

#3

2025

SPOTLIGHT

MAGAZINE
FOR PARENTS,
STUDENTS,
TEACHERS AND
PARTNERS

THE POWER OF GIVING



**OUR JOURNEY WITH
SERVICE LEARNING
PROJECTS**
A Year of Giving Back

p.34

**THE ART OF
GIVING:**
Building a Library,
Nurturing Futures

p.42

**THE POWER OF
GIVING:**
Building a Brighter
Future in Mombasa

p.44

 **LIGHT**
INTERNATIONAL SCHOOL
Mombasa

DEAR STUDENTS, PARENTS, AND THE LIS MOMBASA COMMUNITY,

It is with immense pride and joy that I welcome you to this edition of our school magazine, Spotlight. The theme, "**The Power of Giving**," resonates deeply with the values we strive to uphold at Light International School Mombasa. Through this publication, we aim to highlight the incredible acts of kindness, service, and community engagement that define our school's spirit.

This issue is not only a celebration of our achievements but also a testament to the collective impact we create when we come together as a community. From service-learning initiatives to academic and extracurricular milestones, every story shared here reflects the dedication, passion, and generosity of our students, staff, and parents.



Ildar Iliazov
Principal
LIS Mombasa

2025

As you explore these pages, I hope you feel inspired by the remarkable efforts of our learners and the opportunities they seize to make a difference—whether through building libraries, promoting sustainability, or supporting one another in meaningful ways.

Let this magazine be a reminder of the transformative power of giving and how, together, we can shape a brighter future for our school, our community, and beyond.

Warm regards,
Mr. Ildar Iliazov
Founder
Spotlight magazine

SPOTLIGHT

LIKE A SPOTLIGHT

AS WE EMBARK ON ANOTHER EXCITING JOURNEY OF LIGHT INTERNATIONAL MOMBASA, I AM FILLED WITH A PROFOUND SENSE OF PRIDE AND GRATITUDE. THIS MAGAZINE IS NOT ONLY A REFLECTION OF OUR HARD WORK AND DEDICATION BUT ALSO A CELEBRATION OF WHAT WE AS INDIVIDUALS AND AS A COLLECTIVE COMMUNITY HAVE ACHIEVED. THROUGH OUR ACADEMIC SUCCESSES, EXTRACURRICULAR ACHIEVEMENTS, AND UNWAVERING COMMITMENT TO THE ICARE VALUES OF OUR SCHOOL, WE HAVE TRULY SHOWCASED THE REMARKABLE POTENTIAL WITHIN US ALL YEAR.



Muneeb Mukhtaar
Chief Editor,
Year 13 student

LIS MOMBASA

I have been fortunate to receive one of the best educational guidance the school could offer, which led to grades that even I couldn't imagine achieving. From early on, I've taken on challenges and opportunities that LIS Mombasa presented, which led me to excel in various academic disciplines. The pursuit of knowledge has always been a cornerstone of my personal development, and I'm proud of my accomplishments, both in the classroom and beyond.

Being the chief editor of this magazine is a direct reflection of the values I hold dear in academics — attention to detail, discipline, and the relentless pursuit of quality. I am proud to lead a team of talented writers, journalists, and creatives who share the same passion for self-development.

Beyond academics, my involvement in extracurricular activities has been equally fulfilling. Whether through leadership roles, community service, or creative endeavors, I have consistently sought to challenge myself and contribute to causes that resonate deeply with me. These experiences have allowed me to understand what leadership is all about and taught me the importance of teamwork, creativity, and perseverance.

In the spotlight, we highlight the stories of students and contributors who, like me, have leveraged their extracurricular passions to grow, lead, and inspire. I firmly believe that life outside of the classroom is just as crucial in shaping well-rounded individuals, and the spotlight reflects that balance.

This Spotlight promises to be one of our best yet. As we explore the themes and events we have experienced as a school, we've curated content that I believe will rejuvenate your brain with memories that mean everything to you and allow everyone here to reflect on the achievements we have made. We feature interviews with distinguished guests, cover in-depth reports on our school's achievements, and shine a light on how our deserving students have gone beyond to achieve success.

FLIGHT



I want to take a moment to recognize the incredible contributors who made the spotlight possible. Without the dedication of each writer, we would not be able to bring this vision to life. We are a team, and our collective effort is what makes Light International Mombasa a bright light in student expression.





MISSION:

- Morally upright,
- Socially responsible and
- Academically competent individuals to society.

VISION:

- To inculcate moral values set by society and religion
- To awaken the self-consciousness in every pupil;
- To inspire the hearts and minds to endeavour positive effects on others,
- To appreciate cultural differences and become environmentally conscious;
- To offer quality education harmonized with the contemporary approach and fortified by technology.

VALUES:

- Leadership
- Integrity
- Good judgment
- Honour
- Trustworthiness

MOTTO:

*Access to
Success*





Light international School, Mombasa, Kenya

Has achieved International Accreditation, a mark of recognition held exclusively by schools around the world that exemplify high quality standards in international education.

Conferred by the CIS board of Trustees

A handwritten signature in black ink, appearing to read 'Jane D. Larsson'.

Accredited
April 2024

Jane Larsson
Executive Director

*CIS - Council of International Schools

We're proud to be a **COBIS ACCREDITED MEMBER**



*COBIS - Council of British International Schools

20



SIMPLE IDEAS – GREAT IMPACT!



CONTENTS

10 ENGINEERING A BETTER CLIMATE THROUGH EDUCATION



AFTER LIS MOMBASA: THE UPDATE OF LUNA ARUNDAY



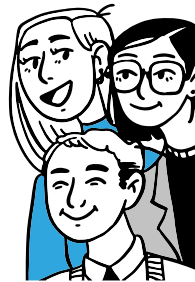
Page ▶ 16



POWER OF GIVING

Perspective on act of giving from Parents Advisory Board

Page ▶ 14



26 HOW THE PRESIDENT'S AWARD – KENYA UNLOCKS THE BEST IN US



30 GIVING BACK: GOOGLE DEVELOPMENT GROUP PWANI



THE CULTURE OF SERVICE LEARNING AT LIS MOMBASA

Page ▶ 38

34 OUR JOURNEY WITH SERVICE LEARNING PROJECTS A YEAR OF GIVING BACK



THE ART OF GIVING: BUILDING A LIBRARY, NURTURING FUTURES

Page ▶ 42



BUILDING A BRIGHTER FUTURE IN MOMBASA

contributing to a noble effort by constructing a shed for madrasa students in a remote area of Mombasa.

Page ▶ 45



SPOTLIGHT #3

2025

EDITOR-IN-CHIEF

Muneeb Mukhtaar

EDITORS

Paziziza Makena
Lindsey Nduta
Rhoda Mitchell
Abel Kimanzi

MEDIA MANAGER

Rayah Rashid Ali Khamis

DESIGNER

Aynur Abdullin

CREATOR

Ildar Iiazov

CONTENTS



Cambridge International School

The magazine is distributed free of charge throughout Kenya to employees, students, parents and partners of LIS Mombasa.

Printed on January, 2025.

46 CULTURAL DAY: A CELEBRATION OF DIVERSITY AND UNITY



52 EXCELLENCE IN ART AND DESIGN



56 FROM ASPIRATION TO CLARITY: AN ENLIGHTENING INTERNSHIP PROGRAM EXPERIENCE



LEADING WITH PURPOSE

Transformative Journey of Lindsey Nduta Ndung'u in the Student Council

Page ▶ 58



READERS' RECOMMENDATION BOOKS WE LOVE

Discover tips and insights from our readers

Page ▶ 62



Dr Karen Birmingham
Head of Communications,
International Education,

CAMBRIDGE UNIVERSITY
PRESS & ASSESSMENT

ENGINEERING A BETTER CLIMATE THROUGH EDUCATION

ACCORDING TO AN INTERNATIONAL SURVEY, 80% OF ENGINEERS BELIEVE THAT THEY CAN HELP TACKLE THE CLIMATE CRISIS THROUGH THEIR WORK, WITH 77% OF THEM ACTIVELY SEEKING OUT ROLES THAT PRIORITISE CLIMATE CHANGE¹. CURRICULA MUST EVOLVE TO ENSURE THAT WE ARE PREPARING STUDENTS TO BE ENGINEERS OF THE FUTURE THROUGH CLIMATE CHANGE EDUCATION

The Earth continues to heat up. The global-average temperature for the 12 months May 2023 to April 2024 is the highest on record, 1.61°C hotter than the pre-industrial years of 1850–1900². Consequences of this extreme heat are seen in the destructive wildfires, storms and floods being triggered around the world, and there is huge concern as to how these weather events are impacting structures such as bridges, roads and buildings.

For example, bridges crossing rivers are designed for maximum flood levels, but these levels are rising due to climate change flooding. And new research³ reveals that underground climate change could impact the stability of infrastructure in residential areas: cities with older buildings, such as those in Europe, could be more susceptible to underground heat changes which can

cause the ground to swell up to 12 mm and shrink by 8 mm.

Engineers are focused on the risk of climate change. Almost every branch of engineering is incorporating climate change thinking into its work both to understand how to combat it, and how to harness its effects for good. This includes retrofitting buildings for energy efficiency, designing water conservation technologies, developing clean energy transportation, promoting biodiversity and so on.

Universities too are already embracing climate change in their engineering studies. For example, a pilot programme in the US across five US-based higher education institutions is embedding climate change teaching into engineering degrees⁴.

How can schools prepare engineers of the future?

To ensure that students arrive at university engineering courses equipped to work in a climate changed world, climate change education must be integrated into subjects that lead to engineering qualifications such as design & technology and economics, as well as more obvious mathematics and sciences.

Creating this link from school through to higher education was the aim of a recent meeting at Cambridge University Press & Assessment. Researchers and academics from the Department of Engineering at the University of Cambridge and Cambridge Zero challenged Cambridge educationalists to consider a much broader set of subjects, and adapt some ways of teaching engineering-related skills, in preparing students for engineering careers.

A systems-thinking approach

Engineers must take a wide approach to problem-solving and design, known as systems thinking, and consider the entire system rather than focusing on individual components of a project. 'We don't talk to our students about how to build a sustainable bridge or electric cars,' said Dr Dai Morgan, Course Director for the MPhil in Engineering for Sustainable Development at the University of Cambridge. 'Instead, we support them in developing a systems approach to their thinking, which equips them with the skills to ask questions that lead to better solutions. This is because what a good bridge looks like in one location might not be right for another.' Dai went on to explain how engineering must produce solutions that work within the context of the real world. 'Engineering for sustainable development means working within Earth's finite limits and the biodiversity and resources systems that we rely on. A deep understanding of those is essential for engineers of the future,' he said.

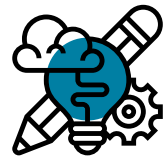
Dr Edoardo Borgomeo, Associate Professor of Water Engineering at the University of Cambridge, went further in describing how climate change should be brought into more subjects that support engineering. He described building dams and desalination plants to provide enough clean water in areas of shortage while at the same time ensuring that countries downstream are not impacted by the infrastructure. This can involve knowledge of politics and sociology.

