

#4
2025

SPOTLIGHT

MAGAZINE
FOR PARENTS,
STUDENTS,
TEACHERS AND
PARTNERS



CLIMATE EDUCATION FOR A SUSTAINABLE FUTURE



**GUARDIANS
OF THE OCEAN**
A Story of Sea Turtles and
Climate Action

p.26

**CLEAN WATER
FOR ALL:**
The Sustainable Solution
We Built Together

p.36

**A SEMESTER TO
REMEMBER:**
My Journey from Zurich
to Mombasa

p.60

LIGHT
INTERNATIONAL SCHOOL
Mombasa

DEAR FRIENDS,

Welcome to **Spotlight #4**, dedicated entirely to Climate Education - a subject of utmost importance and urgency in today's world.

At Light International School Mombasa, we believe that education holds the key to meaningful action against climate change. By embedding sustainability into our curriculum, campus life, and community initiatives, we empower our students to become informed, responsible, and proactive global citizens.

This issue highlights the incredible efforts of our students and educators who are making tangible impacts - from pioneering projects on renewable energy, biodiversity preservation, and water conservation, to thoughtful discussions about values and wellbeing. We share inspiring stories from our partnerships with COBIS and CIS member schools, showcasing how collaboration amplifies our collective impact on sustainability.



Ildar Iliazov
Principal
LIS Mombasa

2025

I am immensely proud of our community's dedication to creating a sustainable future. Let this issue of Spotlight inspire each of us to take meaningful steps in our personal and collective journeys toward sustainability.

Warm regards,
ILDAR ILIAZOV



SPOT



CHIEF EDITOR OUR CLIMATE, OUR IMPACT

Dear Readers,

Greetings everyone, once again we are back with everyone's long awaited production. I, as your chief editor, am more than thrilled to take you through yet another journey and dive into a wealth of informative articles. I would love to acknowledge and appreciate all the writers and editors for their efforts in the making of the spotlight magazine. This magazine is a reflection of unique perspectives and thoughtful insights of out talented writers.

It is with great pleasure to be the chief editor of the fourth edition of the Spotlight. This magazine holds significant meaning to me particularly as our generation, confronts climate change which has become a gravely impactful issue. I'm gratified to be part of the effort that illuminates diverse interpretations of climate education. With climate education being the predominant theme, we've moved beyond simply stating the problem; we're showcasing the ingenuity and passion that will drive positive change.

Throughout the magazine, the aspect of advocating of change in the world through our voices has been greatly seen. From MUN (Model United Nations), World Scholar's Cup to student's articles on the importance of climate education. The LIS Mombasa community, not only shapes each of us academically but also socially. Striving to strike our curiosity by putting us out there and helping us build skills and experience like no other especially when giving back to the society.

And so, as you delve into the pages of this fourth edition of the Spotlight, I urge you to do more than just read. Let these articles ignite a spark within you. Let the stories of innovation and the calls for action resonate deeply. Consider how your own voice can contribute to the vital conversation surrounding climate change. We are not just inheriting this planet; we are responsible for it. Our passion, and our commitment to taking informed action, are truly the keys to building a sustainable future. Prepare to take a deep-sea adventure into the pages and dive into this edition!



**Paziziza
Makena**
Chief Editor,
Year 13 Student

LIS MOMBASA



FLIGHT



2025



27 GUARDIANS OF THE OCEAN: A STORY OF SEA TURTLES AND CLIMATE ACTION



16 TRANSFORMING COAL INTO PEARLS: A CLASSROOM REBORN



BREAKING THE COMMUNICATION BARRIER AT ZIWANI SCHOOL FOR THE DEAF

Page ▶ 24

GIVING BACK TO THE COMMUNITY THROUGH SERVICE



The Duke of Edinburgh's International Awards the Gold Residential Project at Likoni School for the Blind

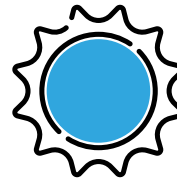
Page ▶ 22



A CLIMATE ACTION PROJECT AT KASHANI

Page ▶ 38

30 HARNESSING THE SUN: USING SOLAR ENERGY TO DRY FRUITS AND VEGETABLES



36 CLEAN WATER FOR ALL: THE SUSTAINABLE SOLUTION WE BUILT TOGETHER



EMBRACING EMPATHY: OUR VALUES-BASED EDUCATION IN ACTION

Page ▶ 42

40 ENHANCING WELLBEING THROUGH THE CAMBRIDGE WELLBEING CHECK



THE 43RD ANNUAL EAMUN CONFERENCE

Annual East African Model United Nations conference at the UN Headquarters in Gigiri, Nairobi.

Page ▶ 46



SPOTLIGHT #4 2025

CHIEF EDITOR
Paziza Makena

EDITORS
Madina Selemani Mgoi
Sylvia Onunga
Lindsey Nduta
Rhoda Mitchell
Vijay Harith

MEDIA MANAGER
Rayah Rashid Ali Khamis

DESIGNER
Aynur Abdullin

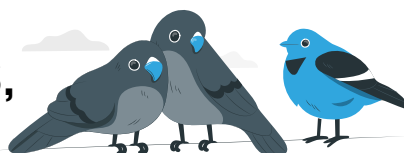
CREATOR
Ildar Iliazov

CONTENTS

51 BEACH CLEANING DAY AS PART OF CAMBRIDGE CLIMATE CHANGE EDUCATION



53 OUR LITTLE BIRD FEEDERS, BIG LESSONS



55 TRANSFORMING SNACK TIME INTO SUSTAINABLE LEARNING



56 ANIMAL RESERVATION STEPS YOU CAN TAKE AT SCHOOL TO PROTECT ANIMALS



A SEMESTER TO REMEMBER

*Simon's journey from Zurich to LIS
Mombasa*

Page ▶ 60



READERS' RECOMMENDATION BOOKS WE LOVE

Discover tips and insights from our readers

Page ▶ 62



WE ARE A



Cambridge International School

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

Printed on May, 2025.

EMPOWERING THE FUTURE:

The Role of Climate Education in Building a Sustainable World

WE AT LIS MOMBASA, A COBIS ACCREDITED MEMBER, STRONGLY VALUE COLLABORATION AND PARTNERSHIP AND ACTIVELY ENGAGE WITH THE COBIS COMMUNITY. WITH THE SUPPORT AND DIRECTION OF THE COBIS TEAM, WE HAVE BEEN ABLE TO BUILD STRONG CONNECTIONS WITH OTHER COBIS MEMBER SCHOOLS, FOSTERING A SHARED COMMITMENT TO EDUCATIONAL EXCELLENCE AND SUSTAINABILITY.

EDUCATION IS KEY TO TACKLING CLIMATE CHANGE. WE ASKED 3 COBIS MEMBER SCHOOLS HOW THEY INTEGRATE SUSTAINABILITY INTO THEIR CURRICULUM, ADAPT LESSONS TO LOCAL CONTEXTS, AND INSPIRE STUDENTS TO TAKE ACTION. HERE'S WHAT THEY HAD TO SAY...



Brighton College
Dubai

UAE

How does your school integrate climate change and sustainability into the curriculum?

We've introduced a sustainability curriculum in our Pre-Prep School (ages 3-7), aligning with the UAE Environmental Sustainability Framework and UN Sustainable Development Goals. It teaches environmental responsibility through hands-on activities like recycling, biodiversity preservation and waste

reduction. Older students engage with the UAE's Big Green Legacy initiative and Moral, Social and Cultural Studies, reinforcing sustainability themes and fostering lifelong environmental stewardship.

How do you tailor climate education to your cultural and geographical context?

Our curriculum connects global sustainability goals to local priorities, focusing on issues like water conservation and food security—key concerns in the UAE. We also emphasise the country's commitment to sustainability through national initiatives like the Big Green Legacy, helping students see the link between global challenges and their local environment.

How do you engage students in climate action beyond the classroom?

Students take action through our Eco Club, leading recycling projects and promoting energy-saving habits. We encourage sustainable practices at home and in the community while organising

educational trips to the beach with a local sustainability-focused company. These initiatives empower students to make a real impact on the environment.



St Andrew's School
Turi

KENYA

How does your school integrate climate change and sustainability into the curriculum?

At St Andrew's School, Turi, sustainability is woven into our holistic curriculum, both in and beyond the



classroom. Science and geography lessons cover climate science, ecosystems and renewable energy, while economics and business studies explore sustainable development and ethical practices. In humanities, students engage in climate justice debates, and outdoor education provides hands-on experiences in conservation, permaculture, and sustainable farming. Our goal is to equip students with the knowledge and leadership skills to address global sustainability challenges, particularly in an African context.

How do you engage students in climate action beyond the classroom?

Sustainability is at the core of our school's operations, from facility projects to self-sufficiency in water, electricity, and waste management. Students participate in adventure camps, tree planting (30,000 trees last year), recycling programs,

and water conservation efforts. Leadership roles in sustainability clubs and committees empower them to drive environmental initiatives, while partnerships with experts and scholarships for young climate activists further inspire action.

How do you tailor climate education to your cultural and geographical context?

As an international school, we prepare students to be global citizens while integrating sustainability into all aspects of school life, ensuring relevance to both local and global contexts.

sustainability, we have taken a structured approach to embedding it across all subjects. A recent curriculum review, led by our Head Prefect Team, mapped sustainability themes using research from other schools and the UN Sustainable Development Goals. This initiative, starting with Key Stage 3, has helped strengthen our curriculum and ensure comprehensive coverage of climate education.

How do you tailor climate education to your cultural and geographical context?

We are refining our approach to better reflect our local context, but we already make full use of our 80-acre campus to teach biodiversity and sustainable living. Students engage with local ecosystems through conservation projects, including beach cleanups and supporting turtle sanctuaries during school trips, fostering a hands-on connection to sustainability.

3. How do you engage students in climate action beyond the classroom?

Sustainability is embedded in school life through student-led initiatives and institutional commitments. We host a student sustainability conference featuring global experts and have implemented eco-friendly infrastructure, including solar panels and rainwater harvesting. Our daily practices, such as Meat-Free Tuesdays and eliminating single-use plastics at school events, reinforce sustainable habits and reduce our environmental impact.



Kolej Tuanku
Ja'afar

MALAYSIA

How does your school integrate climate change and sustainability into the curriculum?

While subjects like PSHE, Science and Geography naturally cover

**THESE INITIATIVES
EMPOWER STUDENTS TO
MAKE A REAL IMPACT ON THE
ENVIRONMENT.**



COUNCIL OF INTERNATIONAL SCHOOLS



AT LIS MOMBASA, A PROUD CIS ACCREDITED SCHOOL, WE BELIEVE THAT GLOBAL CITIZENSHIP AND SUSTAINABILITY ARE AT THE HEART OF HIGH-QUALITY INTERNATIONAL EDUCATION. WITH THE GUIDANCE AND INSPIRATION OF THE CIS GLOBAL TEAM, WE CONTINUE TO EMBED SUSTAINABILITY INTO OUR SCHOOL CULTURE, LEARNING ENVIRONMENT, AND LEADERSHIP PRACTICES. BY ENGAGING WITH THE CIS THEMATIC REPORT ON SUSTAINABILITY, WE'VE BEEN ABLE TO REFLECT ON OUR OWN JOURNEY AND CONNECT WITH A WIDER NETWORK OF SCHOOLS EQUALLY COMMITTED TO REDUCING ENVIRONMENTAL IMPACT AND PREPARING STUDENTS TO BE RESPONSIBLE, FUTURE-FOCUSED LEADERS.

