABLISHMENT OF THIS NEW ROAD HAS PROVIDED AN ALTERNATIVE PATH AND EASED THE STRAIN ON CONGESTED ARTERIES, THEREBY ACTING AS A LIFELINE

Relief from Traffic jam; Traffic jam, the largest problem in contemporary cities, once trapped parents in a maze of hold-ups and annoyance. The establishment of this new road has provided an alternative path and eased the strain on congested arteries, thereby acting as a lifeline. The stress of negotiating crowded thoroughfares decreased when traffic spread out into this new route. The ability to pickup students quickly increases productivity while also providing both parents and students with more time for other enriching activities.

Mitigation of Social Conflicts; Once there was a flurry of honking and parents disputes as everyone hurried to get their kids picked up, making it hard for the security personnel to keep an orderly presence. Nonetheless, building of this new road acted as a unifying factor, bridging the gaps that once separated these parents. The new route hence became a marker of cooperation and advancement.

Improved Security and Safety; Especially when vehicles were arriving and departing simultaneously, this revised route has reduced the number of minor collisions. The establishment of a pickup point also made it easier for security staff to make sure that every student was picked up by their regular vehicle or other means of transportation which in turn has guaranteed students' safety.

In conclusion, the establishment of this new route has a purpose beyond just getting people around faster. It also acts as a catalyst to resolve conflicts among parents and traffic jams within the school compound. As our school continues to grow and evolve, strategic investments in transportation infrastructure will play a crucial role in shaping a more connected and prosperous future.

POWER OF PARTNERSHIPS

“Individually we are one drop, but together we are an ocean”



- Ryunosuke Satoro -

Nothing can be more apt at this point in time, than right now. Organizations, schools, corporations, universities, businesses and governments cannot thrive on their own. We need each other in every aspect of our existence, and the power of partnerships is indeed breathtaking when conducted seamlessly.

Having been a parent at LIS since 2011, I can candidly say that the Light Group of Schools has perfected this art! My first experience in 2011 was when my son was admitted in class 5, a message from school was sent that some teachers would be visiting at home! You can imagine the shock - I had sent both him and my elder daughter to a Nyali-based private school (local curriculum) and I never had any visitors from school coming home!

Only to experience a truly heartwarming, conversational time - both sides getting to know one another at a deeper level. An amazing “aha” experience that truly gave us a sense of the culture at the school. This culture is also transparent in all the activities that the school partakes - opening up doors to the school in different spheres of its interaction with the community and most importantly opening doors for its students.

As we tackle important issues in the society today, be it climate crisis, digitalization, universal healthcare, effects of recreational drugs and globalization, it is even more important that we reach out to each other and find solutions together.

As our school moves towards international accreditation, this is a testament to its commitment to international standards of education, partnerships and stakeholder management. As a parent in LIS for over 12 years, I have never been as excited as I am today!



Dr Sultana Sherman
Head of Outreach Centres

THE AGA KHAN HOSPITAL



FOSTERING FUTURES: INDOMIE FACTORY'S KENYA COLLABORATION WITH LIGHT INTERNATIONAL SCHOOL MOMBASA

At Indomie Factory, we take pride not only in producing top-quality noodles but also in supporting the development of young minds and encouraging an entrepreneurial spirit.

For years, we have welcomed students from Light International School Mombasa, fostering a relationship focused on mutual learning and growth.

Our association with Light International School reflects our commitment to education. From primary to secondary years, we've aimed to provide students with a hands-on understanding of manufacturing processes. Our factory tours offer a glimpse into the artistry behind noodle production, allowing students



to observe the intricacies from raw material selection to the machinery involved in creating Indomie noodles. This immersive experience aims to spark curiosity and kindle a passion for the world of manufacturing.

Education extends beyond the factory floor, serving as a bridge between theoretical knowledge and practical application, nurturing an entrepreneurial mindset from a young age.

The synergy between Indomie Factory and Light International School is more than a partnership; it's a shared commitment to nurturing the potential

leaders and innovators of tomorrow. Witnessing the growth of these students, with the hope that they may become trailblazers in their respective fields, brings us immense satisfaction.

In my role as the factory manager of Indomie Factory in Kenya, I am honored to witness the inspiration in these young minds. Our collaboration with Light International School reflects our shared values of education, innovation, and belief in the potential of every student.

Here's to continued years of connection, learning, and shaping futures together.



Lukman Aris
Factory Manager

INDOMIE FACTORY KENYA

GO WHEREVER YOU WANT



**Harsh
Hiteshkumar Palan**
Class of 2023

LIS ALUMNI

**Complimenting
LIS feels like
second nature,
given its impact
on my academic
and personal
development.**

Embarking on my educational journey at Light International School from 2019 to 2023 has been a defining period in my life. The school, situated in the heart of Mombasa, has earned its reputation as one of the best educational institutions, and in my experience there has been nothing short of transformation. Throughout my IGCSE, A&AS, and A Levels, Light International School provided not only a rigorous academic curriculum but also a supportive community that fostered personal growth and holistic development. The dedicated faculty, state-of-the-art facilities, and a vibrant student body created an environment conducive to learning and exploration. We stretched to our limits.

Complimenting Light International School feels like second nature, given its impact on my academic and personal development. The commitment to excellence exhibited by the school is genuinely commendable. The Faculty's dedication to nurturing each student's potential and emphasizing a well-rounded education equipped me with the skills and knowledge necessary for success. I would name teachers but I couldn't possibly name all of them. Their input was immeasurable. The school's holistic approach, blending academics with extracurricular activities, contributed significantly to my ability to adapt, innovate, and collaborate, a testament to the school's unwavering commitment to producing well-rounded individuals.

To my fellow students at Light International School, I offer a piece of advice gleaned from my journey: embrace the power of hard work and enthusiasm for learning. Success is not just about grades; it is about the dedication to improvement and the curiosity to explore beyond the textbooks. Seize every opportunity to expand your horizons, be resilient in the face of challenges, and approach each day with a genuine eagerness to learn.

These qualities will not only shape your academic journey but also lay the groundwork for a fulfilling and prosperous future. The foundation you build today at LIS Mombasa will undoubtedly pave the way for your continued growth and success in whatever path you choose. My mother would say "for me, LIS stands for Learning Is Sweet".

Looking ahead, I am thrilled to announce that I will be pursuing my undergraduate degree in Computer Science at a prestigious G8 university in Australia. The foundation laid by LIS Mombasa has prepared me for the challenges and opportunities that lie ahead. I am confident that the academic rigour, critical thinking skills, and global perspective instilled in me during my time at the school will serve as valuable assets in my future academic and professional endeavours.

P.S. I STILL MISS THE OLD SCHOOL BELL.



THE POWER OF COLLABORATION AND SYNERGY IN SUSTAINABLE ENTREPRENEURSHIP



Fatuma Ali
Class of 2017
& Founder Sulha Africa

LIS ALUMNI

IN THE HEART OF AFRICA, THE SAMBURU PEOPLE IMPART A TIMELESS WISDOM: "MEEIDIM ITOME N KING'ARRA," TRANSLATING TO "AN ELEPHANT CANNOT WITHSTAND A MOB ATTACK." THIS PROVERB ENCAPSULATES THE ESSENCE OF UNITY, UNDERSCORING THAT NO TASK IS INSURMOUNTABLE WHEN PEOPLE WORK TOGETHER. THIS PHILOSOPHY RESONATES DEEPLY WITH SULHA AFRICA, A VENTURE FOUNDED BY ENG. FATUMA ALI, WHERE COLLABORATION, PARTNERSHIP, AND SYNERGY ARE NOT JUST STRATEGIES BUT THE VERY FOUNDATIONS OF SUCCESS.