References

1. [te.com/en/about-te/news-center/reports/industrialtechnology-index/2024-report-state-of-innovationindustrial-tech/sustainability-attracts-talent.html](https://www.te.com/en/about-te/news-center/reports/industrialtechnology-index/2024-report-state-of-innovationindustrial-tech/sustainability-attracts-talent.html)
2. climate.copernicus.eu/copernicus-global-temperaturerecord-streak-continues-april-2024-was-hottest-record
3. Rotta Loria, A.F. (2023) *The silent impact of underground climate change on civil infrastructure*. *Commun Eng* 2, 44.
4. medium.com/invention-notebook/how-to-integratesustainability-into-college-engineering-curricula8930cc99b3f5



**WE SUPPORT OUR
STUDENTS IN DEVELOPING A
SYSTEMS APPROACH TO
THEIR THINKING**



An educational responsibility

Supported by such expert knowledge, Cambridge educationalists are working to meaningfully integrate climate change education across Cambridge curricula for ages 5–19, and understand how some teaching areas could embrace an approach informed by engineering skills. Christine Özden, Global Director for Climate Education at Cambridge, who convened the meeting, spoke of having no other choice than to provide climate change education for the engineers of the future. She concluded: 'As an organisation that reaches 100 million learners around the world, we not only have an incredible opportunity to support learning to tackle the climate crisis, but a responsibility.'

PEARSON EDEXCEL INTERNATIONAL A LEVELS:

modern, progressive qualifications for globally minded learners



Lisa Evans
Global Marketing Director,
and Sales Director for
Europe & Americas

PEARSON SCHOOL
QUALIFICATIONS INTERNATIONAL

PEARSON IS THE WORLD'S LEADING LEARNING COMPANY. WE PROVIDE WORLD CLASS ASSESSMENTS, DIGITAL CONTENT AND LEARNING EXPERIENCES FOR INTERNATIONAL SCHOOLS TO ENABLE MORE EFFECTIVE TEACHING AND LEARNING AND TO HELP LEARNERS INCREASE THEIR SKILLS AND GLOBAL EMPLOYABILITY PROSPECTS.

Our qualifications are world renowned and are studied by students in more than 100 countries. Thousands of students around the world take our qualifications every year, progressing on to the world's most respected universities.

At Pearson, our specifically designed international academic pathway based on the British national curriculum is called

iProgress. It delivers a consistent learning journey for learners aged 3 to 18 through our iPrimary and iLowerSecondary curriculum, on to Pearson Edexcel International GCSE and International A level qualifications.

Modern, flexible qualifications

Our International A levels are designed for students aged 16 to 18 who want to progress to the best universities around the world. They use the popular and flexible modular approach which means exams are taken at the end of each unit of study or throughout the programme of study when students feel prepared and ready.

This flexibility, together with exam series in January, June and October, for most subjects, means that students have more opportunities to get feedback to improve their performance and get the grade they need to progress. Available in 21 popular subjects, Pearson Edexcel International A levels (IAL[®]) are comparable to the linear UK A Level, equipping students for progression to university and employment.

World class assessment design

Pearson Edexcel qualifications go through a rigorous world class assessment design process, which ensures that the content is relevant for international learners, and that there is a clear and consistent relationship between command words, marks and skills.

With logical progression of difficulty throughout and consistency in template and design, our question papers are clear and provide suitable challenge and support for students of all abilities.

Recognised worldwide for academic excellence

Opening doors to the world's best universities, Pearson Edexcel sets the standard for worldwide recognised qualifications aligned to the British educational system. Accepted by over 650 higher education institutions across the world – including top universities such as Oxford, Cambridge, Columbia University and Yale University – and with transferrable skills embedded in each programme of study, students can be confident they will have qualifications, skills and knowledge that admissions teams and employers are looking for.

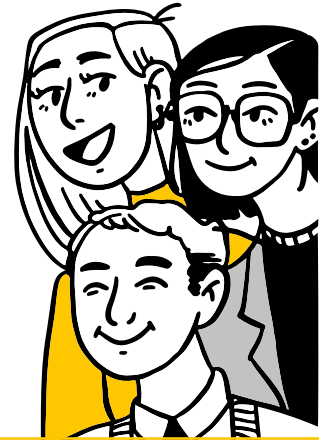
At Pearson, we would be honoured to support your school, educators, students and parents as you take the next step in your International A level journey.



At Light International School Mombasa, we take pride in being an accredited Pearson Edexcel center. As part of our commitment to academic excellence and enrichment, we are thrilled to share that one of our students achieved the highest mark in Africa in GCSE Art & Design in the 2024 exam series. Pearson Edexcel exams form a core part of our enrichment program, offering students unique opportunities to excel and prepare for their future endeavors.



POWER OF GIVING



Let's start with the Academic Open Day. A form of communication between teachers, parents, and students that we did not experience at the Cambridge school previously. In LIS Mombasa, we don't just communicate with the class mentors, the school encourages parents to meet one-on-one with each subject teacher directly. As new parents (in 2021), we were both surprised and amazed. The teachers truly dedicated their time to us; not only did they give their time, but we genuinely felt their full support and attention towards our child. These teachers helped solve many tangled issues arising from our child's adaptation to a new school and new culture.

Moreover, there is a "Parents Breakfast" - a meeting between the academic staff, mentors, and parents before the new term begins. School allocate their time to listen to the parents and are open to feedback and ideas. Not only does the school provide answers and solutions, it also offer enlightenment, comfort, and reassurance for entrusting our child to LIS Mombasa for years to come.

Speaking about the love and care given by the school to the students, we genuinely sense them through the Boys Mentoring Program, and Girls Mentoring Program. Hat's off to the mentors; they are very patient and steadfast in bringing the students together. As parents, we feel greatly supported by this activity knowing that our children can interact with their peers with programs that suit their respective age. Most importantly, we feel at ease knowing that our child is in the right hands of the mentors.

“Giving is not just about making a donation. It is about making a difference.”

- Kathy Calvin -



Mirna Milantina
Member of
Parents Advisory Board

LIS MOMBASA

This November 2024, will mark my three years as a member of the Parents Advisory Board (PAB). This is a token of appreciation that I'm trying to give back to the school. I've helped to contribute my time and thoughts as a stay-at-home mom. Despite not being very organizationally inclined and with my halting Asian-English, I have tried to join the PAB, to offer fresh suggestions and ideas for the school's progress. Together with other PAB members, we were sitting down and working on part of the CIS International Accreditation audit, which was successfully achieved in April 2024.

Yet, the most beautiful form of giving from our parents is during the annual Cultural Day! This teachers-parents-students activity is truly a very positive event. Parents dedicate their time to preparing traditional foods, lending their precious ornaments for displays, providing props for decorations, and spare time to enjoy the children's dance and admire students' creativity in decorating the booth. These powerful acts of giving out our time and support make this event even more special!

In our 4th year here, we have seen more and more parents willing to dedicate their time to consistently attend each of the school's activities. Bravo dear parents! We thank you and we couldn't have done this without you. This power of giving surely will bring change - both for the school's development and for the better future of our children.

The act of giving should not always be measured by material things. We can give attention, support, time or even love - at all times.



“Happiness doesn't result from what we get, but from what we give.”

- Ben Carson -



Giving has the remarkable ability to connect people and foster a sense of community. It's not just about donating material goods; giving can include offering time, skills, or simple acts of kindness. These acts create a ripple effect, inspiring others and contributing to a cycle of generosity that strengthens bonds within society.

Research shows that giving is also good for the giver. It boosts well-being, reduces stress, and fosters feelings of fulfillment. Whether through



Agnes Kitonga
Member of
Parents Advisory Board

LIS MOMBASA

volunteering, mentoring, or supporting a cause, the act of giving encourages personal growth and cultivates empathy, creating a more compassionate and responsible community.

In a world often focused on self, giving provides an opportunity to make a lasting impact, both for others and for ourselves. By embracing generosity, we create a culture of kindness, unity, and positive change.

AFTER LIS MOMBASA: THE UPDATE OF LUNA ARUNDAY



Luna Arunday Kirana
Class of 2024

LIS ALUMNI



It has been half a year since I stepped out of the school gates, and yet, the memories and experiences still linger nearby. As I thrive in my new Indonesian environment, I am constantly reminded of how LIS Mombasa has changed me.

My joy in LIS stemmed from being given endless opportunities to give back to my community. As a result, I have grown to become a very community-oriented student who is constantly thinking about what activities I can do on my campus to offer back.

Moreover, I am reminded of my volunteering period as a teacher of ICT and English. Now, I am inspired by my past actions and strive to become a peer teacher and active volunteer in my campus life. Although I loved doing it in LIS, I love it even more now!

My trials and tribulations at LIS Mombasa have only taught me to keep growing out of my comfort zone and become a better version of myself with each passing day. In my university life, I become more aware of these small and big opportunities, and I reflect upon them every day.

I hope that I have left a lasting mark on my juniors. As my juniors continue to survive through the grueling process of school life, I hope they can learn to be grateful for the whole school experience and snatch each opportunity with pride!

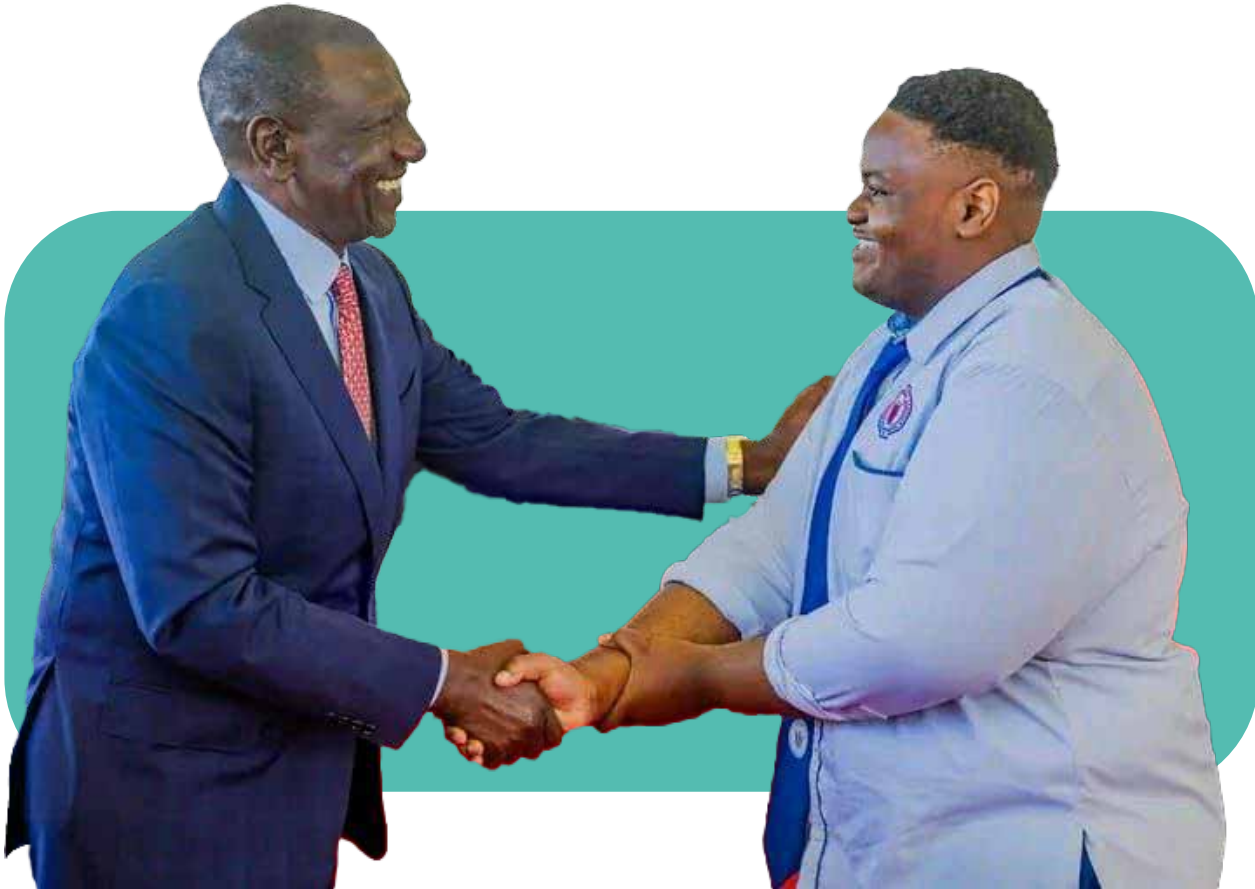
In conclusion, the power of giving not only comes from service learning and volunteering but also the energy I hope I gave to my school community until the very moment I left.

