

UNITED WORLD

SEPTEMBER 2012



50 years of
educating
for peace

50

This special 50th anniversary edition of *United World* looks forward as well as back. It covers the early days of Atlantic College and also Waterford Kamhlaba, which was founded a year later. It also looks at what is happening in UWC now as the movement enters its next 50 years – new themes in the colleges, ways in which UWC and its alumni are making an impact on the world. *United World*, therefore, celebrates by taking that first half-century as the foundation for the next 50 years.



We can celebrate the impact that UWC alumni have already had, both individually and collectively, on the world.


Get in touch


If you have an idea for an article, email details to editor@unitedworld.uwc.org. Comments and feedback on the magazine are also very welcome. Email us or write to: UWC International, Second Floor, 17-21 Emerald Street, London, WC1N 3QN, UK.

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Celebrate our achievements and be re-inspired for the future

I am delighted to join with you to celebrate the 50th anniversary of the pioneering education for peace initiative of the UWC movement.

In the wake of the Second World War, at the height of the Cold War, the German and British founding fathers of this extraordinary movement shared an inspiring and unique vision – that building understanding between young people could lay a pathway to peace and security. They founded Atlantic College in South Wales, which The Times newspaper hailed as “the most exciting experiment in education since the Second World War” and the rest is history.

However much the world has changed over the past half-century, that vision remains relevant and vital. Faced with old and new tensions, conflicts and uncertainties, we can see even more clearly that we need future leaders who know and understand one another, and who are inspired and equipped to make a positive difference – to become what my UWC co-president Nelson Mandela has called “cells of innovation and catalysts for change”.

Kurt Hahn said that the best way to motivate young people was to make them know

that they are needed. UWC is unique in recognising that education has a higher purpose and potential: to bring young people together to engage with others on the basis of a shared humanity.

Our students learn not only that they can excel in any field they choose, but also that they can help to find solutions to some of the most intractable problems facing the world today. This assurance grows from an intense, cutting-edge education, but it begins with the simple, crucial act of coming together.

Altogether, there are more than 50,000 UWC alumni and over 6,000 current students and I have spoken with many of them, at nearly every campus. I am always heartened by their passion, their hope, commitment and their ability to see and bring out the best in one another. But, beyond the individual education and transformation of our students, we can celebrate the impact that they have already had, both individually and collectively, on the world.

Many of our young alumni – and after 50 years of operation, some no longer quite so young – have become leaders in the arts, sciences, business, government and even space travel – and in UWC itself. Thousands are educators and doctors who every single day make countless differences to the lives

of others. There are many others who are less visible but whose actions are making fundamental differences in their workplaces, their universities, their communities and their homes. The common thread is the inspiration they take from UWC’s mission and values and their conviction that we must all play a role in making the world a better place.

We have grown from a single college to a worldwide movement, both more diverse and more united. We can rest assured that the foresight of our founders, so valuable then, is even more compelling now.

To all who have shared this journey, whether board members, staff, national committee volunteers or, of course, alumni and students, please accept my heartfelt appreciation and admiration and enjoy the celebrations! I hope they will give you a chance to reflect on what we have achieved and what you yourself have achieved. I hope that they will re-inspire you. I have no doubt that coming together to remember the achievements of the last 50 years will reaffirm our collective faith in the UWC mission – to make education a force for a more peaceful and sustainable future – and lead to even greater progress in the years to come.

Her Majesty Queen Noor is the President of UWC

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1969: Atlantic College's first two Principals - Desmond Hoare (right) and David Sutcliffe - with Lifeboat XII

“A generation earlier, we would have been fighting each other.”

Stephen Cox, a member of Atlantic College's second intake, remembers the early days of the College.

I found out about Atlantic College when the then Manchester Guardian ran an article and photograph about a new school. I went with my parents for an interview and, had I known then what I now know about it, I probably wouldn't have gone. I gained my self-confidence through being at the college.

The college and the UWC movement came through the philosophy, drive and persuasive powers of Kurt Hahn. A German educationalist who had fled to Britain from Nazi Germany, Hahn also founded Outward Bound, the Duke

of Edinburgh's Award Scheme and Salem School in Germany and Gordonstoun in Scotland.

Hahn had lectured in the NATO Defence College in 1955. He won the support of the Commandant, British Air Marshall Sir Lawrence Darvall, for his ambition to create a series of colleges for students aged 16 to 19 and made full use of his connections.