From Petroleum Engineer to Social Entrepreneur:

Fatuma Ali, once a petroleum and natural gas engineer, embarked on a courageous journey into social entrepreneurship fueled by her environmental passion. Sulha Africa, meaning "The African Solution," emerged from a commitment to sustainability and a greener future. Beyond ethical practices, Sulha Africa distinguishes itself through a profound belief in the transformative power of collaboration.

Overcoming Capital Intensity:

Launching a genuine leather business is often a capital-intensive endeavour, a hurdle that Sulha Africa ingeniously overcame. The journey defies norms, showcasing that with passion, dedication, and strategic collaboration, businesses can thrive even with minimal investment. Sulha Africa strategically leveraged partnerships instead of adopting an entirely self-funded model, proving that collaborative efforts can redefine the trajectory of a venture.

Outsourced Production Facilities:

A pivotal strategy in Sulha Africa's playbook was the establishment of three outsourced production facilities. Despite financial constraints, Fatuma collaborated with local artisans and entrepreneurs, economically empowering over 15 women and youth from low-income backgrounds. This not only expanded production capacity but also created a positive social impact within the community, exemplifying how collaboration can be a force for change.

Strategic Partnership with Hotels:

Sulha Africa's journey is a testament to the transformative power of collaboration, vividly demonstrated through its strategic partnership with Luxury Hotels. Genuine leather products, including bags, accessories, and indigenous shoes, now grace the hotel's gift shops. This collaboration not only provides Sulha Africa with a new distribution channel but also introduces its sustainable products to a broader audience, marking a significant step in market expansion and brand recognition.

Market Expansion and Brand Recognition:

This partnership goes beyond mere product placement; it signifies a seamless synergy between Sulha Africa's commitment to quality and sustainability and the Hotels' dedication to offering unique, culturally significant products. The collaboration has not only expanded Sulha Africa's market but also elevated its brand recognition within the hospitality industry, showcasing the exponential impact of collaborative efforts.

The Ripple Effect of Collaboration:

The success of Sulha Africa radiates a ripple effect that extends beyond business realms. It illuminates how collaboration and synergy can uplift communities and industries, breaking down traditional barriers associated with capital-intensive ventures. Sulha Africa not only thrives but serves as a wellspring of inspiration for aspiring entrepreneurs seeking to make a positive impact through collaborative initiatives.

Conclusion:

Sulha Africa's journey, from a minimal investment startup to a brand in the genuine leather industry, underscores the

transformative power of collaboration, partnership, and synergy. Eng. Fatuma Ali's story stands as a beacon, emphasizing that strategic collaborations can open doors to opportunities, overcome financial challenges, and create a positive impact on both business and society. Sulha Africa serves as a living testament to how the power of collaboration can turn dreams into sustainable, impactful realities, echoing the wisdom of the Samburu people.

As we navigate the ever-evolving landscape of entrepreneurship, we invite like-minded individuals and organizations to join us in

this journey. Whether you are an individual seeking to purchase an artisan with a shared commitment to sustainable practices, a hotel seeking unique and culturally significant products, or an entity with a passion for positive impact, Sulha Africa welcomes collaborative ventures that harness the strength of unity. Together, let us weave a tapestry of success, resilience, and positive change. For inquiries, partnerships, or shared visions, reach out to Sulha Africa – because, as the Samburu people wisely say, an elephant cannot withstand a mob attack, and together, we can accomplish the extraordinary.



No task is insurmountable
when people work together

ALUMNI NEWS

Alumni Business Expo



The Alumni Business Expo was a resounding success, bringing together a diverse array of alumni entrepreneurs and professionals under one roof. Three businesses from Light International School Mombasa Alumni had the opportunity to participate and showcase their businesses and network with fellow alumni.

Bringing together a range of businesses, it provided networking opportunities for our LIS Mombasa Alumni and fostered collaboration. The event celebrated their achievements and fostered entrepreneurship within our alumni community. Our alumni left the event feeling inspired, empowered, and motivated to pursue their entrepreneurial ambitions. The connections made and insights gained during the expo are expected to have a lasting impact on the entrepreneurial landscape, paving the way for future collaborations and ventures.

Building on the success of the Alumni Business Expo 2024, efforts will continue to support and nurture entrepreneurship among alumni.



Reunions: where past meets present.

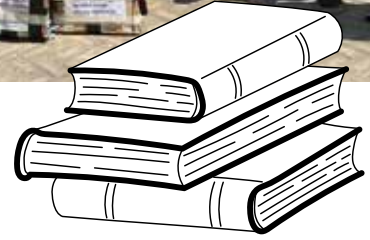


October
& January

LIS Mombasa Alumni girls had a reunion in October 2023 and January 2024 that offered them a chance to reconnect, reminisce, and create new memories. From shared stories to renewed friendships, these reunions celebrated the lasting bonds forged during school days, bridging the gap between the past and the present. As they came together to celebrate their shared heritage and the values instilled in them during their time at Light International School Mombasa, each reunion served as a reminder of the enduring legacy of LIS Mombasa and the lifelong connections forged within its halls.

Class of 2020 and 2021 boys had a reunion on 12-01-2024 at Light International School Mombasa to reconnect and reminisce about the shared Experiences that had once defined their Journey throughout their stay at school. Against backdrop of nostalgic melodies and the tantalizing aroma of freshly brewed tea and snacks, old friendships were rekindled and new connections were forged, memories ran fresh and the team could not miss flexing their muscles at the football pitch, followed by sumptuous meal together. The Alumni Association of Light International School Mombasa is always growing stronger





FOSTERING KNOWLEDGE AND COMPASSION:

LIS's Generous Book Donations to Kenya Red Cross and Ziwani Schools Community

In a remarkable demonstration of social responsibility and commitment to education, Light International School has recently embarked on a noble initiative to enrich the learning experiences of students in Kenya. The school has generously donated a substantial collection of books to two noteworthy institutions, the Kenya Red Cross and Ziwani Schools, affirming their dedication to fostering knowledge and literacy in communities beyond their own.

Background:

Education is a powerful tool for transformation, and students' cognitive development requires access to high-quality learning resources. Light International School, known for its educational excellence, understands the importance of expanding educational opportunities to those who may face barriers to accessing enriching materials.

Kenya Red Cross Partnership:

In collaboration with the Kenya Red Cross, Light International School has contributed a diverse range of books covering various subjects and genres. These books, carefully selected to cater to different age groups and academic levels, aim to complement the educational programs offered by the Kenya Red Cross.

The contribution reflects not only Light International School's commitment to academic advancement, but also the school's belief in the power of education to effect positive change in communities. The school hopes to contribute to the holistic development of individuals by partnering with the Kenya Red Cross, providing them with the knowledge and skills they need for a brighter future.

Empowering Ziwani Schools:

Ziwani Schools, situated in an underserved community, have received a significant boost from Light International School's benevolence. The donated books will serve as valuable resources for students and educators alike, opening up new avenues for learning and exploration.

The collaboration with Ziwani Schools is not just about providing physical books; it signifies a partnership aimed at fostering a love for reading and learning. Light International School believes that education has the potential to break down barriers and create a more equitable society, and this donation is a step towards realizing that vision.

The impact of LIS's book donations extends far beyond the physical act of giving.



Paziziza Makena
Year 12 student

LIS MOMBASA



Impact on the Community:

The impact of Light International School's book donations extends far beyond the physical act of giving. By investing in the education of students at Kenya Red Cross and Ziwani Schools, the school is sowing the seeds of knowledge, curiosity, and empathy. This charitable effort aligns with the belief that education is a universal right that should be accessible to all, regardless of socio-economic circumstances.