Thank you, LIS Mombasa!

My trials and tribulations at LIS Mombasa have only taught me to keep growing out of my comfort zone and become a better version of myself with each passing day.



MY EXPERIENCE WITH THE PRESIDENT'S AWARD PROGRAM



I THANK GOD FOR EVERYTHING. THERE IS NO BEAUTY WITHOUT PAIN. AND IN THIS CASE, ALL THE PAIN THAT LED US TO WHERE WE ARE CURRENTLY HAS PAID OFF. THE JOURNEY THAT CULMINATED IN US ENDING UP AT THIS FINISH LINE, IS THE SAME ONE THAT REMINDS US THAT THIS IS JUST THE START. MY NAME IS EMMANUEL MIAMBO, AND I AM MORE GRATEFUL THAN EVER TO HAVE THE WONDERFUL PRIVILEGE OF GIVING MY PERSPECTIVE ON THE LIFE-CHANGING EVENTS OF THE PRESIDENT'S AWARD.



Emmanuel Miambo
Class of 2024

LIS ALUMNI

Before my Journey, my surgery was the main concern. Would the harsh survival conditions be safe to endure for days on end with my physical condition? In fact, I put off even signing up for the program until the last day possible before finally gaining enough courage to sign up. And when I finally did I thought nothing much of it further, not realizing what an amazing opportunity I had just stumbled upon.

The Journey began with an idea that evolved into a plan. And further developed into actions. Actions that I would soon realize would test my resilience, endurance, and more importantly, My ability to lead. Because the unpredictable terrain was daunting and tested my sympathy. Imagine being on top of a mountain that is raining to the length of your knees and caked in mud. Only for you to have to pitch tents and survive, but with teammates who are unwilling to cooperate. This experience helped me develop patience.



My group relied on me to navigate, stay motivated, and keep our spirits high, even when the path ahead seemed unforgiving. I had to push past my limits to inspire others to push past theirs. Because through the thread of connection forged through shared hardship, we had no choice but to push on. And I thank God that we did because completing this part of the Journey unlocked the next chapter.

The next chapter after two long trips was painting some classrooms for our regional project in Likoni. This meant that I would get the opportunity to transition from guiding others to serving them. Ensuring that at every step of the way we remain grateful for what we have both individually, and as a collective. And the smiles on the faces of the children who would soon be using those classrooms were more rewarding than any physical accomplishment.

And then came the ultimate honor. In a moment of shock, I was selected to give a speech at the State House, in front of none other than He, the honorable President William Ruto. I remember staying up the whole night prior trying to think what I would write about.

Only to wake up, scrap the entire idea, and just approach the event without a script. Standing in front of President William Ruto, a man whose leadership has shaped the course of our Country. This was a lifetime experience. My only regret is not spending more time with His Excellency afterward to learn even more from one of the most prominent speakers our Country has seen. But the road to success is long and hard, and because I want that privilege one day, I am inspired more than ever to work even harder.

Being in the presence of such leadership was inspiring beyond words. It reminded me of the power of service and dedication, and it further reinforced my desire to continue growing as a leader. People who know firsthand everything that comes with the position. Be it the happy moments, and even through the difficult moments they can continue to lead. And that is the type of leader I aspire to be one day, whether at home, at work, or at School.

The President's Award program has given me the tools and the confidence to take on challenges, lead, and give back to my community. I feel an overwhelming sense of gratitude for the opportunities the program

has provided me and optimism for the future it has unlocked. This program should continue to be encouraged for the youth all across Kenya and other parts of the World as a collective.

Even as my time at Light International School Mombasa came to an end and I graduated. I made sure that I did my best as the leader of the Student council shortly after the President's Award trips were over. As I look into the future I would like to thank the honorable President for continuing the program Nationwide, the Program for continuing to run, Everybody at Light International School Mombasa for making the event possible, Ms. Merry and Ms. Maria for trusting me to deliver my speech, my Parents for raising me, and once again most importantly, God almighty.

ALUMNI HIGHLIGHTS

THE ALUMNI DEPARTMENT HAS BEEN BUSY FOSTERING STRONG CONNECTIONS BETWEEN OUR RECENT GRADUATES AND THE SCHOOL COMMUNITY, OFFERING OPPORTUNITIES FOR BOTH PERSONAL GROWTH AND PROFESSIONAL NETWORKING. WE ENGAGE WITH OUR ALUMNI THROUGH A VARIETY OF ACTIVITIES—SOME WEEKLY, SOME MONTHLY, AND OTHERS RESERVED FOR SPECIAL OCCASIONS. OUR MISSION IS TO MAINTAIN THESE BONDS AND SUPPORT OUR GRADUATES, ESPECIALLY IN THE TRANSITION TO UNIVERSITY LIFE.

Recently, we hosted a breakfast for our Class of 2024 graduates, where we discussed university admissions, and career planning, and offered guidance on any concerns they had. These gatherings allow us to offer ongoing support, particularly for recent graduates who benefit from advice as they take their next steps.

Every Saturday evening, our alumni gather on campus for friendly football matches. This weekly tradition not only keeps our alumni active but also strengthens their connection to the school. We even hold interschool matches with our sister school. Recently, we held an internal football tournament, and the winning team had the chance to represent us at a tournament in Nairobi—a proud moment for our alumni and current students alike.

One of the most touching moments this year was on Teacher’s Day when our alumni surprised the school with a cake to show their appreciation. It was a heartfelt gesture, reminding our teachers how impactful they have been and that they are cherished long after students graduate. Afterward, the alumni had the chance to attend our school’s STEM Fair, where they marveled at the innovative projects of our current students, amazed at the skills and creativity on display.

Additionally, we recently hosted an Alumni Connect Dinner, which allowed graduates from various years to reconnect with each other and the school. The event was filled with shared stories, laughter, and a strong sense of belonging. Many alumni expressed how the evening deepened their connection to the school community.

Looking ahead, we are excited to announce an upcoming Alumni Business Expo, an event dedicated to showcasing alumni entrepreneurs. This gathering will offer a platform for alumni to present and market their brands, giving both alumni and students valuable networking opportunities and inspiration.



Our Alumni Department is committed to strengthening the ties between our graduates and the school. Each event or interaction reinforces a supportive community that remains long after graduation day. We’re looking forward to seeing how our alumni continue to grow and contribute to the world—and to the school that helped shape them.



Issack Hashako Dube
Alumni Relations Officer

LIS MOMBASA

SIMPLE IDEAS – GREAT IMPACT!

“Giving is not just about making a donation. It is about making a difference.”

Kathy Calvin (UN Foundation)



Dr Neil Hawkes
Founder of Values-based
Education and the IVET
Foundation

VBE & IVET FOUNDATION

I'VE BEEN INSPIRED TO LEARN ABOUT HOW YOU, THE STUDENTS AT LIGHT INTERNATIONAL SCHOOL MOMBASA (KENYA, AFRICA), HAVE BEEN WORKING SO HARD AND INSPIRATIONALLY TO USE YOUR EDUCATION TO MAKE YOUR SCHOOL STAND OUT AS A BEACON OF EXCELLENCE IN AFRICA. YOUR SCHOOL IS AN OUTWARD FACING SCHOOL AND AS SUCH IS ENABLING YOU TO BE CHANGEMAKERS IN A WORLD THAT DESPERATELY NEEDS YOUNG ENTREPRENEURS WHO CAN THINK GLOBALLY, ACT LOCALLY AND MAKE A DIFFERENCE. AS KATHY CALVIN'S QUOTE ABOVE IMPLIES, OUR AIM IS NOT TO THINK WE NEED LOTS OF MONEY BEFORE STARTING TO MAKE A DIFFERENCE IN PEOPLE'S LIVES.

For instance, as a young man I had the simple idea that if I treated others with respect and kindness then it would help them to act in a similar way. I had a vision that the children of the world could be the role models who would be able to find solutions to the world's complex



problems, such as worries about food economy, biodiversity, climate change, political unrest, equity and justice.

I became a teacher and started spreading my ideas, empowered by the students I taught who filled me with hope. When I became the principal of a school, I really put my simple ideas into action and created the first explicit values-based school in the world. Since then, the movement has spread to thousands of schools. I decided to form a charity, called the International Values

Education Trust, now known as the IVET Foundation. Its main initiative has been to encourage the development of Values-based Education (VbE) in schools and colleges globally.

Your Principal has been working tirelessly with colleagues to ensure that LIS is a Values-based school. This means that the school consciously underpins everything it does, in terms of curriculum, routines, structures and relationships with a common ethical vocabulary of values words. My research at Oxford

University demonstrated that if a school really engages with such a vocabulary the students, like you, develop critical awareness and altruistic agency, which enthruses them to reach high standards and develop as good citizens of their country and the world. Most importantly they are empowered to be ethical leaders, with the key skill of ethically self-regulating their behaviour. I was honoured to speak about this impact at the United Nations in Geneva in 2023.

I am privileged to be invited to many countries to inspire



educators and social leaders to adopt Values-based Education (VbE). I am heartened to find brilliant examples of people who are making a difference by living their values. Recently, I was in Siam Reap in Cambodia and saw the amazing work of a school

there that too is keen to be seen as values-based.

I am currently in New Zealand, where on several occasions I have been invited into schools and spoken at conferences. Australia too is dear to my heart, as many schools there use Values-based Education as their gold standard for creating a quality school. I will be there in a few weeks' time before returning to the UK.