Climate change poses an urgent threat to our global community, and sustainability is a challenge for many of our member schools and universities.

Global citizenship is at the center of everything we do at CIS and a recent research project positioned sustainability as one of its key elements.

Through CIS International Accreditation, schools are familiar with global citizenship as one of four drivers that shape our comprehensive evaluation process, helping them demonstrate global citizenship as foundational for the high-quality international education their students receive. Additionally, our diverse membership community of both schools and universities in a wide variety of cultures and contexts provides a rich habitat for learning about sustainability practices. Our global education community is teeming with initiatives to learn from.

CIS member institutions are at different stages on their journeys to sustainability, dependent on many factors and contexts. We asked the questions to three CIS member schools (International School Beijing, China, Rochester School, Bogota, Colombia International School of Kenya, Africa) and three CIS member universities (Colgate University, New York, USA, University of Sydney, Australia, University College, Cork, Ireland) so that wherever our member institutions are on their journey to sustainability, these insights can support their work. These six institutions demonstrate existing practices, plans, and challenges as they reflect on their own progress. They also offer recommendations and tips for other schools who are early in their sustainability work.

Initiatives that have worked well

- ◆ Benchmarking and tracking data over time
- ◆ A comprehensive annual inventory of greenhouse gas emissions and tracking key sustainability metrics, e.g., energy and water use, purchasing practices, recycling rates
- ◆ Sustainability & Climate Action Plans
- ◆ SMART goals, objectives, and specific projects to advance sustainability on campus and reduce ecological or carbon impacts
- ◆ Plant-based and/or sustainably and ethically produced food purchases
- ◆ Renewable solar thermal energy for hot water
- ◆ Replacing fossil fuels with geothermal energy
- ◆ Electric/hybrid vehicles
- ◆ for on-site staff and green bicycle rental for students
- ◆ LOTS of recycling stations
- ◆ For different types of recycling needs
- ◆ Student leadership & involvement
- ◆ Internships, semester-long research projects, co-curricular events and programming, student clubs. A growing number of former students are doing sustainability work for local governments, consulting firms, and in higher education.
- ◆ Creation of the role of Sustainability Manager

- ◆ With primary focus is to carry out the sustainability program— allows for unique collaboration to happen and creates consistency across the many moving parts of the school.
- ◆ Staff training
- ◆ ‘Training in sustainability, capable of implementing school projects and a healthy infrastructure with a transversal curriculum.’
- ◆ A living lab
- ◆ The garden provides living lab opportunities for students taking units of study in the School of Life & Environmental Sciences, particularly botany and ecology.
- ◆ Plastic free
- ◆ An entirely plastic free café, saving over 100,000 disposable items in its first year of operation alone.
- ◆ Farm to fork programme
- ◆ Vegetables served in campus restaurants are grown on university land, fully divested from fossil fuels. Including the annually reporting on the Principles of Responsible Investment.
- ◆ Carbon Neutrality (as just a temporary measure)
- ◆ While it is great to announce that we are officially Carbon Neutral, we see offsetting as a temporary measure and hope to gradually reduce the credits we buy every year as the school becomes more sustainable.



Recommendations for institutions just starting out

- ◆ Look to your peer institutions to get a better idea of effective initiatives and use them as a source of inspiration for your sustainability programs.
- ◆ For example, in higher education, the Sustainability Tracking, Assessment Rating System (STARS) is a transparent, self-reporting framework for colleges and universities to measure their sustainability performance.
- ◆ More than 1,000 colleges and universities use STARS to measure their sustainability performance and see where you land compared to other institutions.
- ◆ Most good schools teach about sustainability and the community is generally aware of the importance and urgency to become more sustainable. What is harder is for a school to commit to become more sustainable through an actionable plan. Framing your school's sustainability goals as the reduction of the carbon footprint is an easy way to measure and keep track of progress. Conducting an initial Carbon audit to establish a baseline is the first step.
- ◆ Create teams to focus on each topic, evaluate where your school is now and where you would like it to be in five years. This is the opportunity to create your goals and commitments. Involve your school community to select your priorities. Giving them an active voice will enhance collaboration, and when it comes to international schools, they also will help you bring a local perspective.
- ◆ Sustainability touches operations, research and culture—it's incredibly diverse and expansive. This can make the task seem overwhelming and almost impossible, but it can also make it one of the more exciting and creative areas to work in! When it seems too daunting to start, focus back on what your community wants to see change, set out shorter- and longer-term goals and truly engage with the talent you most certainly already have within your community to bring these goals to life.
- ◆ Educational institutions can play an incredible part in the global effort for a sustainable future by harnessing our experts and our active staff and student bodies to invent smarter ways to be more sustainable.
- ◆ Create a Sustainability Working Group and develop a list of topics that are relevant to your institution. Use a framework that already has been developed to guide your process such as United States Green Building Council's Leadership in Energy and Environmental Design (LEED), Custom Roadmaps, particularly Harvard University, Eco-schools, etc.
- ◆ Draft a roadmap that helps you visualize the future, the people, and actions that will help you meet your goals. Share the roadmap with your school community and allow a review of it with your administrators to make sure the objectives are feasible.

LIS IN A NUTSHELL



TWELVE YEARS AGO, I WALKED INTO LIS WITH MY TIMID 4-YEAR-OLD DAUGHTER, IN SEARCH OF A SCHOOL THAT MY LITTLE GIRL WOULD FEEL AT HOME. RIGHT FROM THE RECEPTION WE BOTH KNEW WE HAD FOUND THE PERFECT PLACE. THE WARM WELCOME BY THE RECEPTION STAFF AND THE THEN HEAD OF KINDERGARTEN MADE US KNOW WE WERE IN THE RIGHT PLACE. SINCE THEN, I HAVE WATCHED MY DAUGHTER THRIVE AND BLOSSOM INTO THE CONFIDENT YOUNG LADY SHE IS TODAY.

The curriculum is well balanced both in the academics, arts, sports and that has allowed the students explore and discover what areas they excel in. The mentorship program has blended the parents and students well and kept parents very involved in the learning experience of the students.

The school has also ensured that the students are involved in activities outside of the classrooms that have been a good learning experience for the learners from an early age. Some of these activities include;

- ◆ Service learning. In this aspect the learners have been taught how to work in different communities and always lend a hand to those in need.
- ◆ The learners have also been engaged in activities to show them why the climate changes are happening and how they can counter the rapid changes in their own environments e.g the beach clean up activities. They have also learnt the importance of recycling.
- ◆ The mentorship program has helped the learners embed the school's core values of integrity, compassion, achievement, responsibility and empathy. These combined with the academic excellence produced well rounded students.

In a nutshell, LIS has proved to be a learning institution that understands the value of a quality education both in and out of class.



Olive N Wambua
Mama Joy Wakhu,
Year 9

LIS MOMBASA

EMPOWERING YOUNG MINDS: A GLIMPSE INTO LIGHT INTERNATIONAL SCHOOL



AS A PARENT, THERE'S NO GREATER JOY THAN SEEING YOUR CHILDREN THRIVE IN AN ENVIRONMENT THAT NURTURES THEIR GROWTH. LIGHT INTERNATIONAL SCHOOL HAS BEEN THAT HAVEN FOR MY CHILDREN AND I'M EXCITED TO SHARE A GLIMPSE INTO WHAT MAKES THIS SCHOOL TRULY SPECIAL.

With a focus on holistic education, Light international school provides a well-rounded curriculum that caters to diverse learning styles. The dedicated teachers and staff foster a supportive community, encouraging students to explore their passions and develop essential life skills.

From STEAM programs to arts and sports, the school offers a wide range of extracurricular activities that promote creativity, teamwork, and healthy competition. The state-of-the-art facilities, including a library, science labs, and playgrounds, provide an ideal environment for learning and play.

As a parent, it's heartwarming to see my child grow and flourish in caring and inclusive environment. If you're looking for a school that prioritizes academic excellence, character development, and community spirit, I highly recommend Light international schools.

"My child has blossomed into a confident and curious learner, thanks to the school's nurturing approach. As they often say, Light internal school is simply the best!"



Rahiya Ahmed Mauli
mama Madina
Selemani Mgoi,
year 10.

LIS MOMBASA

Education is the most powerful weapon which you can use to change the world

Nelson Mandela



A SCHOOL AND A HOME FOR LEARNERS



LIGHT INTERNATIONAL SCHOOL IS MORE THAN JUST A SCHOOL. IT IS A HOME WHERE LEARNERS RECEIVE THE VERY BEST IN ACADEMICS, CHARACTER DEVELOPMENT, AND PERSONAL GROWTH.

As one of the most prestigious international schools, it stands as a beacon of excellence, not only in Mombasa but across the country.

As a parent, I have personally experienced the profound impact of the School on my children's growth and development.

My daughter, a former student there is thriving at university, while my son and younger daughter continue to grow academically and personally within its nurturing environment.

Nelson Mandela once said, "Education is the most powerful weapon which you can use to change the world." Watching my children thrive at Light International assures me that they are being equipped with the knowledge and character to make a positive impact in our society.

I wouldn't choose any other school over Light International school!

The school's commitment to security, high teaching standards, and holistic learning ensures that students not only excel academically but also develop strong values of discipline, responsibility, and leadership.

Beyond academics, Light International school fosters a strong sense of community. The school actively engages parents and students through academic discussions, sports events, cultural festivals, and mentorship programs.

This inclusive approach is commendable as it strengthens the bond between parents, teachers, and learners, making education a shared journey rather than just a formal process.



Sarah Mbayu
mama Wendy
Wangari Mwangi,
year 9.

LIS MOMBASA

MY JOURNEY AFTER SCHOOL: CHALLENGES, GROWTH, AND ENCOURAGEMENT FOR STUDENTS



Ibrahim Knittl Xavier
Class of 2005

LIS ALUMNI

MY NAME IS IBRAHIM KNITTL XAVIER, AND I GRADUATED FROM LIGHT INTERNATIONAL SCHOOL MOMBASA IN 2005. BEFORE ATTENDING MAKERERE UNIVERSITY, WHERE I EARNED A BACHELOR'S DEGREE IN BUSINESS INFORMATION TECHNOLOGY. OVER THE YEARS, I HAVE VENTURED INTO VARIOUS SMALL ENTERPRISES, INCLUDING A CLEANING BUSINESS, POULTRY FARMING, EXPORTS, AND NOW, REAL ESTATE.