Conclusion:

Light International School's commitment to education goes beyond the confines of its own classrooms. Through the generous donation of books to Kenya Red Cross and Ziwani Schools, the school is making a meaningful contribution to the intellectual and social development of communities in need. As these books find their way into the hands of eager learners, they become catalysts for positive change, embodying the belief that education has the power to transform lives and build a brighter, more inclusive future.



EMPOWERING MINDS

Bridging the digital divide

In an era when technology is influencing the future, it is critical to guarantee that every child, regardless of background, has access to and harnesses the potential of digital tools. We at Light International Mombasa believe in the transforming power of education, and a recent endeavour in which four dedicated individuals and I participated illustrated this devotion.



For two weeks, we embarked on a mission to bridge the digital divide by imparting essential computer skills to their peers at Maweni Primary School, an institution nestled in the heart of our community. The initiative aimed not only to provide basic computer literacy but also to empower these young minds with the tools they need to navigate the digital landscape confidently.

The program focused on introducing the students to fundamental applications such as Microsoft Word, Excel, Access, and PowerPoint. These tools are not only essential for academic success but are also crucial for developing practical skills that will serve them in their future endeavours.

The sessions were interactive and engaging, designed to make learning a fun and inclusive experience. We used a hands-on approach, allowing the students to explore and practice what they learned. The enthusiasm and curiosity of the Maweni Primary students were palpable, reflecting the success of the program in capturing their interest. As a result, their abilities were put to the test in an examination at the end of the session to challenge their knowledge and refresh what they had forgotten.



SERVICE LEARNING



Muneeb Mukhtaar
Year 12 student

LIS MOMBASA



In the spirit of cultivating such an atmosphere in today's world, we will continue to launch programs like this one and ensure their success, tearing down barriers for the less fortunate and paving the road for a world that supports equality.



EMPOWERED LEADERSHIP

A JOURNEY OF GROWTH AND UNITY

At the heart of our collective pursuit of knowledge and leadership, the annual student council training at Alliance Française was nothing short of an extraordinary experience. As the Prime Minister of the student council, I am thrilled to share the profound impact this training has had on our team and the sense of readiness it instilled within us.



**Emmanuel
Miambo**
Prime Minister Student
Council, Year 13 Student

LIS MOMBASA



The highlight of the event was undoubtedly the insightful sessions led by a distinguished speaker, a high-ranking representative from the United Nations Youth Association. His wealth of experience and wisdom resonated deeply with each member of the student council. The anecdotes shared, the challenges discussed, and the guidance provided were invaluable, enriching us with a

perspective that extends beyond our school community

The choice of Alliance Française as the venue added a touch of cultural richness to our training. The elegant surroundings became a backdrop for numerous team-building activities that brought us closer as a cohesive unit. From problem-solving challenges to collaborative projects, every activity served as a stepping

stone for us to understand the significance of teamwork, communication, and empathy in leadership.

The beauty of the experience lies in the diversity of talents and perspectives within our team.



We left Alliance Française not just as a group of individuals with titles, but as a united force, ready to take on the responsibilities bestowed upon us.

The beauty of the experience lies in the diversity of talents and perspectives within our team. Each member brought something unique to the table, fostering an environment of mutual respect and understanding. We left Alliance Française not just as a group of individuals with titles, but as a united force, ready to take on the responsibilities bestowed upon us.

The ceremony where I was sworn in as the school's Prime Minister remains etched in my memory as a moment of pride and responsibility. The solemnity of

the occasion was complemented by the overwhelming support and encouragement from my fellow council members, teachers, and the entire school community.

Since that memorable day, I have embraced my role with enthusiasm and dedication, driven by the knowledge that I have a team of competent and passionate individuals by my side. The lessons learned and the bonds forged at Alliance Française continue to shape our approach to leadership, making us better equipped to serve our school and peers.



As I reflect on this wonderful experience, I am reminded of the words of Helen Keller: "Alone we can do so little; together we can do so much." Our time at Alliance Française has not only prepared us for our roles but has also fostered a spirit of unity that will undoubtedly guide us in the journey ahead. I am honored to have the opportunity to serve, and I am confident that, as a united student council, we will make a positive and lasting impact on our school community.



**Alone we can do so
little, together we
can do so much**

Helen Keller



LIFE SKILLS

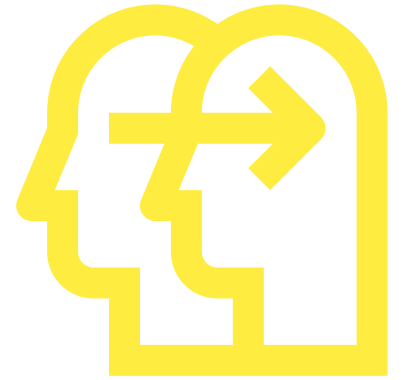
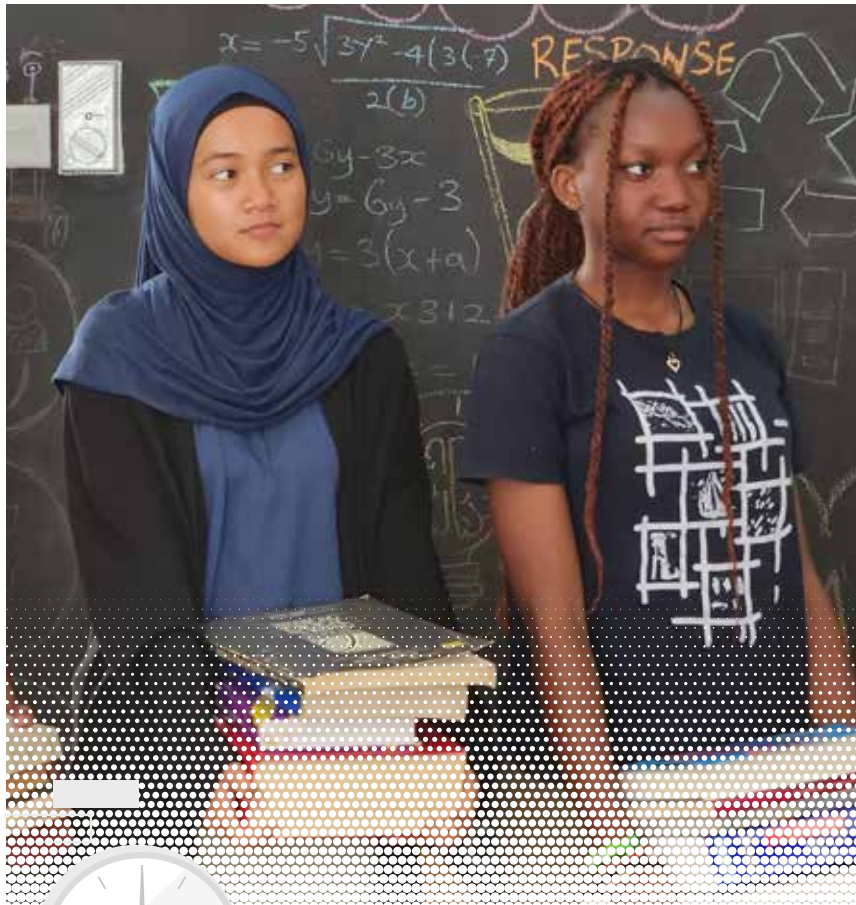
Mentoring at LIS Mombasa involves creating the right environment, giving guidance, encouraging bravery, identifying opportunities, and building support networks for all to thrive in. Mentors work tirelessly to provide benefits to everyone by establishing a partnership and collaborating to work towards mutually defined goals that will enhance the mentee's knowledge, skills, abilities, or thinking.

This has been possible through team-building activities, service learning projects, life skills lessons, DEAR time, tea talks, one-on-one sessions, and endless consultations between mentors, mentees, and parents.

As per the norm, during DEAR time sessions, we build a sense of self-responsibility where students are expected to drop everything and read.