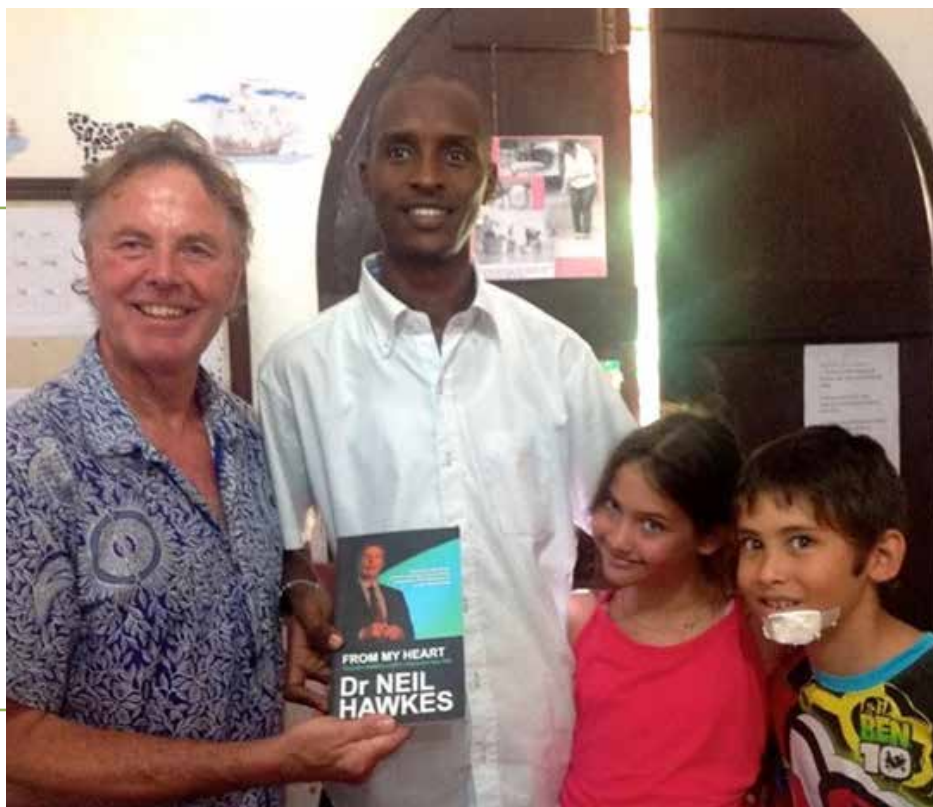
These countries have their own inspirational people who focus on selfless giving. Your country Kenya has many examples too, of people who start with simple ideas but with determination create a huge impact. I would like to tell you about one, Mr. Stephen Njoroge Kamau, whom I met in 2014.

I met him when he was the teacher for the resort owners' children on Funzi Island. I watched his skill as an excellent teacher and was particularly touched by the way he was an excellent values role model, influencing the children's character development. I thought they were so lucky to have him as their teacher and mentor.

Over the years, I have stayed in touch with Mr Stephen and learned how the money he has earned as a private tutor has funded the building and setting up of a remote rural school called, Mariakani Gardens School.

He chose a site for his school in an isolated area of your country where there are no Government funded schools. Without him

My dream is that you, the reader will be inspired to help make a difference in the lives of both you and others by living a set of values, such as those your school encourages you to adopt in your life



the local children would not be educated. He has faced many challenges, a major one being to convince parents that their children should attend school.

He has devised schemes to win parents over, including offering to give a goat to families when their children come to school every day. Other schemes include providing chickens for the mothers to rear that will provide them with a source of independent cash. And helping to provide maize for the families. All this extra work besides getting folk to help him build and resource the school.

My charity, the IVET Foundation, in a limited way, has supported Steve. Sadly, he had a setback in

April this year when a violent storm damaged the school roof. He has now made this safe for his pupils.

We would like to help Mr. Steven further, and others globally who model putting their simple ideas into practice and having impact. I am convinced that they, and our wonderful IVET Affiliates, are the ones who will help transform human consciousness to be more altruistic. They will herald a new era, when fellow humans can successfully face and solve the complex challenges that our world

faces in a spirit of cooperation and determination.

My dream is that you, the reader will be inspired to help make a difference in the lives of both you and others by living a set of values, such as those your school encourages you to adopt in your life. You can be the change you want to see in others.

I'm curious: what will be your legacy?

My heartfelt good wishes to you on your life's journey.

🌐 IVET FOUNDATION: www.ivetfoundation.com

🌐 VALUES-BASED EDUCATION : www.valuesbasededucation.com

WELLBEING AT THE HEART OF EDUCATION:

A HOLISTIC APPROACH AT LIGHT INTERNATIONAL SCHOOL MOMBASA

At Light International School Mombasa, we firmly believe that education extends beyond academic achievements—it encompasses the holistic development of our learners. In this spirit, we have introduced Cambridge Wellbeing Curriculum which extends to all levels across the school. This ensures that every learner, from the youngest to the oldest, has the opportunity to engage with and benefit from a holistic approach to wellbeing. The curriculum is divided into three distinct yet interconnected strands:

Understanding Myself, My Relationships, and Navigating My World.

These strands reflect our commitment to fostering personal, interpersonal, and global perspectives on wellbeing, equipping students with the tools they need to thrive in all aspects of life.

A Holistic Approach to Wellbeing



Ibrahim Bursa
Head Mentor

LIS MOMBASA

Wellbeing is deeply personal; it manifests uniquely for each individual. Recognizing this, our curriculum emphasizes a comprehensive approach that integrates physical health, emotional health, interpersonal relationships, and cognitive development. We aim to provide learners with the means to understand and nurture their wellbeing within the context of their own lives while also considering their role in a broader community.

Strands of the Wellbeing Curriculum

1

UNDERSTANDING MYSELF

This strand focuses on self-awareness and self-regulation, helping learners identify the factors that contribute to their emotional and physical wellbeing. Through engaging activities, students practice strategies for managing emotions, building resilience, and cultivating a positive mindset.

2

MY RELATIONSHIPS

Interpersonal connections are vital to a fulfilling life. In this strand, learners explore a wide range of relationships, including friendships, family dynamics, and community ties. They develop essential skills in positive communication, empathy, and conflict resolution, fostering a sense of belonging and social responsibility.



3

NAVIGATING MY WORLD

The final strand takes learners beyond themselves to consider their place in a global context. Students examine how they can contribute to the wellbeing of others and respond to changes and challenges with adaptability and confidence. By exploring real-world scenarios, they develop a sense of agency and responsibility to make a positive impact on the world around them.



Preparing Learners for Life

The Wellbeing Curriculum is designed to help learners explore and practice strategies for managing their wellbeing in diverse situations, from the classroom to the world beyond. By addressing both personal and shared aspects of wellbeing, we aim to cultivate students who are not only confident and self-aware but also compassionate and socially responsible.

At Light International School Mombasa, we believe that a holistic educational experience lays the foundation for learners to reach their full potential. Through this curriculum, we are nurturing individuals who can thrive personally, build meaningful relationships, and contribute to a global understanding of wellbeing. This commitment reflects our core belief in the intrinsic value of wellbeing as a cornerstone of a fulfilled and successful life.

The Power Of Giving:

HOW THE PRESIDENT'S AWARD - KENYA UNLOCKS THE BEST IN US

ACTIVE LEARNING





Maria Birgen
Deputy Director- Programme
and Project Coordination

THE PRESIDENT'S AWARD KENYA



In a world obsessed with likes, follows, and personal milestones, the idea of giving often gets lost in the noise. Yet, there's something quietly revolutionary about shifting focus from "What's in it for me?" to "How can I make a difference?" This is exactly the journey that The President's Award – Kenya (PA-K) invites young people to take—a journey that's as much about self-discovery as it is about helping others.

PA-K isn't your typical youth program. It's a dynamic experience that challenges young people to step outside their comfort zones, engage with their communities, and, in the process, uncover aspects of themselves they never knew existed. Think of it as a personal adventure with a purpose—one that can redefine how you see the world and your place in it.

At the heart of PA-K is the power of giving. And not just in the material sense. We're talking about giving your time, your energy, your talents—giving a part of yourself to something bigger. Whether it's tutoring kids, cleaning up the environment, or even leading a community project, these acts of service do more than just benefit others. They have a way of revealing what really drives you, what you care about, and how you can lead.



As you dive into these activities, something remarkable happens. You start to see how interconnected we all are. The challenges others face become real to you, and you begin to realize that your actions, however small, can have a huge impact. It's a perspective shift that turns the focus away from self and towards the collective good, making you more aware of the world and your role in it.

But PA-K isn't just about doing good deeds; it's also about pushing yourself to new limits. Imagine climbing a mountain or leading a team through a challenging project. These experiences are designed to test you, to push you beyond what you thought was possible. And in doing so, they reveal your hidden strengths—your resilience, your courage, your ability to inspire and lead.

Then there's the gratitude that comes with it. By giving to others, you begin to appreciate what you have in your own life. It's a powerful feeling that flips the script on what really matters, making you value the opportunities you've had and encouraging you to create those opportunities for others.

The President's Award – Kenya isn't just about ticking off achievements; it's about becoming the best version of yourself. It's about discovering that true fulfillment doesn't come from accumulating things, but from making a difference in the lives of others. It's about realizing that

BY GIVING TO OTHERS, YOU BEGIN TO APPRECIATE WHAT YOU HAVE IN YOUR OWN LIFE





by giving, you gain more than you ever imagined.

So, if you're a young person looking for more than just the next big achievement, PA-K might just be what you're searching for. It's a journey that doesn't end when you complete the program. Instead, it stays with you, guiding you as you step into the world with a deeper understanding of who you are and how you can make an impact.

The power of giving, as PA-K teaches, isn't just about what you give away. It's about what you discover about yourself in the process—a discovery that just might change your life.



IF YOU'RE A YOUNG PERSON LOOKING FOR MORE THAN JUST THE NEXT BIG ACHIEVEMENT, PA-K MIGHT JUST BE WHAT YOU'RE SEARCHING FOR

GIVING BACK:

Google Development Group Pwani

In a self-absorbed globe, there is something magical about looking outside. Notifications are constantly buzzing in our lives and screens are always glowing around us while we relentlessly pursue our personal ambitions. As much as this is important, the true satisfaction lies in shifting our focus from ourselves. It's by turning outwards that we can find deeper meanings of life that go beyond individual pursuits.



Mary Dhahabu
Co-Organizer - Social Media
Manager

GOOGLE DEVELOPMENT GROUP
PWANI





According to Marianne Williamson, “The greatest gift is the power to inspire others to find their own greatness.”

For me, that’s what giving is all about. Watching a person change because of your kindness brings joy like seeing tiny ripples grow into huge waves of good change.

Giving back defines GDG Pwani. We make it possible for our members to realize their potential by providing information, guidance, and encouragement. Unlike other methods of teaching or mentoring, we help unleash hidden potential; thus acting as catalysts for such abilities. Through these stages, we also transform alongside our society hence creating an environment where creativity and success become inevitable.

All this cannot be achieved solely. The strong linkages with schools, partnerships, and collaborations have allowed us to go far beyond what could have been done alone. These relations are essential to our vision and have played a major role in our performance..

Schools and Hubs:

The foundation upon which GDG Pwani was established are schools and hubs. Our association with these institutions and innovation hubs is more than an alliance, it is a relationship that nourishes the upcoming generation of technology pioneers through symbiosis by opening their doors to us generously. They have become dynamic innovation centres where we hold our events and workshops.

However, the roots of our connection are even deeper than sharing buildings. This is one joint vision for a future in which technology empowers people. We’ve created

channels that inspire young minds, entrenching curiosity, experimentation, and lifelong learning. We teach coding as well as instill a spirit of thinking critically and solving problems.

GDG Pwani has partnered with various institutions dotted along Kenya's coastline over the past year. Our collaboration with Light International School Mombasa and innovation hubs such as Sote Hub, Swahilipot Hub, and Close the Gap Kenya has further strengthened our ability to provide students with the opportunity to explore the amazing world of technology.