Life after school is both exciting and uncertain. It is a time filled with hopes, dreams, and unexpected challenges. When I graduated, I was eager to step into the world and chase my ambitions. However, reality was quite different from my expectations. I faced obstacles, setbacks, and valuable lessons that shaped me into the person I am today.

Embracing Uncertainty

Leaving school felt like stepping into an unknown world. I had plans, but not everything went as expected. Some opportunities didn't materialize, and moments of self-doubt crept in. Over time, I realized that uncertainty is a natural part of life. It's okay not to have everything figured out immediately. The key is to keep moving forward, learning from every experience, and remaining open to new possibilities.

Learning from Challenges

Challenges became my greatest teachers. Whether it was struggling to find a job, facing rejection, or dealing with personal setbacks, each experience strengthened my resilience. I learned that failure is not the end but a stepping stone to success. Instead of giving up, I started seeing obstacles as opportunities for growth.



**Challenges
became my
greatest
teachers work.**

The Power of Hard Work and Perseverance

Success does not come overnight. It requires patience, dedication, and perseverance. There were times I felt like quitting, but I reminded myself of my dreams. Staying focused, working hard, and maintaining consistency eventually led to progress. Every small effort adds up, and with time, the results become visible.

Giving Back to My School

As an alumnus, I have remained connected to Light International School Mombasa, attending several reunions and actively participating in alumni activities. I have taken part in charity events, old boys' meet-ups, and school functions, including serving as a judge for the school's Culture Day. Additionally, I am looking forward to visiting and speaking to students during Career Week to share insights, motivate them, and guide them in their academic and professional journeys.



Encouragement for Students

To all students out there, I want you to know that life after school is a journey of discovery. Here are a few words of encouragement:

1

Believe in Yourself – You are capable of achieving great things. Have confidence in your abilities and keep striving for excellence.

2

Embrace Challenges – Difficulties are part of growth. Face them with courage and do not be afraid to step out of your comfort zone.

3

Keep Learning – Education does not end with school. Continue to acquire new skills, read, and stay curious.

4

Be Patient – Success takes time. Trust the process and remain consistent in your efforts.

5

Stay Positive – There will be ups and downs, but a positive mindset will help you navigate any situation.

Your journey after school will be unique. Embrace it with an open heart, stay determined, and never stop believing in yourself. The road may not always be easy, but every step you take brings you closer to your dreams. Keep going, and never give up!

Lastly, I encourage more emphasis on Alumni Forum meetings as a platform for sharing experiences, networking, and coordinating opportunities. Such forums can be valuable in guiding and inspiring the next generation of students.

ALUMNI NEWS

Strengthening The LIS Alumni Network

At Light International School Mombasa, our alumni remain at the heart of our community. We are committed to maintaining strong connections with them while fostering meaningful interactions among themselves and with the school. In recent months, we have undertaken several initiatives to enhance engagement and build a thriving alumni network.



Issack Dube
Alumni relations officer

LIS MOMBASA



Old Boys' Reunion

We recently hosted an Old Boys' Reunion, bringing together around 40 former students for an evening of reflection, networking, and camaraderie. The discussions were insightful, with many alumni expressing their enthusiasm for making these reunions a regular tradition. This event highlighted the strong bond our graduates still share with each other and with the school.

Alumni Board Elections 2024/2025

In keeping with our tradition of alumni leadership, we successfully conducted elections for the 2024/2025 Alumni Board Members. These elections, held every two years, ensure that the alumni network remains active and well-represented. We look forward to the new board leading initiatives that will further strengthen alumni engagement.



Mental Health Podcast



Recognizing the importance of mental health in the 21st century, we continue to host a podcast where alumni and professionals discuss key topics related to well-being. These sessions provide valuable insights, create awareness, and offer a platform for open conversations on mental health challenges and strategies for resilience.





Alumni Community Service

Service to the community remains a core value at Light International School. Our alumni recently came together, raised funds among themselves, and purchased essential food supplies. These donations were delivered to two separate children's homes, where alumni spent time with the children, spreading joy and making a lasting impact.



Alumni Iftar Dinner

During the holy month of Ramadhan, we hosted an Alumni Iftar Dinner, welcoming a good number of our former students. This gathering was a time for spiritual reflection, networking, and sharing personal and professional experiences. It was truly inspiring to see alumni from different years come together, strengthening their lifelong connection to the school.



Humairah Feisal Poptani
Class of 2024

LIS ALUMNI

I'm Humairah Feisal Poptani and my journey as a student at Light International School, Class of 2024, was filled with challenges that shaped me into who I am today. Looking back at my A Levels journey, I remember struggling to cope with Biology, Chemistry and Maths, especially when my AS results were C's. It was a wake-up call- I knew I had to work harder. I Changed the way I studied, including seeking guidance from my teachers, utilizing school resources to the fullest, attending past paper sessions and attending extra classes. The consistency and discipline required of me was made easier by the school's faith in me and unwavering support. By the time I completed my Alevels, my grades bumped up to B's, proving to myself that setbacks aren't permanent. Now in my first year of pursuing doctorate studies in dental surgery, those lessons still remain useful as I strive to achieve, remembering that challenges are only stepping stones to success.

ALUMNI



Looking Ahead

With these events and more planned for the future, we remain committed to ensuring that our alumni network thrives. Whether through reunions, professional networking, community service, or simply staying in touch, Light International School will always be home to its graduates.

We encourage all alumni to stay connected and take part in upcoming initiatives. Let's continue to grow, give back, and support each other!

Transforming Coal into Pearls: A Classroom Reborn





Michelle Makena Charles
Year 11 student

LIS MOMBASA



Salma Ugas Mude
Year 11 student

LIS MOMBASA



Juwayria Osman Ali
Year 11 student

LIS MOMBASA



Mohamed Kinago Hamed
Year 11 student

LIS MOMBASA



Ghaniyeh Hassan
Year 11 student

LIS MOMBASA

IF CLASSROOMS WERE LIVING BEINGS, SOME WOULD BE POETS, WHISPERING WISDOM INTO YOUNG MINDS, WHILE OTHERS—LIKE THOSE AT KASHANI SCHOOL—WOULD BE SILENT, TIRED SOULS, LONG FORGOTTEN BY TIME. THE WALLS, ONCE INTENDED TO INSPIRE, STOOD LIFELESS, STARING BACK AT STUDENTS WITH A DULL, INDIFFERENT GAZE. THE AIR CARRIED NOT THE SCENT OF KNOWLEDGE, BUT OF YEARS OF NEGLECT. IT WAS AS IF THE ROOM ITSELF HAD GIVEN UP ON THE VERY DREAMS IT WAS MEANT TO NURTURE.

As part of our Cambridge Global Perspectives team project, we embarked on a mission to explore the role of a conducive learning environment. Many take it for granted; some don't even realize how deeply it shapes learning. The phrase learning environment often brings to mind a classroom, but it's so much more than that. It's the mood, the energy, the silent

conversation between walls and minds. It's the difference between a student who feels inspired and one who feels trapped.

Our focus landed on Kashani School, a rural institution where students, many from struggling families, walked through the school gate carrying not just books but burdens. Some had

OUR MISSION WAS CLEAR — WE HAD TO AWAKEN HOPE, SPARK JOY, AND IGNITE LEARNING OURSELVES.



WITH OUR OWN HANDS, WE REPAINTED THE WALLS, MOUNTED BOARDS, AND PUT UP VIBRANT CHARTS AND ENGAGING POSTERS.



skipped breakfast, yet they sat in classrooms that looked equally starved—starved of care, color, and inspiration. These rooms weren't just unwelcoming; they were hope-draining machines.

We had seen enough. Our mission was clear—we had to awaken hope, spark joy, and ignite learning ourselves. With our own hands, we repainted the walls, mounted boards, and put up vibrant charts and engaging posters. A miracle

unfolded—the once lifeless classroom now gleamed with energy, as if the very walls had started smiling.

Then came the moment that broke us—those smiles, those wide, gleaming, can't-believe-my-eyes smiles. The students gazed around, marveling at the transformation, some running their fingers along the freshly painted walls as if they had just discovered magic. They pleaded with us to do the same for

all the other classrooms. And oh, how we wished we could! If only time and resources had been on our side, we would have gone on a painting spree, turning the whole school into a masterpiece.

Now, in the midst of the ordinary stood something extraordinary. The classroom looked alien in the middle of earthly beings—but an alien of hope. It stood tall, proud, glowing in defiance of its surroundings. A single room,



reborn, stood as proof that even in the darkest corners, change is possible.

And so, we left knowing that though we had transformed a single room, we had also planted a seed—a reminder that even coal, when placed under the right pressure and care, can turn into pearls



FOSTERING DIGITAL EDUCATION AT PENTROSE COMMUNITY SCHOOL

In a world where digital literacy has blossomed into an essential skill, many schools are still stuck in the dark ages, lacking even the basic tools to connect to the digital realm. But from our school, a group of determined Year 11 students—rays of hope in their own right—decided to tackle this challenge head-on as part of their Cambridge Global Perspective Team project. With hearts full of ambition, they chose to light the way by donating desktop computers to Pentrose Community School, a

place where technology had long been nothing more than a distant dream. Through their efforts, they've opened a door to a world of possibilities, allowing students to embark on computer lessons and gain skills that will help them thrive in an ever-evolving digital age.

When the computers arrived at Pentrose, the school's head and administration were so overjoyed, they shook hands with the visiting students nearly

a thousand times—an enthusiastic display of gratitude that was nearly as endless as the students' excitement. The air was thick with joy, as eager students crowded around the new computers, their eyes wide with wonder. For many of them, these computers weren't just shiny new objects—they were portals to a world they'd only glimpsed on TV or through the windows of cyber cafés. The thrill of touching a keyboard, of interacting with a machine that had been as far out of reach as a star, was enough to make their hearts skip a beat.

IT WAS A REMINDER THAT SOMETIMES, THE SMALLEST GESTURES — LIKE A FEW COMPUTER DONATIONS — CAN HOLD THE POWER TO CHANGE LIVES FOREVER.



It wasn't just about seeing the computers—it was about finally touching them. The excitement in their eyes was palpable. Some students, so eager to explore, may have even skipped lunch, not for



ACTIONS LIKE THESE — SMALL BUT MIGHTY — HELP US EMPOWER OTHERS TO REACH FOR THEIR POTENTIAL

lack of hunger, but because the real feast was in their hands. The opportunity to press a key, to feel the cool surface of the keyboard, to see the LED screens light up like a thousand fireflies—it was a moment of pure, uncontainable joy. It was a reminder that sometimes, the smallest gestures—like a few computer donations—can hold the power to change lives forever.

As emissaries of hope from Light International School, my students and I stood there, hearts full, seeing the magic unfold before us. It was like watching the sunrise in someone else’s world. There’s nothing quite as satisfying as seeing someone light up with joy—especially when that joy stems from the smallest effort we’ve made. This moment proved that

even modest acts of generosity can cast ripples far beyond what we can imagine.