Life skills lessons create a platform where students have talks on wide-ranging topics such as; our schools' culture and the students' handbook, effective study techniques, first aid training, memory enhancement techniques, and career education/sensitization amongst others.

As a whole, the main goal of our mentoring sessions is to experience a result where students are morally upright (well-rounded), socially responsible (where students appreciate cultural differences and are environmentally conscious), and academically competent (where technology meets education).



Mentors work tirelessly to provide benefits to everyone by establishing a partnership and collaborating to work towards mutually defined goals



Nuri Dundar
Head Mentor,
Physics teacher

LIS MOMBASA



A REMARKABLE AFFAIR LIS HOSTS CHACHO KIDS FESTIVAL

LIGHT INTERNATIONAL SCHOOL MOMBASA RECENTLY HAD THE DISTINCT HONOR OF HOSTING THE CHACHO KIDS FESTIVAL EDITION, AND IT WAS NOTHING SHORT OF A RESOUNDING SUCCESS. THE SCHOOL, NESTLED OFF GREENWOOD DRIVE IN NYALI, PLAYED A PIVOTAL ROLE IN BRINGING JOY, CREATIVITY, AND LEARNING TO THE FOREFRONT THROUGH THIS UNIQUE EVENT. IN THIS ARTICLE, WE EXTEND OUR HEARTFELT GRATITUDE TO THE SCHOOL'S MANAGEMENT FOR THEIR UNWAVERING SUPPORT AND ENTHUSIASM IN MAKING THE CHACHO KIDS FESTIVAL A MEMORABLE EXPERIENCE FOR ALL INVOLVED.



**Daniel "Churchill"
Ndambuki**
CEO Laugh Industry
Chairman - Across
Solutions Production
Radio co host - Classic
Fm

CHURCHILL SHOW

The Chacho Kids Festival is an event that celebrates the talents, creativity, and potential of young minds. It goes beyond the conventional boundaries of education, providing a platform for children to express themselves through various artistic and intellectual endeavours. Light International School Mombasa, recognizing the significance of such initiatives, opened its doors to this inspiring festival, becoming a beacon of creativity and innovation.

One of the highlights of this edition was the insightful interviews with the school management, who shared their vision for fostering holistic development in students. Mr. Ildar Iliazov, the school principal, expressed his joy in witnessing the students' diverse talents unfold during the festival. He emphasized the importance of such events in nurturing well-rounded individuals who are not only academically proficient but also creatively and socially adept.

This festival showcased the school as a nurturing environment that values creativity and celebrates the uniqueness of each child

The positive reviews garnered from both parents and participants underscored the success of the Chacho Kids Festival hosted at Light International School. Parents were thrilled to witness their children stepping out of their comfort zones, and showcasing talents they might not have even been aware of. The atmosphere during the festival was charged with positivity, as students, teachers, and parents alike reveled in the joy of learning beyond textbooks.

The wins and gains for the children who participated in the Chacho Kids Festival were manifold. From engaging in arts and crafts activities to participating in exhibitions and literary contests, the students discovered new dimensions of their abilities. The festival provided a platform for them to build confidence, develop teamwork skills, and cultivate a spirit of healthy competition. It was heartening to see the smiles on their faces as they received recognition for their efforts.

Beyond the individual triumphs, the school itself reaped numerous benefits from hosting the Chacho Kids Festival. The event served as a testament to Light International School's commitment to providing a holistic education that goes beyond traditional academics. It showcased the school as a nurturing environment that values creativity and celebrates the uniqueness of each child. The festival also strengthened the school's ties with the community, fostering a sense of unity and pride among parents, teachers, and students.

Furthermore, the exposure gained from hosting such a prestigious event enhances the school's reputation and positions it as a leader in innovative education. It opens doors for potential collaborations, partnerships, and opportunities that can further enrich the educational experience offered at Light International School Mombasa.

EVENTS





EVENTS

IN CONCLUSION, THE CHACHO KIDS FESTIVAL EDITION HOSTED AT LIGHT INTERNATIONAL SCHOOL MOMBASA WAS AN UNQUALIFIED SUCCESS, THANKS TO THE DEDICATION AND VISION OF THE SCHOOL'S MANAGEMENT. THE POSITIVE IMPACT ON THE CHILDREN, THE ENTHUSIASTIC PARTICIPATION FROM PARENTS, AND THE OVERALL GAINS FOR THE SCHOOL ARE TESTAMENTS TO THE TRANSFORMATIVE POWER OF SUCH INITIATIVES. AS WE EXPRESS OUR GRATITUDE, WE ALSO LOOK FORWARD TO MORE SUCH COLLABORATIONS THAT INSPIRE, EDUCATE, AND SHAPE THE BRIGHT MINDS OF THE FUTURE AT LIGHT INTERNATIONAL SCHOOL MOMBASA.



LIGHT INTERNATIONAL SCHOOL

GOT TALENT



EVENTS

 **LIGHT**
INTERNATIONAL SCHOOL
Mombasa

LIS GOT
TALENT

LIS GOT TALENT

LIS GOT TALENT, 2023 WAS CERTAINLY A CAPTIVATING EVENT FILLED WITH DIVERSE PERFORMANCES SHOWCASING THE INCREDIBLE TALENTS OF OUR STUDENTS NOT FORGETTING OUR TEACHERS TOO. FROM MESMERIZING MUSICAL ACTS TO ENERGETIC DANCE ROUTINES, EATING COMPETITIONS, COMEDY, MAGIC STUNTS, RUBIK'S CUBE SOLVING IN LESS THAN A MINUTE TO BEATBOXING THAT ENSURED THE AUDITORIUM CAME ALIVE WITH CREATIVITY AND PASSION.

The program attracted a variety of participants from across the sections, including kindergarten, juniors, and secondary students who were blessed with talent.

The audience was treated to these varieties of talents, making it a memorable day that celebrated our unique abilities as a school. The enthusiastic applause and positive vibes in the auditorium reflected the supportive and vibrant community spirit within our school.

Who would not remember the talent showcased by teachers? They were not left out as they also immersed themselves in the event fully presenting wonderful rhythms in their well-rehearsed synchronised voices.

We also had special guests who were present to witness the *light* shine through all the participants on that day.



Mina Sheikh
English & Literature Teacher

LIS MOMBASA



REFLECTING ON MY MUN EXPERIENCE

As I sit down to pen my thoughts on my recent participation in the Model United Nations (MUN) conference in Nairobi, a flood of memories and emotions washes over me. It was an experience unlike any other – one that tested my abilities, pushed me out of my comfort zone, and left a lasting impact on my perspective.



Entering a vast hall filled with 400 delegates was an overwhelming sight. The magnitude of the occasion struck me, and I couldn't help but feel a surge of nerves coursing through me. Each morning, I diligently prepared my points for the day, a ritual that became a vital part of my routine. However, despite my efforts, rest eluded me as I grappled with the enormity of the task ahead.

Throughout the conference, I found myself immersed in discussions and debates, navigating through complex issues with diligence and determination. Despite the challenges, I remained steadfast in my commitment to contribute meaningfully to the dialogue. The title of Best Speaker in the Politics Committee came as a pleasant surprise, a validation of the effort and dedication I had poured into my speeches.

Reflecting on my journey, I am grateful for the opportunity to represent my school on such a prestigious platform. The experience taught me the value of perseverance, resilience, and effective communication. It also reinforced the importance of collaboration and diplomacy in addressing global issues.

While the road was fraught with obstacles, the sense of fulfillment and growth I derived from the experience far outweighed the challenges. As I look



ahead, I am filled with optimism and hope for the future. I envision a world where dialogue and understanding prevail, where individuals come together to effect positive change.