Partnerships:

Strategic partnerships are the jet fuel that drives GDG Pwani forward. By coming together with similar organizations, they have turned problems into opportunities and increased our influence over this region's IT industry. These unions mean more than just deals; they are teamwork based on shared principles and a collective determination for novelty.

Through the formation of these associations, we have opened a treasure trove of resources, experience, and support. Together we have been able to dream higher, undertake more complex projects, and come up with strongly positive impact programs. The outcome? A vibrant technology hub that is full of ideas that make one think deeply and at the same time is a pool of talent.

During our journey, Moringa School and Payd have been invaluable allies. Their help in terms of what they contribute materially as well as their faithfulness to our objectives has been significant in actualizing the vision we had. By collaborating hand-in-hand, we have created a strong alchemy that has taken our events and programs to new heights.

Collaborations:

To encourage this kind of culture, and to support the ever-flourishing community of GDG Pwani, it need not be just an organization, but a place where ideas meet and merge, where innovation is promoted, and where communal interaction happens. More fundamentally at the center of all that we have done, is the core belief of cooperation. Thus, merging the skills, approaches, and assets of people from various backgrounds has produced a strong agent of social advancement.

Our story is a demonstration of the fact that collectively, people are capable of much more than individually. Eliminating the organizational silos and including everyone in communication processes helped to make people listen to others and appreciate their opinions. Thanks to this style of work, we could recognize the requirements that communities have someday, predict tendencies, and think about how new jobs could be offered to improve individuals' lives.

We are pleased to be the trigger for the coming together of people, for ideas, and for coalitions to form information to flow, and inspiration to blossom. GDG Pwani is not just an organization but a movement of Change driven by the positive energy of society.





ACTIVE LEARNING



OUR JOURNEY WITH SERVICE LEARNING PROJECTS

A Year of Giving Back

Light International School Mombasa has been dedicated to making a positive impact on our community through various service-learning projects. This past year has been particularly rewarding, as we've had the privilege of reaching out to several schools and the local environment.



Every first Thursday of the month, the students were able to dress up in myriad themes that were selected. Students were able to wear jerseys, to match up with someone- twin day and even dress up as teachers while our teachers dressed up as students, amongst many other themes that were accomplished. They were genuinely very fun and exciting. By dressing up students were able to remove a small donation which led to the several service learning projects that were able to takeplace.

Empowering Young Minds.

One of our primary focuses has been on education. We ventured out to different schools and were able to donate essential learning materials that would aid the children inside the classrooms.

WE VENTURED OUT TO DIFFERENT SCHOOLS AND WERE ABLE TO DONATE ESSENTIAL LEARNING MATERIALS

The first school we were able to visit was **Makanzani Primary School in Kilifi** where we;

- ◆ Donated 10 microscopes for the students to use in the science labs.
- ◆ Provided 7 photo frames to enhance classroom aesthetics.
- ◆ Planted 106 fruit trees to promote environmental sustainability within the school compound.
- ◆ Donated 247 textbooks to expand knowledge horizons within the students.
- ◆ Donated 36 storybooks to encourage a reading culture amongst the pupils.

We then visited **Kiwandani Comprehensive Primary School in Kilifi** and were able to;

- ◆ Donate 551 textbooks to broaden knowledge.
- ◆ Provide 154 storybooks to foster literacy and enhance creativity.
- ◆ Donate 21 mathematical sets to enhance problem-solving skills
- ◆ Provide 10 microscopes to inspire interest in science.
- ◆ Donate 14 photo frames to brighten classrooms, making the learning spaces more welcoming.



Additionally, we were able to take a short trip to **Funzi Primary School in Kwale** in order to;

- ◆ Donate 10 microscopes to inspire scientific inquiry
- ◆ Contribute 70 books to encourage reading
- ◆ Provide 10 mathematical sets to strengthen maths skills
- ◆ Donate 10 solar lamps to illuminate the community, especially during power outages

Ziwani School for the Deaf in Mombasa was our last pit stop for the term. Where we;

- ◆ Donated 10 microscopes to cater for the science labs.
- ◆ Planted 10 trees to contribute to environmental conservation
- ◆ Shared snacks with the children to show support and care. Whilst doing this we got a chance to engage with them and they even presented a short dance for us which was amazing!

Protecting Our Environment

A beach cleanup was organised and took place at Kijani Beach Hotel. Students from different classes were invited and they came together to help pick up litter on the beach. At the end of the day, where we were able to collect about 7 sacks of plastic and metallic waste. By doing this it helped preserve our coastal ecosystem.

Through these initiatives, we have not only provided tangible resources but also fostered a sense of community and responsibility. We believe that service learning is a powerful tool

that empowers individuals, especially students to make a difference. As we move forward, we remain committed to our mission of giving back and creating a positive impact on our community.

WE HAVE NOT ONLY PROVIDED TANGIBLE RESOURCES BUT ALSO FOSTERED A SENSE OF COMMUNITY AND RESPONSIBILITY.



SERVICE LEARNING



Sylvia Onunga
Year 12 student,
LIS Ambassador,
Students Council

LIS MOMBASA

THE CULTURE OF SERVICE LEARNING

at LIS Mombasa

At Light International School Mombasa, service learning is not just an activity—it is a way of life, deeply woven into the fabric of our school culture. Guided by our unwavering belief in the power of giving, we aim to instill in our students a profound sense of humanity and responsibility toward others.



Saidi Hemed Mwabazuma

Physics and mathematics teacher,
Service learning coordinator

LIS MOMBASA



Celebrating Humanity: Themed Thursdays

Every first Thursday of the month is an opportunity to celebrate the spirit of giving uniquely and memorably. On these days, our teachers and students come together under a chosen theme—Such as dressing as elderly people, donning jerseys of their favorite teams, and appearing as twins. These vibrant-themed Thursdays are not only fun but also serve as moments of collective purpose.

On these days, we invite our community of teachers, parents, and students to donate generously—cash, food items, books, or clothes—depending on the planned service activity. For example, if a visit to an orphanage is scheduled, food items are collected and donated to meet the needs of that institution. Through this tradition, we strive to cultivate empathy, compassion, and a giving spirit in our students.

Service Learning and Global Perspectives

At LIS, service learning is intricately linked with the curriculum, especially through our Global Perspectives projects. This integration ensures that students not only learn about the importance of service but also actively engage in impactful initiatives. Over the years, we have forged strong partnerships with reputable organizations such as UNYA, Red Cross, and Rotary, further broadening the scope and reach of our service learning activities.

Beyond Donations: A Vision for Mega Projects

While regular service activities include donations to orphanages and vulnerable communities, LIS also takes pride in undertaking transformative mega projects that require long-term planning and resources. These projects are a testament to our commitment to making a lasting impact.



“No one has ever become poor by giving.”

Anne Frank

SERVICE LEARNING



Light International School Mombasa
in collaboration with
Rotary Club of Mombasa &
United Nations Youth Association
of Kenya

Donate desks & chairs as part of
our Service Learning Projects to
empower Kashani Primary School-
a public school in Bamburi

July 2023

Some of the major projects successfully completed include:

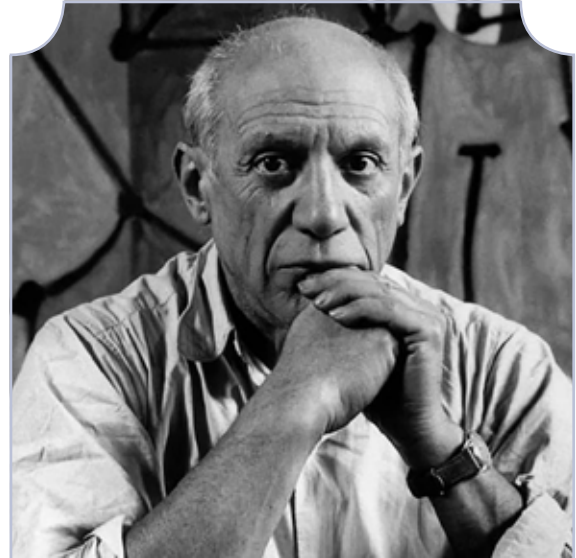
- ◆ Drilling a water well in Tiwi to provide clean and accessible water to the community.
- ◆ Constructing a madrassa shade in Magongo, offering a safe space for learning.
- ◆ Building a library for Makanazani Primary School in Kilifi, fostering a love for education and reading.

This Year’s Vision: Toilets for Kashani Primary School

This academic year, we have set our sights on constructing toilets for Kashani Primary School. Having donated desks to this school last year, we identified the urgent need to improve their student-to-toilet ratio. This project aligns with our goal of enhancing learning environments and ensuring dignity and comfort for all students.

Empowering Through Collective Effort

Funding for these impactful projects comes from the collective generosity of our community—teachers, students, and parents—through donations, food bazaars, and partnerships with other organizations. Each act of giving, no matter how small, contributes to monumental change.



“The meaning of life is to find your gift. The purpose of life is to give it away.”

Pablo Picasso

The Light of Service

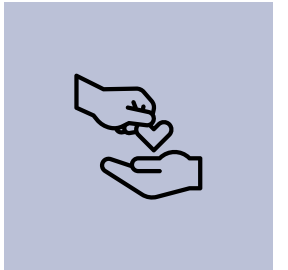
At LIS, we understand that true education is not just about academic success but also about shaping compassionate and socially responsible individuals. Through our service learning initiatives, we aim to inspire students to see the world not just as it is, but as it can be—with their active contribution.

Together, as a school and a community, we believe in the transformative power of giving. With every donation, every effort, and every project, we light the way for a brighter and more compassionate future.





WITH EVERY DONATION, EVERY EFFORT,
AND EVERY PROJECT, WE LIGHT THE WAY FOR
A BRIGHTER AND MORE COMPASSIONATE FUTURE.



THE ART OF GIVING: BUILDING A LIBRARY, NURTURING FUTURES

THE ESSENCE OF GIVING TRANSCENDS MERE KINDNESS; IT IS A PROFOUND ACT OF EMPOWERMENT, A MEANS OF CREATING LASTING IMPACT. RECENTLY, OUR GROUP EMBARKED ON A GLOBAL PERSPECTIVE PROJECT THAT WOULD NOT ONLY TRANSFORM A SPACE BUT ALSO TOUCH LIVES FOR YEARS TO COME. TOGETHER, WE BUILT A LIBRARY FOR A LOCAL SCHOOL, A PLACE WHERE KNOWLEDGE, CURIOSITY, AND OPPORTUNITY COULD FLOURISH. THROUGH THIS INITIATIVE, WE DISCOVERED THAT GIVING IS MORE THAN AN ACTION—IT'S AN ART THAT CAN UPLIFT COMMUNITIES, CREATE ACCESS TO RESOURCES, AND INSPIRE HOPE IN PLACES WHERE IT IS OFTEN MOST NEEDED.

Yassin Dafu
English and Global
Perspectives Teacher

LIS MOMBASA



PROJECT-BASED EDUCATION



Why We Chose to Build a Library

In an interconnected world, access to information and knowledge is a foundation for personal and intellectual growth. Yet, many students, particularly those from less privileged backgrounds, face barriers that prevent them from reaching their potential. Without sufficient resources, students often miss opportunities to explore, to question, and to dream. Building a library was our way of helping bridge this gap. We aspired to create an inclusive space that would give students from all backgrounds equal access to books, resources, and the chance to grow intellectually and personally. Our goal was to inspire these young minds, letting them know that learning belongs to everyone, regardless of circumstance.