At Light International School, we believe in living to serve others. It’s our guiding principle, our moral compass. Actions like these—small but mighty—help us empower others to reach for their potential, to break barriers, and to dream bigger than they ever thought possible. As we watched the students at Pentrose embrace their new digital world, we couldn’t help but feel proud. This is just the beginning. The future is brighter, more connected, and filled with endless possibilities—and it all began with a single act of kindness, like a spark igniting a wildfire. And who knows? Maybe, just maybe, that spark will light up the world one computer at a time.



Yassin Hamisi
English and Global Perspectives Teacher

LIS MOMBASA

GIVING BACK



GIVING BACK TO THE COMMUNITY THROUGH SERVICE

The Duke of Edinburgh's International Awards
The Gold Residential Project Experience



FROM APRIL 2ND TO APRIL 6TH, A TEAM OF SEVEN STUDENTS, TWO TEACHERS, AND ONE ASSESSOR FROM NAIROBI EMBARKED ON A RESIDENTIAL PROJECT AT **LIKONI SCHOOL FOR THE BLIND**. OUR MISSION? TO GIVE BACK TO THE COMMUNITY BY REPAINTING TWO CLASSROOMS AND THE SCHOOL'S EXTERIOR WHILE IMMERSING OURSELVES IN TEAMWORK AND SERVICE.

Our journey began bright and early at 8:30 AM, with an hour-long trip to Likoni. Upon arrival, we were given an orientation and shown the classrooms that needed a fresh coat of paint. The work kicked off with scraping the old paint off the walls—a task that proved challenging, especially for those of us experiencing it for the first time. Thankfully, our teachers and assessor were there to guide us, correcting our technique when needed. By midday, we took a much-needed break for lunch before returning to clean the classrooms. As the evening set in, we played a friendly game of football, unwound, prepared dinner, and set up tents for the night.

The second day began with an energizing morning drill at 6 AM, followed by breakfast. With renewed energy, we started applying the white undercoat to the classrooms and the exterior walls. The process required patience and precision, and by 4:30 PM, our efforts were taking shape. Another fulfilling day ended with dinner and storytelling under the stars.

Day three pushed us further as we woke up at 5 AM for intense morning drills. The workout was tough, but teamwork kept us going. At 8 AM, we began applying the top coat, which transformed the classrooms into bright and welcoming spaces. As we worked, we learned about the different types of paint coats and the importance of careful application. The day ended with laughter and shared stories, with each of us taking turns in the kitchen to prepare meals.

On the fourth day, we focused on final touches—cleaning up, correcting imperfections, and ensuring everything was in place. After lunch, we participated in team-building activities and interacted with students from our host school, sharing experiences and learning from their resilience. As the evening set in, we enjoyed our last night at the school, reflecting on our journey and the impact of our work.

On the fifth and final day, we made sure everything was clean and in order before preparing to leave. With a sense of accomplishment and gratitude, we bid farewell to our hosts and headed back to school.

This experience was more than just a project—it was a journey of personal growth, teamwork, and giving back. We faced challenges, from the physically demanding drills to the patience required for painting, but through collaboration and determination, we accomplished something meaningful. The joy on the students' faces and the satisfaction of seeing the newly painted classrooms made every effort worthwhile.

Through this residential project, we not only enhanced a learning space but also gained valuable life skills and lasting memories. It was a testament to the power of service, teamwork, and perseverance—an experience we will cherish forever.



Rhoda Mitchell
Year 12 student

LIS MOMBASA



BREAKING THE COMMUNICATION BARRIER

at Ziwani School for the Deaf



Siana Lesley Aniere
Year 10 student

LIS MOMBASA



For many children at Ziwani School for the Deaf, communication with their parents is a constant mountain to climb. With parents lacking knowledge of sign language, conversations often feel like they're speaking different languages altogether. The gap between them is vast—like trying to connect with a distant star. In their homes, where love should flow freely, these children find themselves adrift, unable to express their hopes, dreams, or even their simple needs. School becomes their island of solace, the only place where they feel anchored to something real. Ironically, the home—where one should feel most at peace—feels alien, like a foreign country they've never been taught to understand. Who knows? Some may even face rejection or mistreatment, simply for being different, because communication is the bridge that never existed.



The question weighed heavily on our hearts: How do you help children connect with a family that doesn't understand their very language? The emotional strain is immense—like shouting into the void and hearing nothing in return. These children are not lesser beings; they're just as full of life, love, and potential as any other child. They deserve the same love and attention—why should their voices be silenced because of an invisible barrier?

At Light International School, we couldn't just sit back and watch. We couldn't help but feel the sting of those unanswered words. We believe every child—deaf or not—deserves to be heard, to feel loved and accepted, and to belong. Inspired by our principles of Value-Based Education, we knew we had to act. But how? The answer was clear: compassion, action, and sign language.

So, we organized a workshop, not just to teach parents a few signs, but to ignite the spark of connection. With a professional tutor by our side, we brought these families together to learn the language of their children's hearts. It wasn't just about communication—it was about healing, understanding, and love.

The results were immediate, and the smiles were worth a thousand words. Though we know that more must be done to fully bridge the gap, this was a leap forward, a step toward making the invisible visible. As parents nervously fumbled through the signs they had just learned, we saw the light in the children's eyes—hope, excitement, and the joy of being understood. It was like watching the sun peek through the clouds after a storm.

While the road ahead is still long, we know that we've made a real difference. The children felt heard. The parents felt connected. And that's where it all begins. One sign at a time, one moment of understanding, one smile at a time.



**THOUGH WE KNOW THAT
MORE MUST BE DONE TO FULLY
BRIDGE THE GAP, THIS WAS A
LEAP FORWARD, A STEP TOWARD
MAKING THE INVISIBLE VISIBLE**





GUARDIANS OF THE OCEAN: A STORY OF SEA TURTLES AND CLIMATE ACTION

Sea turtles are extraordinary creatures. For over 100 million years, these ocean wanderers have glided through our seas, silently linking the ecosystems of the world. But today, their story is anything but serene. Human activities and climate change have turned their journey into a fight for survival. These turtles are not just symbols of nature's beauty; they are a reminder of our shared responsibility to protect the world we live in.



Through the Green Turtle Conservation Project, led by the passionate and dedicated Mr. Rodgers and his team patrol the beaches at night, ensuring the safety of nesting turtles and their eggs from predators and human threats. I've had the privilege of learning about the tireless efforts to safeguard these incredible creatures. My teammates—Zuhra, Vijay, Siana, Triciah, Janet, Deborah—and I took part in a beach clean-up, removing harmful plastic and waste from the nesting areas. During our time there, we were lucky enough to witness two of nature's most amazing moments. Together, we carefully observed the hatchlings of the turtles as they emerged from the sand, ensuring that each one made its way safely to the ocean. It was a powerful and unforgettable experience that reminded us of why these efforts are so important.

For me, this project has been more than just a school initiative; it has been a call to action. It has inspired me to speak up, to share the struggles of sea turtles with peers and community members, and to advocate for

change. It has shown me that conservation is not just a duty of scientists or environmentalists; it is a shared responsibility that begins with each one of us. From reducing our plastic use to supporting policies that protect marine habitats, there are countless ways we can contribute.

To my fellow students, I say: the fight to save sea turtles is a fight to preserve the health of our oceans and, by extension, our planet. To our community and the world at large, I urge you to see sea turtles not just as endangered species but as symbols of our collective impact—and our collective potential to heal.

Let this be our legacy: a generation that listened, acted, and turned the tide in favor of life.

As the saying goes, "The ocean's greatest guardians are those who care." Will you join the cause?



**Madina Selemani
Mgoi**
Year 10 student

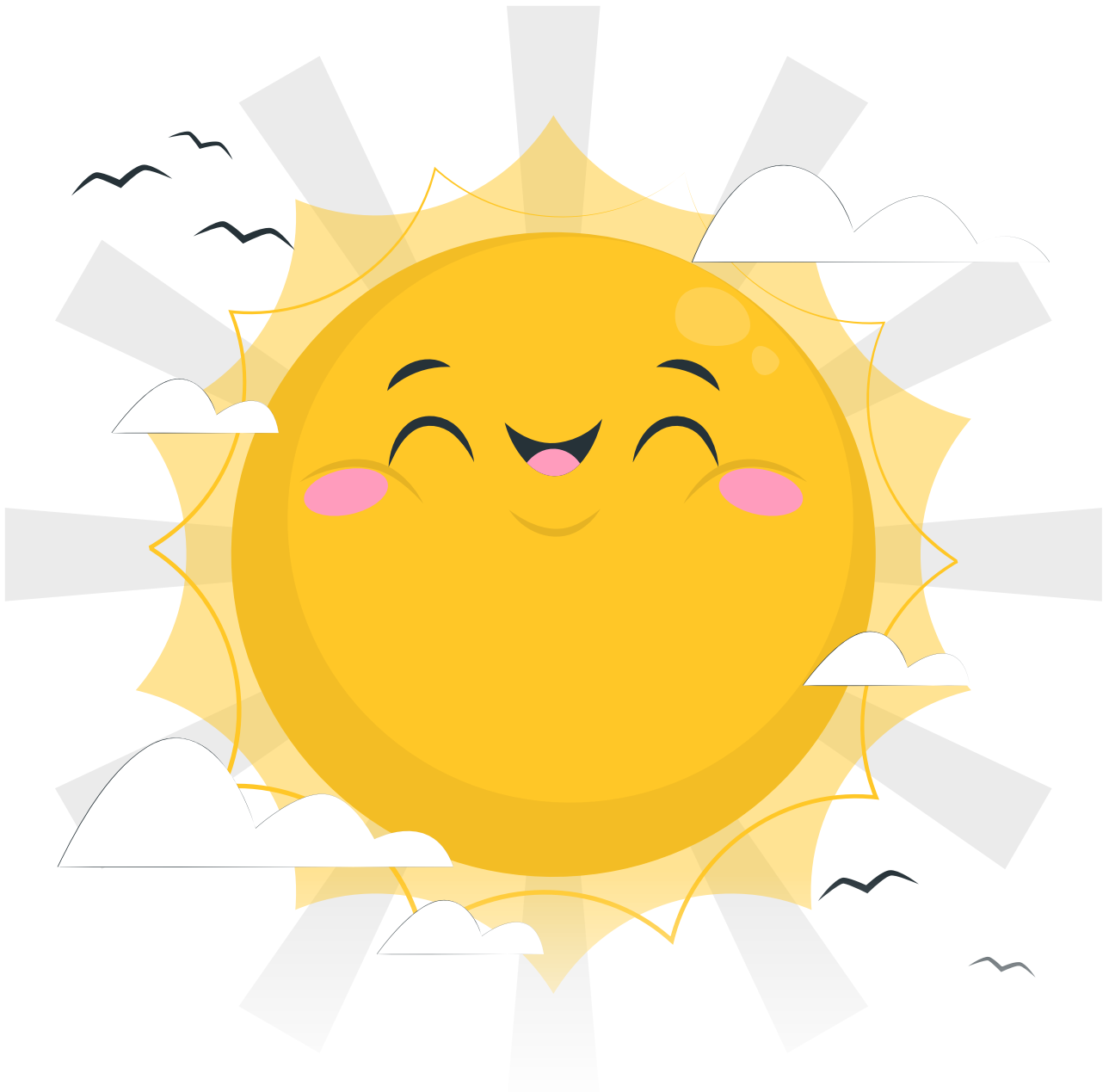
LIS MOMBASA





Let this be our legacy:
a generation that listened,
acted, and turned the tide
in favor of life.