In conclusion, my participation in the MUN conference was a transformative experience that deepened my understanding of global affairs and honed my skills as a communicator and leader. I am indebted to my school for providing me with the opportunity to embark on this journey and look forward to carrying forward the lessons learned as I continue to pursue my aspirations.



I ENVISION A WORLD WHERE DIALOGUE AND UNDERSTANDING PREVAIL, WHERE INDIVIDUALS COME TOGETHER TO EFFECT POSITIVE CHANGE.

PROJECT-BASED EDUCATION



Emmanuel Miambo
Prime Minister Student Council, Year 13 Student

LIS MOMBASA



MAKING A DIFFERENCE: My GP project

Community Service: The GP's View

My GP design during this term enabled me to serve the community in several ways. Giving back to the community does not always mean making large fiscal benefactions or expanding the colony; rather, it can simply mean advancing a helping hand if you feel good enough to do so. Also, by the community, we mean any place like an orphanage, an academy, or a small group of individuals dealing with the same issue, like a place where there's little to no access to healthcare. Some people could have an incorrect print about helping because they generally believe that aiding requires plutocrats, although that is not always the case.

Waste Disposal in the Primary School: Finding a Solution

Despite its simplicity, our GP project proved salutary to people. Our task was to select an original problem and find a result. Waste disposal was our problem. I allowed it to be the simplest and least precious strategy to cut down on scrap disposal, as did my group. We chose Maweni Primary School, which is near our academy. We had a visit set for September 29, 2023. We went on the stint to corroborate, using questionnaires we had created, whether or not trash disposal was a problem in the academy and, if so, how we planned to address it. When we first arrived, there were no issues with the area. Still, as we dug further, I noticed small bits of trash then and there. One thing was for certain, however, there were veritably many, if any, disposable spots in the region. After that, as my group and I visited other classes, we noticed that the academy demanded enough disposable spaces, so we banded implicit results.



GIVING BACK TO THE COMMUNITY DOES NOT ALWAYS MEAN MAKING LARGE FISCAL BENEFACCTIONS OR EXPANDING THE COLONY; RATHER, IT CAN SIMPLY MEAN ADVANCING A HELPING HAND IF YOU FEEL GOOD ENOUGH TO DO SO.



PROJECT-BASED EDUCATION

After returning from the academy the following day, we started reviewing our questionnaires and decided to buy and bring some disposable dumpsters to the academy to help with their littering problem. After entering the finances to buy them, we set a new date for when we could deliver the lockers. We returned to the academy on October 5th, this time with gifts in hand. We handed the holders to the faculty member in attendance, and he was able to indicate where each belonged. We expressed our gratitude to the academy and its scholars for their backing. As we exited the academy demesne and boarded our motorcars, I witnessed the youths' beaming grins, which verified the value of this entire bid.

Why GP?

GP gave me a lot of chances to broaden my midair and achieve far further than I ever pictured possible. No way would I have imagined that a time ago, I would be in this moment, using everything I have learned to help the community and myself to new heights. I questioned, Why GP? I had assumed I wouldn't need it in the future, but as time passed, it became increasingly egregious that GP was much more than simply a subject I had to study. It provided me with a far more nuanced and comprehensive perspective on the world than I could have ever imagined.



Ghaniyeh Hassan
Year 10 Student

LIS MOMBASA



GP team project:

STRIVING TO ALLEVIATE POVERTY IN THE COMMUNITY.

With the high rate of poverty in our community, it is quite evident that only a fraction can afford one meal a day, which may not even be of balanced diet.



Abdinoor Abdullahi
Year 11 Student

LIS MOMBASA

Putting a smile on the children at Island Muslim Girls in Nyali.

You may struggle to believe that even in a place that's home to some of the wealthiest families in Mombasa, there exist those who struggle to put on the table one meal a day.

Yes, at Island Muslim Girls Orphanage-which houses around 60 girls depends on donations from well-wishers which mostly is enough to provide a meal for a day or two. Yet there are children who deserve our care and support.

Year 11 students took an initiative to do a feeding program at the orphanage.

They not only provided food but also got a chance to educate and spread awareness on the importance of Food Diversity.

They got a chance to share, and educate the community why lack of dietary diversity may have adverse effects on children's growth and development.



Entrepreneurship Learning – Eureka!



A couple of years ago, I was part of the pioneering group that participated in the Food Advice food entrepreneurship program. Since then, the entrepreneurship programs at our school have expanded significantly, now encompassing not only food but also technology, science, and agriculture.

The program I'm currently involved in is the Pre-Accelerator program. Aligned with the goals of Food Advice, this program aims to enhance entrepreneurial expertise among youth and young adults. Initially designed for Indonesian students at WBI Politeknik Indonesia, the program's content was specifically tailored to the agricultural and food technology (AgriTech and FoodTech) landscape of Indonesia. Presently, efforts are underway to adapt it to the AgriTech and FoodTech scenario in Kenya.

In its current iteration, this program fosters an open mindset for addressing real-world agricultural and food technology challenges in Indonesia. We're taught a

creative approach to identifying and solving problems and guided in developing these concepts from theory to practical applications. Our skills are honed through frequent workshops, assignments, and peer learning sessions, cultivating a mindset beneficial not only for business ventures but also for one's overall career and life.

Within the current Pre-Accelerator version, we deeply explore AgriTech and FoodTech issues specific to Indonesia. These encompass various aspects, including the irrigation systems crucial to Indonesia's economy. Additionally, we engage in research to enhance existing technology and make it more sustainable and efficient.

This journey of entrepreneurship imparts valuable insights from inception to completion. If you have any interest in these fields, I strongly encourage you to engage in such programs. It's an educational voyage that shapes your knowledge and prospects for the future!



PROJECT-BASED EDUCATION



Luna Arunday
Year 12 Student

LIS MOMBASA



Muneeb Mukhtar
Year 12 Student

LIS MOMBASA

Food Advice



OUR SKILLS ARE HONED THROUGH FREQUENT WORKSHOPS, ASSIGNMENTS, AND PEER LEARNING SESSIONS, CULTIVATING A MINDSET BENEFICIAL NOT ONLY FOR BUSINESS VENTURES BUT ALSO FOR ONE'S OVERALL CAREER AND LIFE.

NAVIGATING THE UNIVERSITY APPLICATION JOURNEY

HIGH FLIERS



WHEN I JOINED LIGHT INTERNATIONAL SCHOOL, MOMBASA IN 2020, I KNEW I WAS WIRED FOR A PROPITIOUS ACADEMY JOURNEY. WHEN THE CAREER OFFICE PUT DOWN THE BLUEPRINT FROM THE BEGINNING, I WAS SURE THE DEAL WAS SEALED. THE MULTIFACETED APPROACH TO PREPARING CANDIDATES FOR UNIVERSITY APPLICATION WAS A TESTAMENT AND A SURE BET THAT THINGS WERE LOOKING UP.

Embarking on the journey of university applications is a pivotal moment for any student. As I, approached the end of my high school journey in Grade 13, the prospect of applying to universities loomed. The process demanded meticulous planning, dedication, and a deep understanding of my strengths and aspirations. In this article, I share my personal experience navigating the intricate path of university applications, culminating in my admission to a top 20 university, the University of Toronto, which was fueled by my Cambridge AS performance. I was the Top Flier in Kenya in Business Studies in the 2023 June Examinations.



As I began my journey, one of the first tasks was to explore the myriad of options available. With a plethora of universities internationally, each offering unique programs and experiences, the decision was not an easy one. However, after careful consideration and research, I identified several institutions that aligned with my academic interests and career goals. Among these were the University of Toronto, University of Manchester, Aston University, University of Edinburgh, University College London (UCL), and the University of Alberta.