The Process: Collaborating to Build a Legacy

Building this library was a journey that required perseverance, teamwork, and creativity. We began by planning meticulously, assessing the school's needs, and organizing fundraisers to acquire essential materials. From selecting books that cater to various ages and subjects to constructing shelves, every detail was carefully considered. The experience taught us the significance of collaboration; each of us brought unique skills and perspectives, and by working together, we turned a vision into reality. At times, the task felt daunting, but the thought of the library's future impact kept us motivated. The support from friends, school mates, and community members was invaluable, illustrating the power of unity in pursuing a cause.

Lessons in the Art of Giving

Through this journey, we learned that true giving is selfless and transformative. It is not about seeking recognition or rewards but about the quiet joy that arises from knowing one has made a difference. Giving is cyclical: by building this library, we are contributing to a legacy of learning that will continue to enrich lives, cultivating knowledge and compassion in future generations. Watching the library come alive—an empty room blossoming into a vibrant space filled with books and resources—was a humbling reminder that the act of giving has the power to change both the giver and the receiver.

The Library's Impact on Less Privileged Students

The grand opening of the library was a moment we will never forget. The excitement in the students' faces as they stepped into a world of books was infectious. For many, this was their first time seeing such a diverse collection of books, covering topics they had only dreamed about. But more than just a room filled with books, the library represented something deeper: a gateway to opportunity.

For students who may not have had books at home or regular access to educational resources, this library is more than a place to study—it's a space where they are encouraged to dream, explore, and realize their potential. This library serves as a powerful reminder that knowledge



and opportunity should not be privileges but rights. It is our hope that each child who walks through its doors feels valued and inspired, understanding that education is within their reach, regardless of their background.

Reflections on Giving as an Art

Giving, we realized, is an art form in itself. It requires vision, empathy, and dedication. It is about seeing a need and stepping up to fulfill it, even if the journey is challenging. True giving involves heart and intention, and it is often through these acts that communities are strengthened. We hope this library stands as a testament to the spirit of giving and the power of education. Just as books have the power to open minds, the act of giving has the power to open hearts.

As we reflect on this experience, we feel a deep sense of gratitude for everyone who supported our vision and helped us create this space. We hope that as students, teachers, and community members walk through the library's doors, they will be reminded of the art of giving and its ability to transform lives. In building this library, we've built a bridge—a bridge to knowledge, opportunity, and a brighter future. And in giving this gift, we too have received; we have learned that giving, when done with sincerity, can uplift an entire community.



**TRUE GIVING INVOLVES
HEART AND INTENTION,
AND IT IS OFTEN
THROUGH THESE ACTS
THAT COMMUNITIES ARE
STRENGTHENED.**

BUILDING A BRIGHTER FUTURE IN MOMBASA



PROJECT-BASED EDUCATION

In the grand tapestry of life, every thread of kindness we weave strengthens the fabric of humanity. Recently, our team had the privilege of contributing to this noble effort by constructing a shed for madrasa students in a remote area of Mombasa. This initiative, undertaken in collaboration with the one of the international community, was not merely an act of construction but

a testament to the transformative power of giving. It reflected the enduring truth that education, when nurtured in a conducive environment, serves as the cornerstone of a better world.

This project was spearheaded by students of Global Perspectives from Light International School Mombasa, who sought to apply the universal values and skills they study. Their involvement emphasized the importance of combining knowledge with action to create a tangible, positive impact on communities.

A Mission Rooted in Faith and Humanity

The madrasa, a beacon of learning in the Islamic tradition, is much more than a school. It is a cradle where young minds are shaped with knowledge and spiritual

guidance. The Prophet Muhammad (peace be upon him) once said, *“The best of people are those who bring the most benefit to others.”* This profound wisdom guided us as we set out to improve the lives of children who yearned for an environment conducive to their growth.

Education, as Nelson Mandela once proclaimed, is *“the most powerful weapon which you can use to change the world.”* Yet, in many parts of the world, the lack of basic infrastructure hinders its transformative potential. In this small madrasa in Mombasa, students studied along the corridors of the mosque, a space ideally meant for prayers, highlighting the pressing need for a dedicated learning environment. Our mission to build a simple yet functional shed was born out of a desire to address this need and sow the seeds of hope.

OUR MISSION TO BUILD A SIMPLE YET FUNCTIONAL SHED WAS BORN OUT OF A DESIRE TO ADDRESS THIS NEED AND SOW THE SEEDS OF HOPE.



LET US CONTINUE TO SOW SEEDS OF GOODNESS WHEREVER WE GO, ENSURING THAT THE LIGHT OF KNOWLEDGE AND THE WARMTH OF HUMANITY SHINE BRIGHTLY FOR GENERATIONS TO COME



Building a Shelter, Cultivating Futures

Constructing the shed was akin to planting a tree whose shade would offer comfort and respite for years to come. It symbolized shelter not just from physical elements but also from the storms of ignorance and despair. The shed now stands as a sanctuary for these young learners—a space where they can absorb the dual blessings of knowledge and morality. In its humble yet profound existence, it reflects the Quranic verse, “*And whoever saves one [life], it is as if he had saved mankind entirely*” (Quran 5:32). By creating this space, we hope to save not just lives but futures.

Knowledge and Spirituality: The Twin Pillars of Humanity

The project underscored a vital truth: the world needs humanity, and humanity is cultivated through knowledge and spiritual guidance. Renowned scholar Imam Al-Ghazali once said, “*Knowledge without action is wastefulness and action without knowledge is foolishness.*” True education bridges the gap between intellect and

ethics, enabling individuals to contribute meaningfully to society.

In a world often marred by division, ignorance, and materialism, initiatives like this shed remind us that education, coupled with spirituality, has the power to heal. By teaching not just academics but also universal values such as empathy, integrity, and service, we create individuals who can light the way forward for humanity.

A Ripple of Change

The impact of the shed extends far beyond its walls. It has inspired the community to rally together, recognizing the profound changes that simple acts of giving can bring. As the students learn in their new environment, they carry within them the potential to transform their families, their village, and even the world. Their journey affirms the words of Mahatma Gandhi: “*Be the change you wish to see in the world.*”

A Call to Action for All

Reflecting on this experience, we are reminded of the interconnectedness of humanity. The shed in Mombasa is a small

but significant step toward a world where knowledge and spirituality coexist to nurture compassion and progress. It is a call for us all to embrace giving, not as an occasional act but as a way of life.

As we look to the future, let us remember the timeless wisdom of Rumi: “*Be like a tree and let the dead leaves drop. Focus on planting seeds for the benefit of others.*” Together, through acts of kindness and service, we can build not just sheds but bridges—bridges of understanding, hope, and unity.

The power of giving is limitless, and its rewards are eternal. Let us continue to sow seeds of goodness wherever we go, ensuring that the light of knowledge and the warmth of humanity shine brightly for generations to come.



Rayah Rashid
Business Manager

LIS MOMBASA

Cultural Day:

A CELEBRATION OF DIVERSITY AND UNITY

EVENTS



One of the most anticipated events in our school calendar is Cultural Day, a vibrant and colorful celebration of diversity and heritage. Every year, this event transforms the school into a lively melting pot of traditions, as students and teachers come together to showcase and honor cultures from around the globe. Having participated in and attended several of these events, I can confidently say that Cultural Day is more than just an occasion; it's an unforgettable experience.

The preparations begin weeks in advance, with students eagerly signing up for various roles. The excitement is palpable as we brainstorm how best to represent different cultures through food, fashion, dance, and more. Classrooms buzz with creativity as we design posters, rehearse performances, and collaborate on outfits. This phase is as enjoyable as the event itself, fostering teamwork and teaching us about cultures we may not have encountered otherwise.

On the big day, the school is unrecognizable, decked out in vibrant decorations representing different countries. The event kicks off with a grand parade, where students strut down the stage in traditional attire from all over the world. From elegant kimonos to intricately beaded African dresses, from dazzling Indian saris to the iconic kilts of Scotland, the display of outfits is a testament to the rich tapestry of global cultures.

The performances are the highlight of the day. Each group puts its heart into showcasing traditional dances and music, offering a glimpse into the soul of their chosen culture. The rhythmic beats of African drums, the graceful movements of ballet, the energy of Bollywood, and the hypnotic sway of Hawaiian hula dances—each performance leaves the audience mesmerized.

Of course, no cultural celebration is complete without food! The food stalls are a sensory delight, offering



dishes from across the continents. From Italian pasta and Chinese dumplings to Nigerian jollof rice and Mexican tacos, the variety is endless. Tasting these dishes is like taking a mini-tour of the world, and it's always a tough choice to pick a favorite.

Beyond the performances and food, Cultural Day also includes fun activities like trivia games about different countries, art exhibitions showcasing cultural symbols, and storytelling sessions that dive into folklore. These activities not only entertain but also educate us, leaving us with a deeper appreciation for the cultures we share in our world.

For me, Cultural Day isn't just about dressing up or enjoying good food; it's a celebration of unity in diversity.



Rhoda Mitchell
Year 12 student,
Prime Minister,
Students Council

LIS MOMBASA

It reminds us that despite our differences, we share a common humanity. It's a day where barriers dissolve, and we come together as one family, celebrating the beauty of our global heritage.

This year's Cultural Day was no different, leaving behind cherished memories and a renewed sense of respect for the world's many traditions. As the event ended with everyone dancing together to a fusion of global music, I couldn't help but feel grateful for being part of such a beautiful tradition.

If you've never attended Cultural Day, you're missing out on an experience that's as enriching as it is entertaining. It's more than an event—it's a celebration of life itself.

2025

THE MOMBASA OPEN INTERNATIONAL CHESS TOURNAMENT



Paul Ombui
Head Coach

MOMBASA CHESS ACADEMY

EVENTS

The Mombasa Open International Chess Tournament is one of Kenya's most prestigious and long-standing chess events, running for decades bringing together chess enthusiasts from across East Africa.

It has become one of the largest and most celebrated open tournaments in the country. The 2024 Mombasa Open Chess Tournament took place from October 11th to 13th at Light International School, Mombasa. The event attracted

over 500 participants, including representatives from schools, universities, private clubs, and corporate teams. This diverse participation made the 2024 tournament one of the most successful editions.

Light International School Mombasa provided an ideal setting for the championship, offering a serene environment with top-notch facilities. The tournament venue featured a well-spaced playing arena, ample parking, a food canteen, and a dedicated support staff, ensuring participants had a seamless experience. Additionally, the surrounding space offered excellent opportunities for business branding and sponsor engagement during the event.

Many participants have already expressed excitement about returning for the next edition of the Mombasa Open International Chess Tournament, scheduled to take place from October 10th to 12th, 2025.





NEXT MOMBASA OPEN
INTERNATIONAL CHESS
TOURNAMENT, SCHEDULED
TO TAKE PLACE FROM
OCTOBER 10TH TO 12TH,
2025.