HARNESSING THE SUN: USING SOLAR ENERGY TO DRY FRUITS AND VEGETABLES



As part of the Cambridge Science Competition, our team - Vijay, Zesany, Salem, Zuhra, and Madina - came together with a shared goal: to tackle a pressing global issue that affects food security and leads to significant post-harvest losses. In rural areas of Kenya, farmers face the challenge of preserving the quality and shelf life of their produce due to poor preservation methods. This issue sparked a question in our minds: could there be a more efficient and sustainable way to preserve fruits and vegetables?



Introducing the solar dryer. Unlike traditional open-air drying methods, where produce is exposed to dust, insects, and germs, a solar dryer provides a controlled and enclosed environment. This method not only extends the shelf life of food but also preserves its nutritional quality. We saw the potential of this simple yet transformative solution to significantly improve food preservation in rural communities. With this vision in mind, we wanted to turn our idea into a reality.

Design and Construction

Our goal was to build a dryer that was functional, durable, and efficient. The frame was constructed with black-painted metal for its rust-resistance and excellent heat absorption. Measuring 2 meters long, 1 meter wide, and 1 meter high, the structure features drying racks with tiny holes inside for optimal air circulation.

To improve heat retention and distribution, we lined the inner walls with reflective aluminum foil which trapped heat inside. We also installed ventilation fans on either side of the chamber to ensure steady convection currents, powered by a solar panel fixed to the body of the dryer.

A transparent glass cover allowed sunlight in while trapping heat and shielding the contents from contaminants, it also allowed us to observe our experiments. Every joint was sealed to prevent heat loss.

Building, Testing, and Learning

Our project spanned 12 weeks, each day bringing new insights and challenges. Early on, we surveyed parents with agricultural backgrounds and science teachers to compare traditional food preservation methods with solar drying, as well as helping us understand the broader cultural and environmental context.

We built and assembled the dryer with the help of the school's workers. Before we could even begin, we faced some challenges with the machine. The fans kept on shutting off after a few minutes, and that's when we realized the solar panel was supplying them with too much energy. After installing a resistor to regulate the energy, everything worked as planned.

As we began testing, we entered an experimental loop of observation and improvement. Early test runs showed that fruits could



Our goal was to build a dryer that was functional, durable, and efficient.





overheat and burn if left too long in sunlight, so we moved the dryer into a shadier place and adjusted drying times.

airflow to prevent moisture buildup. Mangoes dried quickly

but needed close monitoring to preserve their sweetness.

Through weekly experiments, we tracked temperature and humidity using a thermometer and hygrometer and tested a range of produce, including bananas, mangoes, tomatoes and chillies. Each type responded differently - bananas needed thicker slices to avoid becoming too crisp, while tomatoes required consistent



Early on, we surveyed parents with agricultural backgrounds and science teachers to compare traditional food preservation methods with solar drying, as well as helping us understand the broader cultural and environmental context.

The future of farming

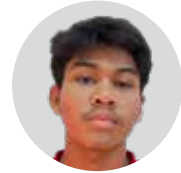
Solar drying technology holds the potential to revolutionize farming in Kenya. By utilizing the sun's free, renewable energy, solar dryers provide a sustainable, cost-effective method to preserve fruits and vegetables. This simple yet powerful tool can extend the shelf life of highly perishable crops and enable farmers to store and sell their products year-round.

In addition to preserving produce, solar dryers offer a chance for farmers to add value to their harvests. Dried fruits and vegetables can be packaged and

marketed as premium products, opening up new revenue streams and increasing farmer's income potential. This process not only helps improve livelihoods but also fosters local entrepreneurship, creating job opportunities in rural communities.

Beyond economic benefits, solar drying aligns with environmental sustainability. By reducing reliance on firewood and electricity, solar dryers help conserve resources and lower carbon emissions, making them an eco-friendly alternative to traditional drying methods. As farmers in Kenya embrace this

innovative technology, it holds the potential to boost agricultural productivity, enhance food security, and contribute to a more resilient, sustainable farming



**Vijay
Harith**
Year 10 Student

LIS MOMBASA





PROJECT-BASED EDUCATION

By reducing reliance on firewood and electricity, solar dryers help conserve resources and lower carbon emissions, making them an eco-friendly alternative to traditional drying methods.





CLEAN WATER FOR ALL:

The Sustainable Solution We Built Together

Access to clean drinking water remains a pressing challenge for many regions across Kenya. Contaminated water sources contribute to life-threatening diseases like cholera and typhoid, especially in vulnerable communities. Against this backdrop, our school embarked on an inspiring journey with the water purification project for CIC, a mission dedicated to designing a cost-effective, sustainable, and eco-friendly system to address this urgent need.

As students, my teammates Zuhra, Deborah, and I dived into this hands-on initiative with enthusiasm and determination. Guided by the principles of sustainability, we assembled multi-layered filtration systems using locally available, natural materials like shungite stones, gravel, sand, and activated charcoal. Each layer served a specific purpose—removing sediment, heavy metals, and harmful microorganisms to

ensure the delivery of cleaner and safer water.

We tested and refined the system, tackling challenges such as uneven filtration caused by water pressure. Through teamwork and problem-solving, we introduced solutions like flow regulators to stabilize water flow and improve efficiency.



**Madina Selemani
Mgoi**
Year 10 Student

LIS MOMBASA



As Mahatma Gandhi once said, “The earth, the air, the land, and the water are not an inheritance from our forefathers but a loan from our children.” This reminds us that safeguarding resources like clean water is not just a responsibility but a legacy we leave for future generations.

Being part of this project has been nothing short of transformative. I have gained practical knowledge

in science and engineering, while developing critical skills like collaboration, creativity, and perseverance. Beyond the technical lessons, the project has reinforced the importance of empathy and service. Seeing the impact of clean water on our community’s health and well-being has been deeply fulfilling, instilling in me a sense of pride and responsibility to continue championing sustainability.

A CLIMATE ACTION PROJECT AT KASHANI

PROJECT-BASED EDUCATION



CLIMATE CHANGE IS ONE OF THE GREATEST CHALLENGES OF OUR TIME. ITS EFFECTS RISING TEMPERATURES, UNPREDICTABLE WEATHER PATTERNS, AND ENVIRONMENTAL DEGRADATION ARE BEING FELT ACROSS THE GLOBE. WHILE THE PROBLEM IS VAST, WE BELIEVE THAT REAL CHANGE BEGINS WITH SMALL, INTENTIONAL STEPS.

As part of our Climate Innovation Challenge (CIC) project, a group of us from Light International School Mombasa travelled to Kashani Primary School with one goal in mind: to plant trees as a way of curbing soil erosion and contributing to the global fight against climate change.

The area around Kashani has been facing significant soil erosion, which not only affects agricultural productivity but also contributes to the destruction of natural habitats. Our team Janet, Zuhra, Salem, Madina, Siana, Vijay, and myself came together to address this issue by planting trees that would help stabilize the soil, protect the landscape, and restore ecological balance.

This project is not just a school activity it is part of our CIC submission, and more importantly, a reflection of our commitment to environmental sustainability. Trees play a critical role in the climate system: they absorb carbon dioxide, provide shade, reduce flooding, and support biodiversity. Through this initiative, we hoped to make a meaningful impact both locally and globally.

Our tree planting activity was a reminder that climate action doesn't always require grand gestures. Sometimes, planting a single tree can spark a wave of change. At Kashani, each seedling we placed in the soil carried a message one of hope, responsibility, and resilience.

But this message goes beyond Kashani. It is a call to the world.

We must all become more conscious of the activities that fuel climate change from deforestation and pollution to the overuse



of plastic and fossil fuels. If we want a livable future, we must act now.

Here are a few steps we can all take:

- ◆ Plant more trees in our communities.
- ◆ Use resources responsibly, including water and electricity.
- ◆ Reduce, reuse, and recycle to minimize waste.
- ◆ Say no to plastic and support biodegradable alternatives.
- ◆ Educate others about the importance of protecting our environment.

To everyone reading this, I say: let's not wait until it's too late. The earth needs us, and we need the earth. Let's protect it together one action, one tree, one project at a time.

The trees we planted at Kashani are more than just greenery they are a symbol of our generation's dedication to healing the planet. Let's keep the momentum going.



Trichia Namadoa
Year 10 Student

LIS MOMBASA

OUR TREE PLANTING ACTIVITY WAS A REMINDER THAT CLIMATE ACTION DOESN'T ALWAYS REQUIRE GRAND GESTURES. SOMETIMES, PLANTING A SINGLE TREE CAN SPARK A WAVE OF CHANGE.





Enhancing Wellbeing through the Cambridge Wellbeing Check



Ibrahim Bursa
Head mentor
Boys

LIS MOMBASA

AT LIGHT INTERNATIONAL SCHOOL MOMBASA, WE HAVE RECENTLY INTRODUCED THE CAMBRIDGE WELLBEING CHECK, DEVELOPED BY CAMBRIDGE CEM, AS PART OF OUR COMMITMENT TO SUPPORTING STUDENTS' EMOTIONAL AND MENTAL HEALTH. THIS COMPREHENSIVE TOOL ASSESSES THE WELLBEING OF STUDENTS AGED 7 TO 18, HELPING EDUCATORS UNDERSTAND THEIR EMOTIONAL RESILIENCE, MOTIVATION, AND OVERALL STATE OF MIND. THE STUDENT-LED ASSESSMENT, WHICH TAKES APPROXIMATELY 20 MINUTES, INTEGRATES SEAMLESSLY INTO OUR PASTORAL CARE PROGRAM, PROVIDING VALUABLE INSIGHTS FOR TAILORED SUPPORT.

Understanding student wellbeing is essential for fostering a positive learning environment. When students experience good mental health, they are more engaged, confident, and open to personal growth. Conversely, challenges such as stress or anxiety can impact their academic performance and overall happiness. By identifying areas where students may need additional support, the Cambridge Wellbeing Check allows us to create strategies that nurture their mental and emotional development.

At our school, the administration of the Cambridge Wellbeing Check has significantly improved our ability to understand and support students'



By addressing concerns unique to each age group, we have been able to enhance mentoring activities, strengthening mentor-mentee relationships.

emotional needs. The detailed analysis provided insights into wellbeing levels across different year groups, allowing us to tailor our approach based on the specific challenges and strengths of each level. By addressing concerns unique to each age group, we have been able to enhance mentoring activities, strengthening mentor-mentee relationships. Mentors now have a clearer understanding of students' emotional wellbeing, enabling them to provide more personalized guidance and support.