One of the most crucial aspects of the application process was crafting compelling personal statements. These statements served as a platform to showcase not only my academic achievements but also my extracurricular involvements, aspirations, and personal qualities. With the guidance of my career counselor, and mentors, I meticulously drafted personalized statements for each university, highlighting what distinguished me from other applicants and why I was a suitable candidate for their programs.

In addition to academic achievements, extracurricular activities played a pivotal role in shaping my university application. Engagements in Model United Nations (MUN), sports, and participation in the Duke of Edinburgh International Awards (Presidential Awards, Kenya) program provided valuable experiences that showcased my leadership skills, teamwork, and commitment to personal development. These extracurricular involvements not only enriched my high school experience but also served as compelling evidence of my well-roundedness and potential contributions to university life.

Delving deeper into the application process, I realized the importance of scholarships and financial aid in making higher education accessible. With competitive grades and a strong extracurricular portfolio, I was fortunate to receive several scholarship offers from universities, including the prestigious University of Toronto Scholars Award, valued at \$100,000. These scholarships affirm my academic accomplishments and potential.



Mohamed Jamal Shariff
Year 13 Student

LIS MOMBASA



Top in Kenya

IGCSE CHEMISTRY



Maqдум Mukhtaar
Year 13 Student

LIS MOMBASA

**I ENSURED THAT MY
UNDERSTANDING WAS
CRYSTAL CLEAR,
LEAVING NO ROOM
FOR MISCONCEPTIONS.**

My name is Maqдум Mukhtaar, a top student in IGCSE Chemistry in Kenya. This is a testament to the myriad of strategies I employed, dedication and discipline in my academic journey that epitomizes the essence of intelligent preparation for exams.

This success did not solely stem from innate intelligence; rather, it was a fusion of methodical study habits, effective time management, and a deep-rooted passion for learning. This is a glimpse into the roadmap that propelled the pinnacle of academic achievement

My journey commenced with a well-thought-out plan. Setting realistic goals, breaking down the Chemistry syllabus and creating a structured study schedule formed the bedrock of my strategy. I

allocated time accordingly to the areas that I found challenging and ensured that I did comprehensive coverage.

During the Chemistry sessions, I engaged in discussions that we had in class, I challenged myself to answer questions asked by the teacher and students. With the collected information I obtained from the sessions, I digested it in appropriate formats which I could easily understand and remember boosting my knowledge effectively.

Additionally, I adopted a consistent revision approach instead of cramming before exams. This involved regular reviewing of past papers and notes which helped me to solidify concepts and retain information for longer time.



Whenever I was faced with doubts, I immediately sought clarification from Mr Hezron and through leveraging online resources. I ensured that my understanding was crystal clear, leaving no room for misconceptions.

Through these meticulous strategies and a genuine love for learning, I transformed into a top-performing student, not merely by rote memorization but by comprehensively understanding and internalizing concepts. I hope this serves as an inspiration, showcasing that intelligence, when coupled with diligence and effective strategies, can pave the way to academic excellence.





Top in the World

IGCSE SOCIOLOGY

As I reflect on my accomplishment as the top scorer worldwide in the Cambridge IGCSE Sociology 2023 June examination, I recall the dedication, perseverance, and strategies that led me to this milestone. The journey was defined by determination, driven by a passion for understanding societal dynamics and an unwavering commitment to academic excellence. In this article, I share the methods and insights that facilitated my success.

My journey began in Year 10, fueled by a burgeoning passion for sociology. Without this genuine interest, success would have been unimaginable. Enjoying the subject is pivotal—it fuels motivation, enhancing study capabilities in the long run.

Furthermore, throughout my academic year, maintaining open communication with teachers was crucial. Collaborating with them honed my knowledge, skills, and understanding through continuous feedback and guidance. Analyzing mistakes was integral. Post-assignments, I sought guidance on improvement, rectifying misconceptions, and fortifying weaker areas. Going beyond prescribed coursework was essential. Exploring additional readings, practising more questions, and delving deeper enriched my knowledge and made me a more proficient candidate.

Preparation involved rigorous practice, encompassing regular revision, solving past papers,

and mock exams. Closer to the examination, emphasis on solving past papers from previous years and analyzing examiner reports and sample responses was paramount. Understanding the examiner's expectations and question formats was vital for comprehensive preparation.

My preparation involved tackling past papers spanning from 2017 to 2022—an investment totaling 42 papers per subject. The importance of this extensive practice cannot be overstated. It's transformative, allowing even a B-grade student to ascend to an A-grade level.

Success in the IGCSE Sociology examination transcended rote memorization. It epitomized a

holistic approach to learning, blending understanding, application, and relentless practice fueled by genuine passion.

This achievement isn't solely mine; it's a testament to the unwavering support of teachers, encouragement from peers, and the nurturing learning environment provided by my school.

As I step into the next phase of my academic journey, I carry not only a certificate but also invaluable lessons and skills. This preparation goes beyond exams—it's a foundation for lifelong learning.



Luna Arunday Kirana
Year 12 Student

LIS MOMBASA

THIS ACHIEVEMENT ISN'T SOLELY MINE; IT'S A TESTAMENT TO THE UNWAVERING SUPPORT OF TEACHERS, ENCOURAGEMENT FROM PEERS, AND THE NURTURING LEARNING ENVIRONMENT PROVIDED BY MY SCHOOL.



ACTIVE LEARNING



My chess trip to Italy

The World Youth Chess Championship 2023

IT WAS MY FIRST TIME GOING OUT OF AFRICA TO PLAY IN THE WORLD YOUTH CHESS CHAMPIONSHIP 2023 IN ITALY. I'VE TRAVELLED TO ZAMBIA, GHANA, UGANDA, AND EGYPT TO PLAY CHESS FOR MY COUNTRY. I WOULD ALWAYS COME TOP TEN IN AFRICA. SOMETIMES IN A TOURNAMENT, I WOULD FEEL I'M GOING TO BE ON THE PODIUM. BUT WHEN I WENT TO ITALY, I DIDN'T KNOW WHAT TO EXPECT BECAUSE ALL THE GOOD CHESS PLAYERS AROUND THE WORLD WERE GOING TO BE THERE.

There were approximately 780 players in the tournament. I played in the under-14 girls category which had around 160 players and above. I played for 11 days, one round every day and we had a free day to go sightseeing in Italy. The rounds were tough. Most of the girls were 14, yet I'm 13 years old. This was a disadvantage to me because I was one year younger than them. But I had to compete with them.

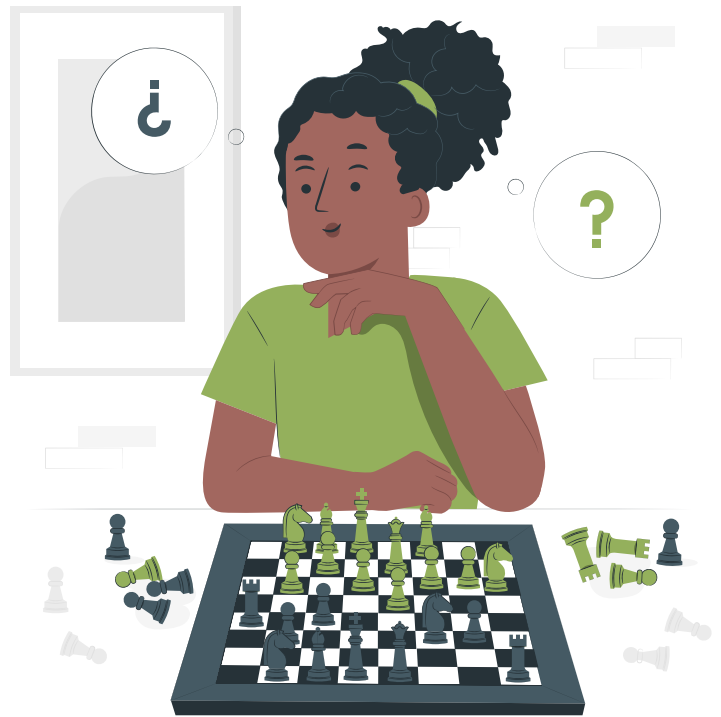
The weather in Italy was cool during the day but cold in the evening. The people in Italy are largely Catholics. They are very kind, and they mainly speak Italian, a little bit of French and English. The streets are very clean, and people mostly live in apartments that are decorated well with a lot of creativity. Montesilvano was near the sea named the Adriatic Sea, but Italy is surrounded by the Mediterranean Sea.