By the standards of the day Atlantic College was comfortable. In fact, my first impression was that it was luxurious. William Randolph

Hearst had previously bought and renovated St Donat's Castle for his mistress and he wasn't one to go without.

It had bright colours in the dorms in what was a grey era and also central heating – well, none of us had come from houses with that. It had an outdoor swimming pool that was heated. I could swim but a lot of the UK students couldn't so we had to teach them.

We used the whole site. In the first year all the students lived in the castle but I was at the top of the drive and spent a lot of time walking back and forth so got very fit. Operating from the castle was romantic and fascinating as you found your way around. We were conscious of it being a privileged experience.

The first intake got a shock when we arrived. We were naive little children to them but dominated numerically. The following year was not so different numerically but some had to live in beds in the library for a few weeks as the dorms weren't finished.

St Donat's was bought thanks to a £65,000 donation from Antonin Besse, a Frenchman whose father was the founder and main donor of St Anthony's College, Oxford. However, the finances were not secure and we knew that

1962

- Atlantic College opens
- Cuban Missile Crisis
- Military rule begins in Myanmar
- Term 'personal computer' first used by the media

1963

- Waterford Kamhlaba school opens as southern Africa's first multi-racial school. The school joined the UWC movement in 1981
- President John F Kennedy assassinated

- Martin Luther King Jr. makes his 'I Have a Dream' speech
- First publicly-available push-button telephone



because the College stopped the students' morning swim in the winter as the heating was too expensive – that must have saved thousands of pounds as it was an open air pool.

I came from Blackburn and got a scholarship from my county as did almost all the British students at that time.

Those setting it up did their best to distinguish the college from Gordonstoun and other British public schools. There was no school tie but we had a uniform – jeans, blue shirt and blue sweater – supplied by Atlantic College. In the evening we changed into grey trousers, white shirts and black pullovers. It made sense to supply clothes as most of us came by steam train and it was difficult to bring large quantities.

I feel that I got a better academic education at Blackburn Grammar School. Atlantic College was too new with everything being done for the first time. The teachers had to make sure that the German students got their Abitur and that the other overseas students could do something with what they had when they left.

Our feeling was that it was new and should continue to be so to keep it at the cutting edge



German Democratic Republic, parade of National People's Army, 20th anniversary of GDR, East Berlin 1969.

Mary Evans/Interfoto

and not establish traditions. However, we soon established the difference between voluntary (could do) and optional (required).

By the end of the first term we were all exhausted. It was such a challenging environment and it was clear you wouldn't survive if you weren't good academically. It was also full of physical activity, including the lifeboat station. Desmond Hoare, the first Principal, created the RIB there as the existing boats weren't good enough.

We were the first students to have neoprene wetsuits. Naomi Hoare (Desmond's wife) and

her helpers looked at you and decided what template you fitted, cut the neoprene and gave you the glue. If you were an odd shape like me it would not fit.

The mix of nationalities was so rare for those of us born in 1946 especially as, a generation earlier, we would have been fighting each other. The war was part of folklore for my generation with an inevitable undercurrent of anti-German feeling. There was a strong German presence at Atlantic College even though West Germany had only existed for a few years.

Decolonisation was beginning around that time and there were plenty of students from Africa, Latin America and the Far East – 70 per cent of students were non-native English speakers and I would never have come across such a mix in Blackburn. I went on to do Voluntary Service Overseas in Bolivia immediately afterwards and that was definitely a result of my experiences at Atlantic College.

Stephen Cox was part of the second intake to Atlantic College in 1963 and is now chair of the college board.

1964

- Cassius Clay (Muhammad Ali) becomes World Heavyweight Boxing Champion
- Civil Rights Act passes in U.S.
- Nelson Mandela sentenced to life in prison
- Hans Rabl starts at Atlantic College

1965

- Malcolm X assassinated
- U.S. sends troops to Vietnam
- Demonstrations in Yerevan calling for the 1915 massacres of Armenians to be recognised as genocide

1966

- Mao Zedong launches the Cultural Revolution
- Vatican abolishes its index of banned books
- John Lennon says The Beatles 'are more popular than Jesus'
- Suharto begins 32-year rule in Indonesia



Shared beliefs united UWC and Waterford

Waterford Kamhlaba UWC (WK) joined UWC as a full member in 1981 having become an associate member three years earlier. But Waterford has a longer history than this suggests: it opened as a school in February 1963, at the beginning of the same academic year (except in the southern hemisphere) as UWC Atlantic College.