At Light International School Mombasa, our mentorship program is deeply aligned with the Cambridge Wellbeing syllabus, ensuring that students receive structured guidance in personal development. Each term, students engage in self-reflective activities, including personality assessments, understanding emotions, and empathy-building exercises, which help them cultivate resilience and emotional intelligence. Our mentors use insights from the Cambridge Wellbeing Check to tailor their approach, ensuring that each student's unique challenges and strengths are addressed. By integrating ICARE principles—Integrity, Care, Awareness, Respect, and Empathy—our mentoring sessions provide a safe and supportive environment, fostering stronger connections between mentors and mentees. This personalized support has enhanced students' emotional well-being, helping them develop confidence, build meaningful relationships, and navigate academic pressures effectively.

Additionally, as a recently accredited Values-Based Education (VBE) school, the Wellbeing Check has reinforced our commitment to instilling core school values such as respect, empathy, and integrity. By

actively addressing student wellbeing, we are fostering an environment where students feel safe, valued, and supported, aligning with our mission to develop well-rounded individuals. The insights gained from the assessment have enabled us to cultivate a school culture where students understand that emotions fluctuate, relationships evolve, and support is always available.

As highlighted in our recent Wellbeing Check report:

"Remember that no matter how you are feeling at the moment about any aspect of your personal wellbeing, things can change. You can grow in confidence, build stronger relationships with friends and teachers, enjoy school more or less at different times of the year, and our emotions change day-to-day."

By administering the Cambridge Wellbeing Check, we reaffirm our commitment to nurturing students' emotional resilience and fostering a positive school environment that aligns with both their academic and personal growth.





**EMBRACING
EMPATHY:
OUR VALUES-BASED
EDUCATION IN ACTION**

AT OUR SCHOOL, WE BELIEVE THAT EDUCATION EXTENDS BEYOND ACADEMICS; IT IS ABOUT NURTURING CHARACTER, INSTILLING VALUES, AND FOSTERING A SENSE OF COMMUNITY. AS PART OF OUR VALUES-BASED EDUCATION (VBE) INITIATIVE, WE HAVE TAKEN A CREATIVE AND ENGAGING APPROACH TO PROMOTING CORE VALUES AMONG STUDENTS. ONE OF THE MOST VISIBLE EXPRESSIONS OF THIS COMMITMENT IS OUR VALUES BULLETIN BOARDS AND THE "VALUE OF THE MONTH" BANNERS.

Values Bulletin Boards: A Platform for Expression

Our Values Bulletin Boards serve as an interactive and ever-evolving canvas where students actively engage with the values we uphold. Each month, we dedicate these boards to a specific value, encouraging students to share their thoughts, experiences, and creative expressions related to that theme. In March, our empathy banner welcomed everyone into our school with a powerful message: "Empathy—If you think someone could use a friend, be one."

The bulletin boards featured jars filled with student contributions, including handwritten reflections, quotes, and real-life examples of empathetic actions. Through these, students explored what empathy means to them—whether by sharing words of kindness, acknowledging the struggles of others, or reflecting on how they could support their peers in meaningful ways. The addition of photos capturing moments of empathy in action further reinforced the importance of understanding and kindness in our school environment.

In the primary section, we extended the theme through an "Empathy Garden" bulletin board, where students symbolically 'planted' flowers representing acts of empathy. Each flower carried a note detailing a compassionate action, creating a growing display of kindness and awareness. This visual representation of empathy not only engaged students but also reinforced their sense of responsibility toward one another.



This visual representation of empathy not only engaged students but also reinforced their sense of responsibility toward one another.



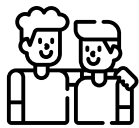


Banners Highlighting the Value of the Month

To ensure that values are at the forefront of our school culture, we introduced prominently displayed banners featuring the "Value of the Month." These banners serve as daily reminders to students, teachers, and visitors about the significance of the chosen value. In March, we spotlighted Empathy, using an innovative and visually striking "Jars of Empathy" concept.

This initiative helps embed values into the fabric of school life, making them visible, relevant, and actionable. The banners are strategically placed in high-traffic areas such as the main entrance, corridors, and common spaces, ensuring that students repeatedly encounter these messages and internalize their meaning.

As we move forward, our commitment remains strong—to cultivate a generation of students who not only excel academically but also embody the principles of kindness, respect, and understanding in their daily lives.



The Impact of Our Values-Based Approach

Through the combination of bulletin boards and banners, we have created a school culture that not only talks about values but actively lives them. These visual and participatory methods inspire students to think critically about their actions, recognize the importance of moral character, and contribute to a more compassionate school environment.

Empathy is just one of the many values we will continue to celebrate through this initiative. As we move forward, our

commitment remains strong—to cultivate a generation of students who not only excel academically but also embody the principles of kindness, respect, and understanding in their daily lives.

By integrating these creative approaches into our school, we ensure that values-based education is not just an idea, but a lived experience—one that leaves a lasting impact on our students and the community as a whole.



Raukhan Sharipbek
Head mentor
Girls

LIS MOMBASA



THE 43RD ANNUAL EAMUN CONFERENCE

Debating is not my strong suit, however, attending Model United Conferences is something I look forward to each year. This academic year I was able to attend my second annual East African Model United Nations conference that took place at the UN Headquarters in Gigiri, Nairobi. This year I ensured that I was prepared enough to attend the conference compared to the previous year. I represented Monaco in the special summit committee where we were given a range of topics we had to debate, for instance, we had to debate whether the UN charter should be reformed. The moment I got selected to be in a special summit I hesitated based on the fact that I'm not a very confident debater, however, my mother encouraged me to give it a chance. Besides, one could never get hurt while trying.



WE'D ALWAYS BE THERE
FOR EACH OTHER, SHARED SO
MANY LAUGHS AND CREATED SO
MANY FUN MEMORIES.



EVENTS



Sylvia Onunga
Year 12 Student

LIS MOMBASA

The Conference took place for 4 days and it was genuinely such an extraordinary experience. I got to develop my critical thinking skills together with expanding my knowledge base on international affairs. But going for MUN wasn't all about attending conferences, whilst in Nairobi the fellow representatives and I were able to create a strong friendship throughout the trip. We'd always be there for each other, shared so many laughs and created so many fun memories. But most of all we'd encouraged each other to wake up at the

crack of dawn to go through our different resolutions to ensure we were well prepared for the conferences each day, which was quite fun doing it together as we'd learn about each other's different committees.

Experiencing the 43rd Eamun conference was such a thrilling event and I would like to thank our dear teachers who went out of their way to travel with us- for making our experience a memorable one. I'd also like to congratulate every student that represented the school as they all did an outstanding job.

EVENTS



EXPERIENCING THE 43RD EAMUN CONFERENCE WAS SUCH A THRILLING EVENT AND I WOULD LIKE TO THANK OUR DEAR TEACHERS WHO WENT OUT OF THEIR WAY TO TRAVEL WITH US- FOR MAKING OUR EXPERIENCE A MEMORABLE ONE.





EVENTS



Village Life Event



CAMBRIDGE PATHWAY

TOGETHER, WE ARE GROWING AND LEARNING FOR A GREENER FUTURE!

Our Early Years Village Life Event brought children one step closer to nature and sustainable living. Through various hands-on activities, they explored traditional village life while learning eco-friendly habits to help combat climate change. They connected with nature by working with soil, experiencing traditional farming methods, and observing natural life cycles.



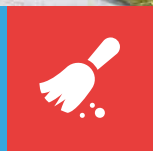
Mary Wawuda Mwacheda
Early Years Teacher

LIS MOMBASA

This event not only provided fun but also helped our children develop ecological awareness and a sense of responsibility toward the environment. Embracing global citizenship and local culture, our young learners are gaining the knowledge and values needed to appreciate and protect their surroundings—preparing them to engage with the world.



Beach Cleaning Day



CAMBRIDGE PATHWAY

As part of Cambridge Climate Change Education, our students participated in an inspiring Beach Cleaning Day to raise environmental awareness and contribute to nature. With their gloves on and trash bags in hand, they worked with great dedication to collect litter along the shore and help protect our environment. From plastic bottles to packaging waste, they picked up various types of trash, realizing once again the importance of keeping our surroundings clean.

This event reminded us that even small actions can create a big impact. We are proud of our students for demonstrating responsibility and teamwork. The day was

not only about cleaning the beach but also about learning how harmful waste affects nature, understanding the importance of recycling, and seeing how individual awareness can lead to collective change.



Neria Wanjera Thuo
Early Years Teacher

LIS MOMBASA

Additionally, our students had the opportunity to learn more about nature during the event. They discussed the importance of protecting marine ecosystems, talked about the creatures living along the shore, and shared ideas on adopting environmentally friendly habits. Through such activities, we will continue to nurture our students' environmental awareness and help them grow into responsible individuals for the future.

Green Garden



CAMBRIDGE PATHWAY



A school is not just a playground; it is a living classroom where exploration, learning, and growth take place. As Cambridge Early Years School, a part of the active learning in Cambridge Early Years Curriculum, we believe in hands-on learning experiences that shape young minds. Through gardening, children learn to take responsibility, practice patience, and develop a sense of care for nature. At the same time, gardening promotes sustainability, encourages teamwork, and



Asia Mwaka Matano
Early Years Teacher

LIS MOMBASA

fosters awareness of a healthier planet. This process proves that even the youngest children can contribute to building a greener and healthier future.

Gardening nurtures curiosity, enhances sensory experiences, and instills a sense of environmental responsibility from an early age. And now, Early Year 3 students has brought the Green Garden Project to life!

SMALL HANDS, BIG IMPACT!



Our Little Bird Feeders, Big Lessons



Our Year 1 classroom recently embarked on a heartwarming project, transforming empty plastic bottles into vibrant bird feeders. This simple activity proved to be a powerful lesson in reuse and environmental awareness. Instead of discarding these bottles, we gave them a new purpose, creating welcoming spaces for our local birds. The children were incredibly enthusiastic, eager to clean, decorate, and fill each feeder with birdseed. It was a tangible demonstration of how small actions can make a positive difference.

The children's collaborative spirit was wonderful to witness. We discussed the importance of providing food for birds, especially when natural resources are scarce. Each child personalized their feeder with colorful designs, showcasing their unique creativity. Their pride in their creations was evident. The highlight was watching the birds visit their feeders, their faces filled with delight and wonder.



Dorice Edalia
Year 1 Teacher

LIS MOMBASA

This project was more than just a fun activity; it was an educational experience focused on environmental responsibility, a core principle of Cambridge climate change education. We explained how reusing materials helps us care for our planet, and the children grasped the concept readily. It instilled a sense of environmental awareness and responsibility, providing a positive experience with helping the environment. We aim to continue fostering this awareness, teaching them that kindness, to nature and each other, can be achieved with simple actions. Let's keep finding ways to make our world a little kinder, one reused bottle at a time.