I put all my chess training into the games. I'm good at the Opening and Middlegame but in my endgame, I realized I needed more practice. I would play well in the beginning but towards the end game, my opponents converted the game to their favour. I'll continue training and working on my weaknesses because I definitely would like to play in the 2024 World Youth Chess Championship and if I turn 14 next year, I know I will be better. I know it.



Yvonne Adegbo Mwashe
Year 8 Student

LIS MOMBASA



In Italy, people usually eat a lot of seafood naturally being a sea town, all types of pasta, a lot of cheese and of course pizza. They make the best ice cream cake. It's very delicious!

I made many new friends from Mexico, Italy, Emirates, New York, Chinese, Taipei, Egypt, Bulgaria, Uganda, Zimbabwe, Belgium, France, and Portugal. I made friends in the games because I shook hands with each opponent I played with. In the analysis room, I met many more chess players from all over the world and also those staying in the same hotel as me. We would play a blitz game in the analysis room after our games. It was a good experience. Chess for social change! We also got the chance to meet our Kenyan Ambassador and have a small chat with her.

By next year, I'm hoping that I'll make it to the podium in the next World Youth Chess Championship 2024. I'm already training in preparation for the chess championship. I have highlighted the National Chess Championship, the East Africa Junior Chess Championship, the National Youth Chess Championship, and the Africa Youth Chess Championship as preparation events. And I have a better chance because I'll be 14 years old. I'm challenged to be better in chess tomorrow than today.

ACTIVE LEARNING



HOW MY PLASTIC ROCKETS TOOK OUR SCHOOL BY STORM!



Hey everyone, my name is Lano Ian, and I've got a story that's out of this world! Remember the science fair this year? Well, I had this idea that ended up being a blast – literally!



Lano Ian Maulana
Year 5 Student

LIS MOMBASA

It all started when I was brainstorming ideas for the science fair. One video caught my attention; they were talking about rockets and how they work (you know? pressure, acceleration, and all that physics). That got me thinking: what if I could make a rocket myself? Not just any rocket, but one that uses stuff we have lying around every day. That's when the idea of plastic rockets popped into my head.

I scavenged around the house for materials – plastic bottles, bicycle pumps, and water became my best friends for the next few days. With the help of my father, we created a magnificent creation to launch this idea. I flipped a half-filled plastic bottle, sealed it up tight, pumped through it using a hose and a bicycle pump, and stepped back... 3... 2... 1... WHOOSH! The rocket zoomed off like lightning! It was like magic seeing it shoot up into the sky.

I brought my mini rockets to school for the big day and set up a launch pad in the playground. Everyone gathered around, curious to see what I was up to. When they saw those plastic rockets soaring, they couldn't believe it! The excitement was contagious. Soon enough, everyone wanted to try making and launching their plastic rockets.

What inspired me the most was how much fun everyone had. But it also made me think about the real deal – flying a real rocket someday. Imagine going to space, exploring the stars, and maybe even walking on the moon! That would be incredible.

The best part about all of this was seeing how something simple, like a plastic bottle and some household items, could spark so much interest and excitement. Who knows, maybe one day someone from our school will become a real astronaut, all because of a plastic rocket experiment at the science fair!

THE BEST PART ABOUT ALL OF THIS WAS SEEING HOW SOMETHING SIMPLE, LIKE A PLASTIC BOTTLE AND SOME HOUSEHOLD ITEMS, COULD SPARK SO MUCH INTEREST AND EXCITEMENT.



INTERNSHIP AS A PARTNERSHIP

CAREER



Light International School is proud to be amongst the few schools globally to offer the Internship Program for its students. We target the A-level students after the completion of year 12 and later after the completion of year 13. At this stage, the students are fully aware of their career direction and the majority of them will be already applying to join universities after graduation.



The Internship (apprenticeship) program runs for between two months to four months depending on the agreement with a company, the school, and the guardians of the student.

It is always a golden opportunity for the student to interact with professionals, observe procedures, perform real-life tasks, and get first-hand experience of what it takes to be in a working environment. The students learn important skills even before joining the university.

The program has given our students confidence in their career of choice.

Just before they officially start, students are invited for a pre-visit, during which they are introduced to their supervisors, and informed of what to carry for the internship and any other vital information. Parents of the students are at liberty to join during pre-visits.

In their second week of internship, staff who are members of the Internship committee visit the students for an evaluation of the interns' progress. It is also a good time for the supervisors of the respective companies to brief us on the interns' progress, areas of improvement if any, and areas of strength. The exposure the interns get during the internship period prepares them qualitatively for university studies.

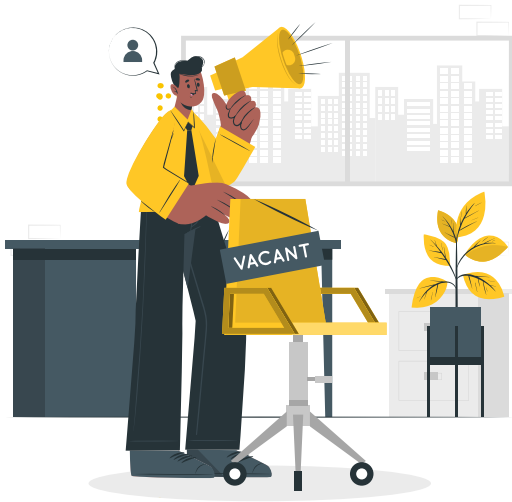


Abel Kimanzi
Secondary school
Coordinator,
Physics teacher

LIS MOMBASA

**THE PROGRAM HAS
GIVEN OUR STUDENTS
CONFIDENCE IN THEIR
CAREER OF CHOICE.**





OPPORTUNITIES BASED ON COLLABORATION

Dear LIS Family,



Ibrahim Bursa
Career Officer

LIS MOMBASA

I have been a school career counselor at Light International School in Mombasa for five years working with students at the senior level. I consider myself tremendously fortunate to have been a part of this great family. I taught senior students for many years before being recruited as a college and career counselor. Though I enjoyed teaching, I was greatly drawn to serving as a college and career counselor.

Career guidance begins when a student enters our secondary school community. Throughout these critical years of education, meaningful discussions about college and career options, including prospective areas of study, financial and geographic concerns, and the best methods to fully develop students' God-given skills, take place.

Here at LIS, there is no single, one-size-fits-all strategy. Instead, I work with you each step of the way, offering career tests, resume writing/editing, college essay support, university admission guidance, and career development and networking events amongst many others, to help ensure you can meet your goals and fulfill your career ambition.

I try to provide my students with the tools they need to navigate the many university admissions paths. While the outcomes are crucial, I feel that the most important aspect of university admissions is finding strong matches between individuals and universities. This is your path; denying you access to it is denying you a chance for progress. As a result, I have to support and guide students and their families through this sometimes-daunting process.





OUR CAREER COUNSELLING DEPARTMENT IS A RESOURCE CENTER PROVIDING SUPPORT TO STUDENTS, PARENTS/GUARDIANS, AND STAFF MEMBERS IN THE FOLLOWING AREAS:

1 MAPP Career Test: At Light International School in Mombasa, starting from Year 9, we apply the MAPP career test, which helps us understand students' potential and assist them in choosing the proper subjects to lead them to a successful career in harmony with their characteristics. The students are identified through this test in terms of their career tendencies, interests, and vocational capabilities and they are advised to choose their subjects accordingly. Thus, we aim to create an awareness of themselves and believe that students must find out their career pathway and be psychologically ready at the very beginning.