EVENTS



PREPARING TOP STUDENTS: A Teacher's Perspective on Excellence



ACCESS TO SUCCESS

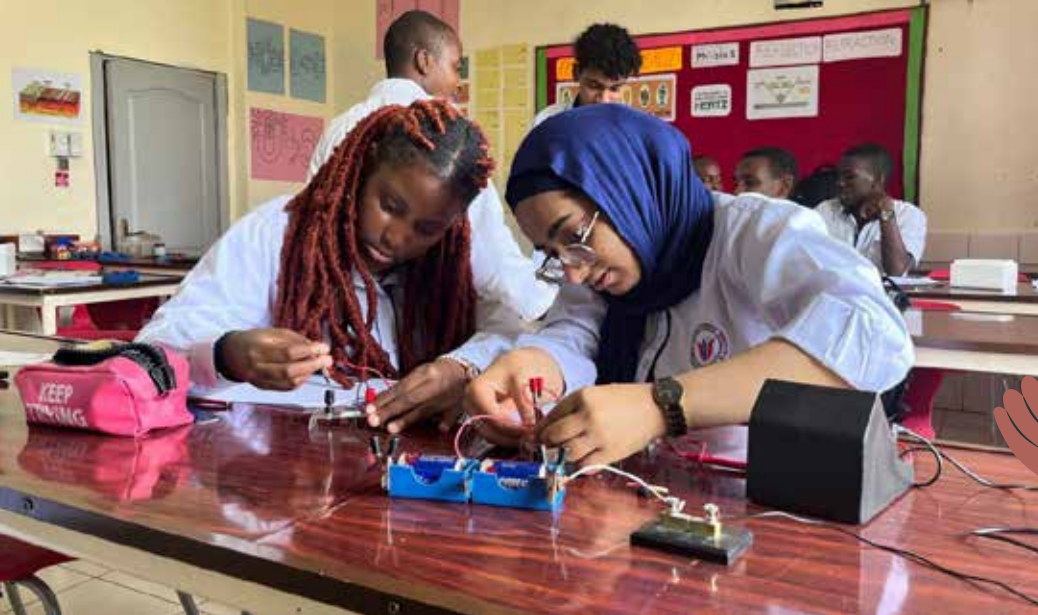


As a teacher of English Language, Literature, and Global Perspectives, I have had the privilege of guiding students who achieved extraordinary results on the global and national stage. Most notably, one of my students topped Kenya and ranked among the best globally in Cambridge International AS English Language. Their success, like that of other outstanding achievers in our school, reflected the power of self-drive, discipline, and collaborative learning.

Among these exceptional learners was Luna Arunday Kirana, who achieved 2nd place globally in Cambridge International AS Level Psychology and 1st place nationally in AS English Language. Mohamed Jamal Shariff excelled with 3rd place globally in both Cambridge International A Level Business and IT, while also securing 1st place nationally in A Level Mathematics, Business, and IT. Muneeb Mukhtaar Abdulkarim ranked 10th globally in Cambridge International AS Level IT and 1st

nationally in the same subject. Sylvia Egwa Onunga earned 1st place nationally in Cambridge International IGCSE Global Perspectives, and Omer Kaan Oner achieved High Achievement in IGCSE First Language Turkish.

These students shared key traits: consistent revision, commitment to excellence, and a proactive approach to learning. They sought constructive feedback, embraced diverse perspectives, and sacrificed extra time for remedial lessons



and quality assignments. Each displayed resourcefulness and discipline, transforming challenges into opportunities for growth.

These achievements remind me of the transformative power of education and the critical role of mentorship. By fostering a supportive, dynamic environment, we empower students to realize their potential and set new standards of excellence—proof that with determination and collaboration, the extraordinary is within reach.



Zian Shito Azangu
English and Global Perspectives Teacher, Head of Languages and Global Perspectives Department

LIS MOMBASA



ACCESS TO SUCCESS

**BY FOSTERING
A SUPPORTIVE,
DYNAMIC
ENVIRONMENT, WE
EMPOWER STUDENTS
TO REALIZE THEIR
POTENTIAL AND SET
NEW STANDARDS OF
EXCELLENCE**

EXCELLENCE IN ART AND DESIGN



ACCESS TO SUCCESS

BECOMING AN EXCEPTIONAL ART AND DESIGN STUDENT IS NOT JUST ABOUT MASTERING TECHNIQUES OR PRODUCING AESTHETICALLY PLEASING WORK—IT'S ABOUT DEVELOPING A UNIQUE CREATIVE VOICE, HONING CRITICAL THINKING, AND UNDERSTANDING THE DEEPER PURPOSE OF ART AND DESIGN IN THE WORLD. WHETHER AIMING TO PURSUE A CAREER IN FINE ARTS, GRAPHIC DESIGN, ARCHITECTURE, OR FASHION, THE PATH TO EXCELLENCE REQUIRES DEDICATION, MENTORSHIP, AND THE CULTIVATION OF BOTH TECHNICAL EXPERTISE AND PERSONAL VISION. THIS ARTICLE EXPLORES HOW TO NURTURE AND GROOM THE BEST ART AND DESIGN STUDENTS TO SUCCEED IN THIS DYNAMIC AND COMPETITIVE FIELD.



**Miriam
Kabue Wanjiku**
Art&Design Teacher

LIS MOMBASA

The cornerstone of any successful art and design career begins with a strong foundation in technical skills. Drawing, painting, typography, digital tools, color theory, and layout design are just some of the essential skills that every student must master. In the early years of study, the emphasis should be on developing these skills through consistent practice, experimentation, and guidance from experienced instructors.

However, technical mastery alone is not enough. The best students understand that technique is a tool, not the end goal. They view each skill learned as a means to express

their ideas more effectively. Encouraging students to push beyond their comfort zones, try new mediums, and embrace innovative approaches helps them grow as versatile creators.

The best students in art and design don't simply create work that looks good—they create work that is conceptual, purposeful, and meaningful. Strong conceptual thinking is essential for translating abstract ideas into visual form. It involves questioning the why behind the work, not just the how. Encouraging students to engage with concepts such as symbolism,





One of the most valuable aspects of an art and design education is mentorship. Experienced educators, artists, and designers serve as guides, offering students not only technical knowledge but also personal insights into the creative process and industry realities. Mentors play a crucial role in helping students navigate their artistic journey, providing feedback, encouraging self-reflection, and inspiring new ways of thinking.

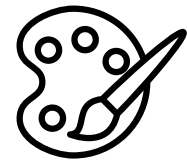
The best students actively seek out mentors, not only for feedback but for personal growth. They take advantage of every opportunity to learn from those who have already established themselves in the field. In turn, mentors should provide constructive criticism that challenges students to refine their work while nurturing their creative development.

A portfolio is the cornerstone of any art or design career. For students, it represents the culmination of their hard work, growth, and creative exploration. The best students understand that a portfolio is not simply a collection of their best work but

a reflection of their creative journey and design philosophy.

Encouraging students to curate their portfolios thoughtfully—showcasing a range of skills, techniques, and personal projects—ensures that their portfolios stand out in a competitive job market. Students should be taught how to present their work cohesively, narrating the story behind each piece and demonstrating the depth of their creative process. The journey withstood challenges that came with it but we managed to conquer them and emerge winners at the end of the day.

Ultimately, grooming the best art and design students is about more than just teaching techniques. It's about nurturing individuals who will go on to shape the future of the creative world, making their mark with bold ideas, exceptional craft, and a deep understanding of their place within the broader cultural landscape. By investing in both the technical and personal growth of students, we empower them to create work that has lasting impact and meaning.



ACCESS TO SUCCESS

PARTING SHOT:

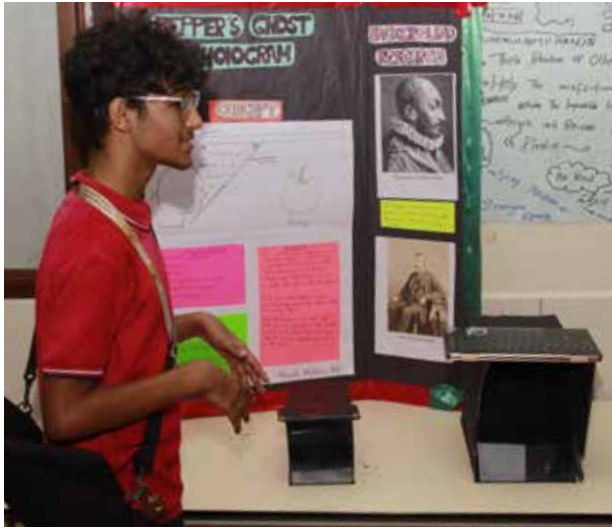
**HARD WORK,
TENACITY,
PRAYERS AND
TEAM WORK
WAS THE RECIPE
FOR SUCCESS.**

THE PATH TO BECOMING A TOP PERFORMER IN

ICT

ACCESS TO SUCCESS





Muneeb Mukhtaar
Year 13 Student

LIS MOMBASA

As a child, I have always been intrigued by how the world's technology works, from being inspired by the Johnny Test twin sisters in their lab to cartoon robots as a child. I was always curious to understand how the base design came to be. This curiosity drove me as I grew older and continued to wonder how laptops and the internet came to be. It led me to a subject called ICT and IT in As levels. The two subjects separated everything into separate models, from microprocessors to network models. Not only that, but it also gave me knowledge for practical purposes such as creating a database and even a website. The reason I arrived at such a high achievement is due to my eagerness to understand concepts that IT presents, my drive to be the first in Kenya and the world like my brother, and of course the amazing environment created by my parents, teachers, and schoolmates.

Managing the 4A's was of course not an easy task. The transition between IGCSE and As levels is quite rough transition with topics under the 4 subjects being more specific and the content being beefy. However, the teachers here at Light gave us the right guidance with strict timetables to follow and proper revision immediately after the syllabus was completed. Personally, I found it very helpful that my teachers were so accessible to me during that time, giving me more opportunities to clear out

any misunderstandings I might have about concepts. The resources provided in our school were abundant and it was for me to dedicate my time to using those resources to achieve what I really wanted.

Lastly, being in a school that is always involved with community service projects, some of my classmates and I, with the guidance of our teachers, decided to create our project that was only possible with the knowledge learned through the IT subject. It was to bring the less privileged children in our school to educate them on how to use the computers and basic functions that the computers can perform using the various software it came with. Moreover, they were tested at the end of the 2-week program which would determine whether the project was successful, and with more than half of them scoring over 70%, it was evident we were successful and the project was recognized by UNYA. It was quite a fun experience and allowed me to fulfill my personal goal of trying to create an impact for our community.

THE REASON I ARRIVED AT SUCH A HIGH ACHIEVEMENT IS DUE TO MY EAGERNESS TO UNDERSTAND CONCEPTS THAT ICT PRESENTS.



FROM ASPIRATION TO CLARITY: AN ENLIGHTENING INTERNSHIP PROGRAM EXPERIENCE



“Life is a tapestry, woven by the decisions we make” are the words uttered by Sherrilyn Kanyon. From a young age I have always wanted to be a neurosurgeon, however, did not know what I would have to go through to reach there. I am deeply grateful to Light International School Mombasa for deciding to allow students to be exposed to the realities of our dream careers. Not only have I learned a lot, but this experience also helped me mentally prepare for the challenges ahead in my chosen field.