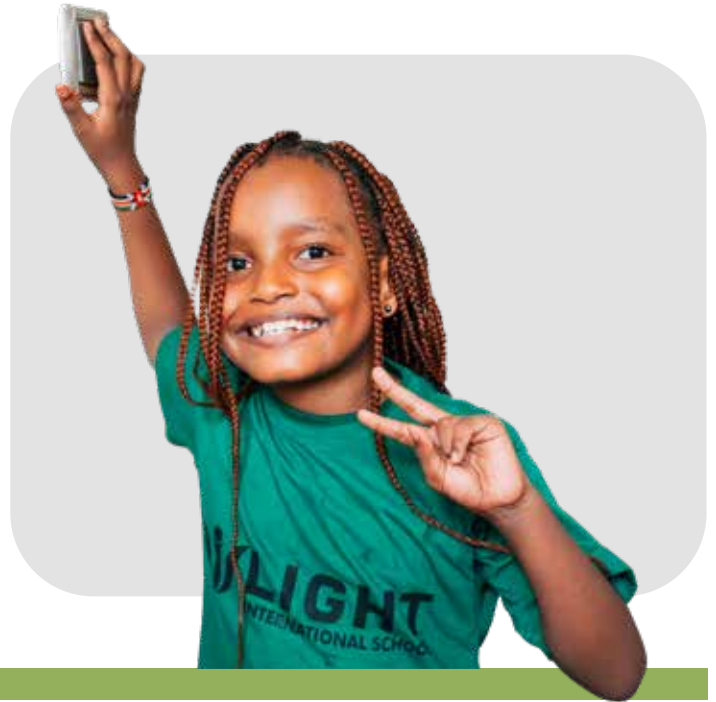
THIS PROJECT INSTILLED A SENSE OF ENVIRONMENTAL AWARENESS AND RESPONSIBILITY, PROVIDING A POSITIVE EXPERIENCE WITH HELPING THE ENVIRONMENT



Energy conservation

In our day to day life, we use energy in various ways and this makes energy very essential to run our daily lives. In as much as we use energy all the time, we should also aspire to save this energy and make the environment a better place for everyone.

Energy conservation helps us to protect the environment. As part of Cambridge Education, we always conserve energy by turning off our fans when we leave our classroom, taking shorter showers while at home, and turning off anything that plugs in or uses batteries when we are not using it.



**A SIMPLE WAY
THAT KIDS CAN HELP
CONSERVE ENERGY IS TO
BE RESPONSIBLE FOR
TURNING OFF ALL LIGHTS
AND DEVICES WHEN
LEAVING A ROOM FOR
MORE THAN A FEW
MINUTES**

Ways to conserve energy at home and in school

Turn Everything off When You Aren't in the Room

When lights, TVs, computers, video games, and other devices are left on and aren't being used they waste electricity. A simple way that kids can help conserve energy is to be responsible for turning off all lights and devices when leaving a room for more than a few minutes. This not only makes them more conscious about how their actions affect the environment but also builds in practical ways they can be part of energy conservation.

Plant Trees and building shades

Planting trees and building shades has provided school with shade and offer a cooler outdoor temperature. The shade from a tree allows learners to use less air conditioning and conserve energy in our school. This can also be a fun family activity and kids can learn about the environment benefits that planting trees can offer.



Beatrice Wamboi
Year 2 Teacher

LIS MOMBASA

Transforming Snack Time into Sustainable Learning



Pringles Can into Pencil Holders



Year 3 class recently took on a creative project that seamlessly integrated art, functionality, and crucial lessons about reuse. We turned empty Pringles cans, destined for the recycling bin, into vibrant pencil holders. This activity was designed not just to organize our classroom supplies, but to demonstrate practically how we can extend the life of everyday items, reducing waste and fostering a mindset of resourcefulness to make earth a greater place.

The children were wonderfully engaged in the process. We began by cleaning the cans, discussing how many similar items end up in landfills, and how we could contribute to a more sustainable environment. Then, the real fun began: decorating. Using colorful paper, fabric scraps, and their boundless imaginations, they transformed the plain cans into personalized, eye-catching pencil holders. This hands-on experience allowed them to not only express their creativity but also to understand the tangible benefits of repurposing materials. Every child took pride in their creation, understanding that they played a part in giving these cans a new purpose.

Beyond the artistic aspect, this project served as a valuable lesson in sustainable living. We linked the activity to the larger concept of reducing our environmental impact, a core principle of Cambridge Climate Change Education. By reusing the Pringles cans, we reduced the need for new materials, ultimately conserving resources. We explained that even small actions, like reusing a can, contribute to a healthier planet. The children learned that being environmentally conscious isn't just about big changes; it's about making thoughtful choices in our daily lives.



**Catherine
Karushi**
Year 3 Teacher

LIS MOMBASA

Ultimately, this project was a resounding success, demonstrating that learning about environmental responsibility can be both fun and practical. The children now have personalized pencil holders that serve as a daily reminder of their ability to make a positive impact. And in the end, it was a reminder that even the simplest snack can lead to the most impactful lessons.

Animal Preservation

In our world, animals are more than just fascinating creatures. They play essential roles in keeping nature balanced, and they make our planet vibrant and full of life. But did you know that many animals are in danger of disappearing forever? This process is called extinction, and it occurs when no animals of a certain species are left. We must act now to help prevent extinction, and that begins with understanding and practicing animal preservation not only at national level but also at school level.

Every animal has a special job in nature. Some help plants grow by spreading seeds or pollinating flowers, while others keep the food chain in balance by eating pests or becoming food for other animals. Take example in our school set up we have a zoo where animals keep the school a greater place because some kitchen refuse like damaged kales and cabbage leaves are given to our animals which include the rabbits, guinea pigs and the tortoise. Some food left overs eaten by monkey others given to birds keep the ecosystem healthy.

As students, we have the power to create positive change for animals and the environment. In fact, our school already plays an essential role in animal preservation through its zoo. We are home to guinea pigs, tortoises, lovebirds, parrots, sparrows, and a variety of rabbit species. These animals are not only here for educational purposes, but also as a part of our mission to protect and care for them. But we can do even more to help ensure their safety and the safety of animals around the world.



**Abdul-Fakih
Athman**
Year 5 Teacher

STEPS YOU CAN TAKE AT SCHOOL TO PROTECT ANIMALS

1

Learn and Share Knowledge: The more we understand about animals and their role in the environment, the better we can protect them. Start by researching and learning about the animals in our school zoo and sharing this knowledge with others. Education is the first step in making a difference.

2

Promote Eco-Friendly Practices: Reduce, reuse, and recycle! Start projects at school to reduce waste and keep our environment clean. Encourage classmates to avoid littering, use less plastic, and dispose of trash responsibly. For example plastic bottles can be used as feeding trays for our animals.

3

Create Safe Spaces for Animals: Many trees were planted recently this year to act as a habitat to some of the animals making our school a greater safe place for animals.

As students, we have the power to make a difference in the world of animal preservation. Our school zoo is a unique opportunity to learn firsthand about the importance of caring for animals. By taking action to protect the animals in our care and raising awareness about the global need for conservation, we can contribute to a healthier planet for all.

So, let's take the lead! Start today by learning more about the animals around us, spreading the word about their importance, and committing to actions that protect both wildlife and the environment. Together, we can ensure that the beauty and balance of nature are preserved for future generations.



CAMBRIDGE PATHWAY

WE ARE HOME TO GUINEA PIGS, TORTOISES, LOVEBIRDS, PARROTS, SPARROWS, AND A VARIETY OF RABBIT SPECIES



LIS MSA: Your Movie to Hope



Lily Amr
Year 9 Student

LIS MOMBASA

What if school wasn't just a place you go to learn stuff, but a place that teaches you how to feel again? A place where hope dances in the hallways and every classroom crackles with creativity. Sounds dreamy,

right? Well, that's been my everyday reality at LIS. I should know — I've been here nearly four years now. And every single one has added a little colour to my story.

Where Blank Minds Turn into Masterpieces

I walked into LIS in Year 5 — small, a little shy, and mostly unsure of what to expect. But LIS is the kind of place that doesn't let you stay invisible for long. The moment I sat in my first class, something clicked. Maybe it was the way teachers spoke to us like we mattered, or the way we were encouraged to question things, dream big, and even make mistakes without fear. Whatever it was, I felt seen. And slowly, learning became something I looked forward to — not something I had to endure.

Lessons here are far from ordinary. Sometimes we're outside measuring shadows in math class. Other times, we're conducting science experiments that make the whole room smell like vinegar and adventure. It's not always perfect — but it's real. And often, it's really fun.

Of French Days, Wizard Wands, and Well-Timed Breaks

What makes LIS unforgettable are the

moments in between lessons — the events, the laughter, the unexpected surprises. French Day is one of my favourites. Imagine speaking in French all day, dressing up, and somehow convincing yourself that croissants count as a balanced breakfast. Then there's the World Scholars Cup, where I once debated about time machines and chocolate economies (yes, that's a thing). MUN taught me how to argue without sounding angry — which, trust me, is a skill.

We've had Spirit Weeks, Culture Days, Sports Days, and even silent discos. Okay, maybe not silent discos, but I wouldn't be surprised if someone planned one next term. At LIS, boredom is pretty much banned.

My Year 6 Plot Twist

One of my proudest moments came in Year 6. I had no idea that I'd end up being the best-performing student in the Cambridge Checkpoint Exams. I still remember how surreal it felt, holding those results in my hands — not because I didn't work hard (I did), but because everything had come together in a way that made me feel... capable.

That year taught me something bigger than academics: when people around you believe in you, it becomes easier to believe in yourself. My teachers never let me settle for "just okay." And somewhere between the early mornings and the late-night revisions, I discovered that I could actually be great.

Just Lily, Somewhere Between Laughter and Growth

Now in Year 9, I look back and laugh at the girl who once tiptoed into LIS unsure of her voice. These days, I'm louder — in thoughts, in confidence, in presence. I've danced in front of crowds, spoken at assemblies, and shared group projects that somehow always ended in giggles (and maybe a bit of glue in my hair).

What stands out most isn't just what I've learned, but who I've become. More responsible, more curious, more me. LIS didn't change me — it uncovered the parts of me I hadn't met yet.

And that, I think, is the real magic.



Lighting the Way

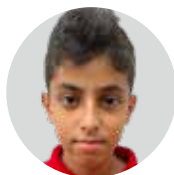
My Journey and Impact at LIS

From the very first day I walked through the gates of Light International School, I knew this place was different. It wasn't just the clean halls, the colourful boards, or the hum of busy classrooms – it was something deeper. A quiet promise in the air. A feeling that this school didn't just teach lessons – it lit the way for something bigger.