2 Senior Interviews: Every senior student is met at least once in a term to discuss future goals. The discussion may cover admissions, academics, applications, financial aid, or other career choices.

3 University Fair: We have so far hosted a myriad of universities in our school estates or had virtual webinars to talk to our students and inform them about a world of opportunities.

4 Career Week: Our career week is a highly structured Career Awareness activity in which business partners from a variety of companies or lectures from different fields come together at the school to share information about their jobs, the education, and skills that are required for success in their career.

5 Senior Parent Meetings: Starting in September, the senior year parents and students are invited to attend meetings about the process of selecting and applying to colleges, financial aid, and senior year activities in general.

6 BridgeU: LISMSA uses BridgeU, a web-based program designed to guide and support students in their career/major search, help students organize any information regarding college applications, compile a balanced college list, and determine best-fit universities.

CAREER

I HAVE AN OPEN-DOOR POLICY AND INVITE STUDENTS AND PARENTS TO VISIT MY OFFICE. WELCOME ALL!



BOOKS



«LORD OF THE FLIES»
BY WILLIAM GOLDING

The novel begins with a group of British boys stranded on an uninhabited island after their plane crashes during a wartime evacuation. The protagonist, Ralph, is elected as the leader. Ralph and another boy nicknamed Piggy try to maintain order and govern the group using a conch shell to call meetings. However, as days pass, the boys descend into savagery. Jack, the antagonist, forms a rival group that prioritises hunting and violence over order and civilization, leading to tragic consequences.

Regarding to themes, Golding explores many aspects such as the conflict between civilization and savagery, the loss of innocence, and the evil in human nature. It shows how order in society can quickly self-destruct without rules and regulations. The main characters represent different aspects of society: Ralph symbolises order and leadership, Piggy represents intellect and reason, and Jack embodies savagery and desire for power.

The novel's enduring relevance speaks to how powerful the themes are and its exploration of human behaviour.



Hibel Hadish
Year 12
Student



«THE MIDNIGHT LIBRARY»
BY MATT HAIG

The story is about Nora, a 35 years old woman, who reaches the rock-bottom of her life after multiple life changing events and decides to end her life. However, she instead finds herself in the Midnight Library, a building at the margin of life and death that contains books about all the lives someone could have lived if they made different decisions. In the seemingly endless library filled with books about all the lives that Nora could have lived, she finds the meaning in the life that she is living now and learns to cherish the present.

As Nora explores the Library, we are presented with the themes of regret, self-acceptance, and the consequences of actions. The deep and emotive narration helps the reader understand what Nora is going through and sympathise with her.

Matt Haig's limitless creativity and wonderful storytelling creates a compelling story that encourages the readers to reflect on their own life, decisions they made, and decisions they will make in the future. A perfect story for those going through hard times and an experience worth every second.



Omer Kan
Year 11
Student



«PURPLE HIBISCUS»

BY CHIMAMANDA NGOZI ADICHIE

"Purple Hibiscus" by Chimamanda Ngozi Adichie is a poignant and compelling novel that intricately weaves themes of familial dynamics, religious extremism, and personal growth. Adichie's narrative prowess is evident from the first page, drawing readers into the tumultuous world of the Achike family.

The story is narrated by Kambili, a fifteen-year-old girl living in postcolonial Nigeria. The author skillfully captures the complexity of Kambili's internal struggles as she navigates the oppressive atmosphere of her family home dominated by her fanatically religious father, Eugene. Adichie's portrayal of Eugene's rigid beliefs and authoritarian parenting style serves as a powerful commentary on the impact of religious extremism on familial relationships.

The characters in "Purple Hibiscus" are vividly crafted, each carrying their own burdens and secrets. Kambili's brother, Jaja, emerges as a symbol of resistance against their father's oppressive rule, adding depth to the narrative. The author's exploration of Kambili's blossoming sense of identity and self-discovery is both poignant and relatable, making the novel a rich source for discussions on personal development and resilience.

As an English teacher, I highly recommend "Purple Hibiscus" for its literary merit, thematic richness, and potential for sparking meaningful discussions in the classroom. It serves as a compelling addition to literature studies, inviting students to explore the complexities of family, religion, and the quest for personal freedom. Adichie's masterful storytelling captivates readers, making this novel an enriching and thought-provoking choice for literary exploration in the school curriculum.



Zian Azangu
English and Literature Teacher



«UTENGANO »

BY SAID A. MOHAMED

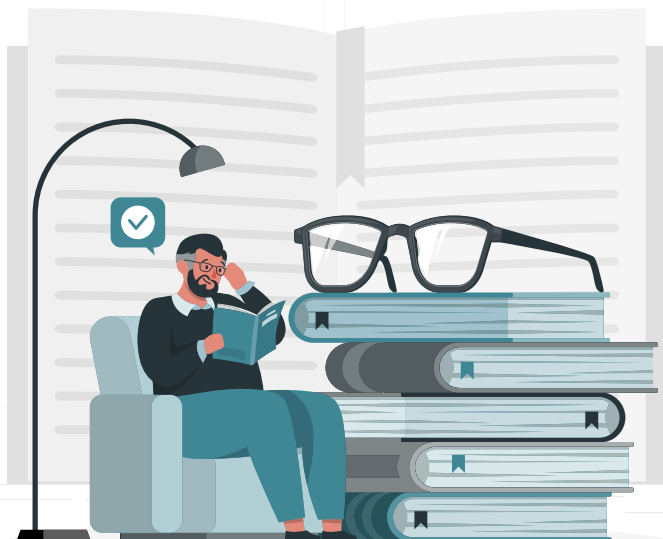
Utengano is a Swahili novel that widely addresses social issues like divorce, the plight of women in the society, male chauvinism, politics and forgiveness. It has undoubtedly found a brilliant and mature expression in the works of the prolific writer Said Ahmed Mohamed.

One of the most fascinating aspects of this novel is the complex, integral vision of human life and the connection between individual and community, interpersonal and social relations and present and past memories

This novel offers to the reader a great variety of characters. For instance, the main characters, Maimuna and Makuudi, are surrounded by other well characterised figures; Kazija, Biti Kocho, and Farashuu. These characters' physical description is very dynamic, showing not only their appearance, but also their gestures and actions. Said A. Mohamed has undoubtedly shown the realistic nature of life, basing himself in the Swahili life of Zanzibar. Readers have and will always keep this masterpiece. What an art!



Ali Kashindo
IRE and Kiswahili Teacher



OPPORTUNITIES AND RECOGNITION GLOBAL TOP UNIVERSITIES



MAQDUM MUKHTAAR

COURSE OF STUDY: BIOLOGY

- ★ University Of Portland, USA
- ★ Assumption University, USA
- Arizona State University, USA
- Pace University, USA



MOHAMED JAMAL SHARIFF

COURSE OF STUDY: BUSINESS

- ★ University Of Alberta, Canada
- ★ University Of Toronto (Top 20)
- University Of Manchester , UK (Top 50)
- Aston University, UK



SELEMAN RASHID KHALFAN

COURSE OF STUDY: BUSINESS

- Aston University, UK
- Lancaster University, UK
- University Of Manchester, UK (Top 50)
- Newcastle University, UK
- City, University Of London



HARSH HITESHKUMAR PALAN

COURSE OF STUDY: COMPUTER SCIENCE

- ★ University of New South Wales, Australia (Top 20)

★ Scholarships Awarded
Top 20 and 50 according to world ranking



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