**THIS ENRICHING
INTERNSHIP PROGRAM
EXPERIENCE HAS PROVIDED
ME WITH INVALUABLE
KNOWLEDGE THROUGH THE
STAFF'S GUIDANCE**



During the summer holiday, I was introduced to the institution where I would complete my internship program. I came out a transformed person from when I set foot there. I observed what the radiologist does in the radiology room, learned the pharmacist's role in managing medications, and saw the dedication of nurses in the wards. I had the opportunity to learn how to take care of a newborn, monitor patients' vitals, and the reception process for incoming patients. Through this experience, learned that patience and empathy are crucial qualities for earning a patient's trust and instilling confidence in their journey to healing. I also realized that attentively listening to patients and thinking strategically can make a significant difference in diagnosing conditions and prescribing effective treatments.

Beyond that, I had the opportunity to scrub in, observe how preparations for surgery were carried out, and gain insight into the intense moments of concentration required throughout the procedure. It was relieving and uplifting when a critical factor affecting the patient was resolved.

A moment that left a lasting impression was when I had a conversation with a scrub nurse who shared her thoughts with me: "I wish I was exposed earlier to this field rather than experiencing it all for the first time (which

was overwhelming) and having to pursue it since I did not want to let my parents down." Her words reinforced my gratitude for the early exposure and guidance I received. Allowing me to approach my career with clarity and purpose.

I am thankful for getting advice from the surgeon himself. He emphasised thriving in the field required unwavering drive and commitment with success as my ultimate drive. He acknowledged that as I pursue my career in neurosurgery my social life may be affected. However, the rewards of hard work are very fulfilling and are appreciated by those around you.

This enriching internship program experience has provided me with invaluable knowledge through the staff's guidance. Observing these professionals in action gave me a profound appreciation for their expertise and teamwork. This further solidified my passion for pursuing a career in medicine. I am grateful to the staff for their readiness to correct me and patiently explain in detail, what was required and to LIS Mombasa for putting this program in place. As I move forward, I am more motivated than ever to make a meaningful difference in the lives of others through medicine.



Paziziza Makena
Year 13 student
Governor of Peer Support,
Students Council

LIS MOMBASA

LEADING WITH PURPOSE:

My Transformative Journey in the Student Council

CAREER



LINDSEY NDUTA

PRESIDENT

Leadership has always fascinated me—not as a position of power but as an opportunity to serve, inspire, and bring about meaningful change. My journey in the student council over the past two academic years has been nothing short of transformative.

Last year, I was elected Governor of Discipline, a role that required a delicate balance of authority and empathy. It was a challenging position, as I was entrusted with

maintaining a positive school environment. I had to address issues like punctuality, behavior, and obedience to school rules. This role taught me the importance of communication and fairness. Listening to both students and teachers before making decisions became my guiding principle. I realized that discipline is not about punishment; it's about creating a culture where everyone respects the rules because they see their value.

This academic year, I was humbled to be elected as the President of the student council. It's a role that comes with immense responsibility but also incredible opportunities. As President, I oversee the council's activities and work closely with a team of brilliant and dedicated individuals. Together, we've organized events, mediated student concerns, and proposed initiatives to make our school a better place for everyone.





RHODA MITHCHELL

PRIME MINISTER



ALI MOHAMED

DEPUTY PRESIDENT



SHANTELE AMANI

GOVERNOR OF ACADEMICS



CAREER



URSULA NZAU

GOVERNOR OF DISCIPLINE



VIJAY HARITH

GOVERNOR OF TECHNOLOGY



HILWANA NEREA

GOVERNOR OF COMMUNITY SERVICE & SERVICE LEARNING



FAHAD BADI

GOVERNOR OF SPORTS



SHEILA KYANDIH

GOVERNOR OF HOUSES



JASMINE MWAURA

GOVERNOR OF STUDENTS WELLFARE



RELSY MUTHONI

TREASURER



SYLVIA ONONGA

LIS AMBASSADOR



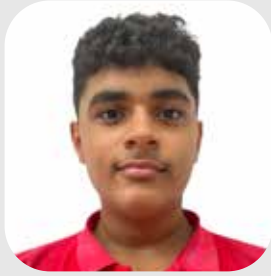
Of course, leadership hasn't been without its challenges. Balancing academics, council responsibilities, and personal growth has tested my time management and resilience. But these challenges have also taught

me the importance of prioritizing, delegating, and trusting my team.

Through these roles, I've grown not just as a leader but also as a person. I've learned to listen more,

the importance of teamwork and time management, act decisively and stand firm in my values. Above all, I've realized that leadership is not about individual awards but the collective success of those you serve.





AHMED KARIM

GOVERNOR OF CULTURE & SPECIAL PROGRAMS



PAZIZIZA MAKENA

GOVERNOR OF PEER SUPPORT



ISLAM OMAR

GOVERNOR OF CLUBS



SEMA ISIK

GOVERNOR OF LIBRARY & READING PROGRAMS



MAKENA GITAHI

GOVERNOR OF ENVIRONMENT



SALEEM SALEH

SECRETARY

CAREER



AS I REFLECT ON MY TIME IN THE STUDENT COUNCIL, I FEEL IMMENSE GRATITUDE—FOR THE TEACHERS WHO GUIDED ME, THE STUDENTS WHO TRUSTED ME, AND THE EXPERIENCES THAT SHAPED ME. I HOPE THAT MY JOURNEY INSPIRES OTHERS TO STEP UP, TAKE RESPONSIBILITY, AND EMBRACE THE PRIVILEGE OF MAKING A DIFFERENCE.



Lindsey Nduta Ndung'u
Year 12 student
President, Students Council

LIS MOMBASA

SKOBB



«THE WIZARD OF OZ»
BY L. FRANK BAUM

If anyone ever asks me ‘what book I’d recommend’ I’ll always say The Wizard of Oz.

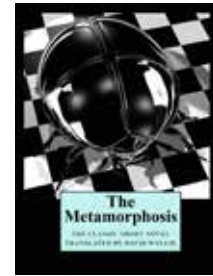
Yes, it may be 124 years old, but it’s such a timeless tale that it still gets adapted by many people in the world a whole century after the original release, a perfect example of that is the new movie Wicked that came out three weeks ago that’s an adaptation of the story based off a play from 2003.

It’s a classic story many know but reading the actual book is a whole new experience. But since the book is 124 years old the language is a bit confusing but I think it’s so fun to use the dictionary to find words from the book, not only is it like a scavenger hunt but you learn a whole lot of words.

In summary, the book is an amazing read, it’s also in the school public library, where I first read it, and I recommend it to anyone.



Alya Nur
Year 7
Student



«THE METAMORPHOSIS»
BY FRANZ KAFKA

Have you ever wondered what it would be like to wake up one morning and find yourself transformed into a giant insect? No, this isn’t a scene from a sci-fi movie; it’s the chilling premise of Franz Kafka’s The Metamorphosis.

Kafka’s novella is a masterpiece of surrealism that delves deep into themes of alienation, family, and the human condition. The protagonist, Gregor Samsa, a hardworking salesman, wakes up one morning to discover he has transformed into a monstrous creature. This sudden and inexplicable transformation forces him to confront the absurdity of existence and the fragility of human identity.

Beyond its surreal plot, The Metamorphosis is a profound exploration of the human experience. It invites us to question our own identities, our relationships with others, and our place in the world. Whether you’re a seasoned reader or a newcomer to literary fiction, The Metamorphosis is a thought-provoking and unforgettable read. So, pick up a copy, lose yourself in Kafka’s world, and prepare to be challenged and inspired.



Hilwana Nerea
Year 12
Student



«THE FAMOUS FIVE»
BY ENID BLYTON

It is about a group of five teens that are detectives mostly similar to a German show called "Die Pfefferk-örner". This translates to peppercorns in English.

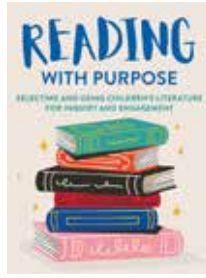
I recommend you to read this book due to its venturesome stories and thrilling excitement. I also recommend you to read this book due to its advanced English vocabulary and prodigious structure of sentences.

This book also consists of many volumes meaning if you are interested in reading more you can promenade to the nearest bookshop and acquire more stories as you traverse through the art of writing.

According to studies, action and thriller books relax your mind meaning not only are you enjoying the book, but also having some mental health advantages. These books are also cheap only costing around 5.99 pounds (UK) or about 910 Kenyan shillings. This might sound a lot until you compare it to other books of the same genre. This benefits your financial needs.



Leonel Karugu Njuguna Baum
Year 7 Student



«READING WITH PURPOSE»
BY ERIKA THULIN DAWES

Do you struggle with Reading? Do you find Reading flavourless at times? Reading With Purpose could be a real life solution for you.

Reading With Purpose is a six book series designed to develop students, both teenagers' and young adults' aspects of reading. Reading with Purpose gives students a wide range of reading skills, particularly comprehension at progressive levels and the techniques of factual reading invaluable for topic work.

As students proceed through the series, they develop flexibility as readers, learning to adapt their reading strategy to particular purposes.

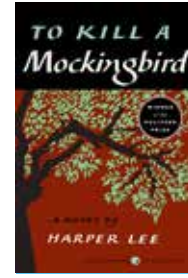
For sure, a person who doesn't read is equivalent to a person who doesn't know how to read. Reading With Purpose is an old book but the content never grows old.

Other related books written by the same author, Christopher Walker include,

- ◆ Think Ahead
- ◆ What's Next



Abel Kimanzi
Physics teacher and Secondary Coordinator



«TO KILL A MOCKINGBIRD»
BY HARPER LEE

"To Kill a Mockingbird" is a seminal work of literature that delves deep into the issues of racial inequality, social justice, and the complexities of human morality. Set in the racially segregated South of the 1930s, the story follows Atticus Finch, who is defending a black man, Tom Robinson, falsely accused of raping a white woman.

Its timeless themes and profound insights into human nature make it essential reading for anyone seeking a deeper understanding of the societal forces that shape our lives to be better and the enduring power of compassion in the face of adversity.

I highly recommend "To Kill a Mockingbird" to readers of all ages and backgrounds. Its poignant storytelling, rich character development, and thought-provoking themes make it a must-read for those who appreciate literature that challenges the status quo and provokes introspection. This book not only entertains but also educates, reminding us of the enduring importance of empathy, justice, and moral courage. It is a timeless classic that deserves its place among the great works of American literature.



Fadhili Dzuya Musa
IRE and Swahili Teacher

OUTSTANDING CAMBRIDGE LEARNER AWARD



LUNA A. KIRANA

WORLD RANKING

Cambridge AS Level
2nd Place in Psychology



MOHAMED J. SHARIFF

WORLD RANKING

Cambridge A Level -
3rd Place in Business
3rd Place in IT



MUNEEB MUKHTAAR

WORLD RANKING

Cambridge AS Level -
10th Place in IT



SYLVIA E. ONUNGA

TOP IN KENYA

Cambridge IGCSE
Global Perspectives



MOHAMED J. SHARIFF

TOP IN KENYA

Cambridge A Level -
Mathematics



LUNA A. KIRANA

TOP IN KENYA

Cambridge AS Level
English Language



SPOTLIGHT MAGAZINE.
ISSUED BY LIGHT INTERNATIONAL SCHOOL MOMBASA,
A REGISTERED CAMBRIDGE INTERNATIONAL SCHOOL
PRINTED ON JANUARY, 2025.