A Journey of Growth and Discovery

My journey here has been nothing short of transformative. Over the years, Light has become more than just a school – it's become a part of who I am. The teachers aren't just instructors; they're mentors. The classrooms aren't just spaces; they're launchpads for discovery. And my classmates? They've become teammates, challengers, and friends.

Every lesson has pushed me to think harder. Every project has asked me to stretch myself a little further. I've grown in confidence – from someone who once hesitated to raise a hand, to someone who now leads group discussions and shares ideas openly. Light has helped me find not just answers, but also my own voice.



Adam Amr
Year 9 Student

LIS MOMBASA

Events That Shape Us

One of the most exciting parts of school life here is the wide range of events that bring learning to life.

The annual Science Fair, for instance, is a highlight. It's a day where the school feels like a buzzing laboratory – students presenting their creations, explaining theories, and solving real-world problems in creative ways. It's the kind of experience that makes you believe innovation is within reach.

Then there's Sports Day – a day of teamwork, sweat, cheers, and school spirit. It's not just about who crosses the finish line first, but how we support each other from start to end. And the Charity Drive – perhaps the most meaningful event of all – teaches us that our responsibilities don't end at the school gate. We learn to give, to care, and to see the world through more compassionate eyes. These events do more than break routine – they shape us.

My Contribution to Our Community

Being part of Light means being part of something greater than yourself. I try to live that out every day – by helping classmates who are struggling, stepping up when a leader is needed, and always doing my best to make our school a little brighter.

I've had the chance to guide younger students, assist in organizing activities, and take part in initiatives that bring the school together. It's not about being in the spotlight – it's about lifting others up, creating unity, and quietly making a difference where I can.



Looking Ahead

As I continue my journey at Light International School, I carry with me the values this place has instilled – integrity, responsibility, empathy, and excellence. I'm proud of the student I've become, but even more excited about the kind of person I'm still becoming.

Because here at Light, we're not just learning about the world – we're learning how to change it, one small act at a time.





A SEMESTER TO REMEMBER: MY JOURNEY FROM ZURICH TO MOMBASA

I should probably start by explaining how I ended up at Light International School Mombasa. My home school in Zurich, Switzerland, encourages all Year 10 students (provided their grades are good enough) to spend one semester abroad to experience a different school system, culture, and environment. I chose to come to Mombasa because I could stay with my cousins, aunt, and uncle.



I'VE NOW SPENT HALF A TERM AT LIS MOMBASA, AND I'VE TRULY ENJOYED MY TIME HERE.



CAMBRIDGE PATHWAY

I joined the school after the midterm break of the second term, since the Swiss school system is organized in two semesters rather than three terms. I was quite nervous on my first day – I didn't know what my classmates or teachers would be like. Would I be able to keep up with the curriculum? But all those worries turned out to be unnecessary. My classmates gave me a warm welcome and helped me understand how school life works at LIS Mombasa. The teachers were also incredibly supportive, always ready to help with any issues or questions I had, and they even provided extra materials to help me catch up.

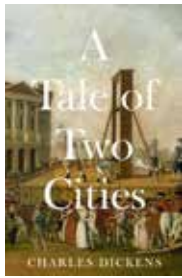
Something that really surprised me in a positive way was how many extracurricular activities the school offers – from having dinner together with all the boys to visiting an orphanage. Sadly, schools in Switzerland don't usually offer such opportunities.

I've now spent half a term at LIS Mombasa, and I've truly enjoyed my time here. I'm looking forward to spending another term before heading back to Switzerland in the summer.



Simon Michel
Year 10 Student

LIS MOMBASA



«A TALE OF TWO CITIES»
BY CHARLES DICKENS

I strongly recommend *A Tale of Two Cities* by Charles Dickens for students who enjoy stories with deep meaning, historical background, and emotional drama. This classic novel, set during the French Revolution, explores powerful themes like justice, sacrifice, love, and redemption. It takes place in two major cities—London and Paris—and shows how people’s lives are affected by war, oppression, and hope.

The story centers around Charles Darnay, a French nobleman who tries to escape the cruelty of his past, and Sydney Carton, an English lawyer who struggles with his own sense of worth. Their lives are connected through Lucie Manette, a kind and caring woman who brings out the best in both of them. As the revolution in France turns more violent, the characters are forced to make life-changing choices. Sydney Carton’s final act of love and sacrifice is one of the most powerful moments in literature.

This book is not only a gripping story, but also a valuable look at history and human nature. For students ready to dive into a deeper, meaningful novel, *A Tale of Two Cities* is a must-read.



Jasmine Wangare
Year 10
Student



«THE HELP»
BY KATHRYN STOCKETT

Set in the 1960s in Jackson, Mississippi, during the Civil Rights Movement, this novel gives a powerful and emotional look at the lives of African-American maids working in white households.

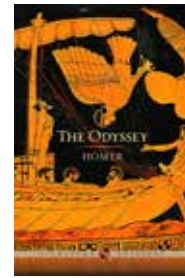
The story is told from the perspectives of three strong women: Aibileen, a wise and gentle maid raising her 17th white child; Minny, her outspoken friend who struggles to keep a job due to her honesty; and Skeeter, a young white woman who wants to become a writer and begins to question the racism around her. Together, they secretly write a book that tells the maids’ real stories, risking their safety to bring the truth to light.

What makes *The Help* so impactful is its ability to show both the deep injustices of the time and the courage of those who stood up for change. It deals with serious issues like racism, inequality, and gender roles, but it also celebrates friendship, bravery, and the power of speaking out.

For students in middle or high school, *The Help* is not just a story—it’s an eye-opening and inspiring book that will stay with you long after you’ve finished reading.



Tricia Namadoa
Year 10
Student



«THE ODYSSEY»
BY HOMER

The Odyssey by Homer is a book I would recommend to every ambitious reader. This spectacular story was written by the famous Greek poet Homer and follows the journey of Odysseus, a brave and clever king of Ithaca, as he returns home from the Trojan War. But this homecoming is far from ordinary. Odysseus faces countless challenges, mythical creatures, and dangerous threats along the way. Will he overcome them and return to his family? That’s for you to find out!

I read this masterpiece when I was just getting into reading. I had always loved Greek mythology, and when I first heard about Odysseus, I knew I had to get my hands on the book. Seeing my excitement, my mother bought me a beautifully illustrated edition, and the moment I started reading, it felt like love at first sight. I was laser-focused and couldn’t put the book down. *The Odyssey* is a rich combination of adventure, magic, and wisdom. Every time I revisit it, I discover something new and fascinating. It’s truly a timeless epic that captures the imagination. If anything I’ve said interests you, I highly encourage you to read *The Odyssey*. It’s a journey worth taking.



Hyoung Woo
Year 10
Student



«WHITE NIGHTS»

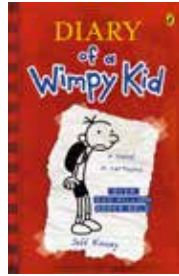
BY FYODOR DOSTOEVSKY

It is a deeply emotional tale that blends romanticism and psychological fiction, exploring themes of love, loneliness and the nature of human emotions. Set against the quiet, moonlit streets of St. Petersburg, the story follows a solitary nameless dreamer who finds unexpected companionship in Nastenska, a young woman waiting for her lost love. Over four nights, He shares his deepest thoughts with her, believing his finally found happiness and purpose—only for it to vanish when her beloved returns.

Dostoevsky masterfully captures the ache of unfulfilled love, making readers question whether a single moment of joy is enough to sustain a lifetime. “Happiness does not lie in happiness, but in achievement of it,” the narrator reflects, highlighting the story’s bitter truth. As dreams collide with reality, he is left with only memories of a love that was never truly his. If you enjoy stories that are poetic yet deeply psychological, where emotions take center stage, white nights is a must-read. It reminds us even fleeting happiness can leave an everlasting mark—because “A whole moment of happiness! Is that too little for the whole of a man’s life?”



Salem Shafiq
Year 10
Student



«DIARY OF A WIMPY KID»

BY JEFF KINNEY

If you have ever walked past The Diary of a Wimpy Kid on the bookshelf, you might have assumed it is just for younger kids. That is far from the truth. Jeff Kinney’s bestselling series offers humor, honesty, and relatable moments that speak to readers of all ages.

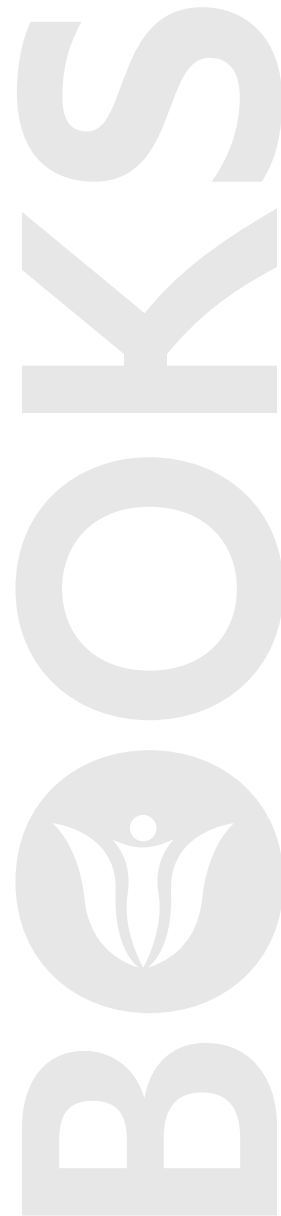
One of the biggest reasons to read this series is the comedy. The main character, Greg Heffley, documents his mundane exploits in the most ridiculous way possible. Everything from his struggles in school and with his friends and family is turned into a spectacular world of entertainment. The drawings offer further lack of seriousness, for the words blended with pictures form an unforgettable style that resonates with everyone.

This is not a book just for children. When it comes to “Diary of a Wimpy Kid” there is no age restriction. Children enjoy the goofy scenarios and funky format. Teens connect with the school drama and the need to conform, while adults appreciate the witty prose and reminisce about cherishing their childhood. These page’s humor can be relished by all age groups.



Zesany Robel
Year 10
Student

The book’s underlying message is equally vital to the plot. It captures the relatability of life not needing to be ideal in order to feel valuable. Greg Heffley showcases that his readers do not need to feel strange or awkward alone!



COBIS STUDENT ACHIEVEMENT AWARDS



SYLVIA ONUNGA
Exceptional Academic Achievement



LINDSEY NDUTA
Significant Contribution to the Wider School Community



MUNEEB MUKHTAAR
Outstanding Effort

THE WORLD SCHOLAR'S CUP 2025 MOMBASA ROUND



ALYA NUR
Best Team in the Junior Debates
Best Team in the Junior Collaborative Writing
Top Overall position as the Best Scholars in the Junior Division



AMIRA OMAR
Best Team in the Junior Debates
Best Team in the Junior Collaborative Writing
Top Overall position as the Best Scholars in the Junior Division



MARYAM IBRAHIM
Best Team in the Junior Debates
Best Team in the Junior Collaborative Writing
Top Overall position as the Best Scholars in the Junior Division



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