The circumstances of the school's opening and the deep convictions of its founder, Michael Stern, speak to what Waterford brought and brings to UWC. It opened as an alternative to and protest against Apartheid education. Apartheid found manifestation not only in education; it informed every aspect of society: who could live where, who could love and marry whom, who could work in what occupation. It formally consigned black people to a position of servitude and poverty, the vast majority of the population with their rights severely limited except in the 13 per cent of South Africa that was designated for black people.

When Waterford opened it was the first school in southern Africa to welcome students irrespective of racial, faith or

“Through the generosity of others, my children and grandchildren enjoyed the benefits of a Waterford education. It is my hope that through the provision of funding for bursaries, children will be able to experience the freedom that education brings.”

Nelson Mandela, Former Waterford parent and grandparent

socio-economic background. Stern could not see a peaceful future in southern Africa unless students from these different kinds of backgrounds were able to learn together.

He saw an integrated community as normal and wrote in relation to what others called a radical experiment: “We are trying to prove nothing except that there is nothing to prove.”

At the same time, Stern could not see a peaceful future unless there was justice in society. Waterford encouraged a degree of deep and sacrificial service and activism (for many years, its annual magazine carried reports of its graduates who had been imprisoned for their fight for a just, non-racial and democratic future). Finally, and possibly crucially for UWC, Stern saw education as providing opportunity to those who otherwise because of their background might have none.

“If you did nothing but inculcate in those young people there [at Waterford] this concept of the leader who does so by expending himself, or herself, you would have done, especially Africa, a very good turn indeed.”

Desmond Tutu, Former Waterford parent and grandparent

1967

- Lord Mounbatten becomes President of the organisation, which then becomes known as 'United World Colleges'
- Che Guevara killed
- First heart transplant is conducted

1968

- Martin Luther King Jr. assassinated
- My Lai massacre in Vietnam
- Prague Spring crushed by USSR
- Protests in France, Red Army Faction terrorist acts in Germany

- Last steam passenger train services in UK closes
- Feminists protest against Miss America pageant



When Waterford opened it was the first school in southern Africa to welcome students irrespective of racial, faith or socio-economic background.

“I believe passionately in Waterford because of its attempt to demonstrate that people from all corners of the earth, of all creeds and colours, can in fact form a society.”

Lord Richard Attenborough

So this is what Waterford brought to UWC: a deep conviction that social justice is the bedrock of lasting peace; a sense of activism that stretches beyond intellectual activism and safe protest; the concept that threats to peace go beyond national differences and include separation based on race, faith and socio-economic background; the sense that UWC’s contribution to making ‘education a force for peace and a sustainable future’ is not simply about ‘impact’ of its graduates but also about creating ‘opportunity’ for those who otherwise would have little.

Christopher Newton Thompson (founding WK Board Member who served in this capacity until his death in 2002) and Athol Jennings (Principal of WK from 1974 to 1984) were instrumental in bringing Waterford into the UWC movement.

There were three main reasons for WK to join UWC: the understanding that regional issues were local manifestations of global issues; that the space existed for the school to grow into being as much for universal principles and values as against Apartheid and a sense that it and Swaziland was increasingly caught between a brutal Apartheid South Africa and the move to Marxist governments in many of the nearby countries that had gained their liberation from colonial powers. Membership of UWC conferred on Waterford a sense of identity, and possibly protection, that stretched beyond this region.

Waterford also brings to UWC its Honorary International President Nelson Mandela, whose children and grandchildren were educated there, and Patron Richard Attenborough.

UWC brings to Waterford a sense of mission that is both universal and timeless; students

from a wider world with lived experiences and perspectives that bring an additional richness to the education of all in this college. UWC brings to Waterford a sense of shared identity, insight and purpose with 12 colleges, 146 national committees and 50,000 alumni and, for recent alumni, access to the remarkable opportunities available through the Davis UWC Scholars programme as well as increased recognition by universities around the world.

Laurence Nodder, Principal, Waterford Kamhlaba UWC

“The college makes such a distinctive contribution to education in Southern Africa, and is such an effective witness to all that UWC stands for.”

HRH The Prince of Wales, then President of UWC, on Waterford’s 25th anniversary

1969

- Neil Armstrong becomes the first man on the moon
- Yasser Arafat becomes leader of the PLO

1970

- The Brazilian football side, including Pele, lifts the World Cup for an unprecedented third time
- The Beatles break up
- Computer floppy disks introduced

1971

- The Singapore International School was officially opened as an associate member of UWC
- VCRs introduced and first email sent
- Led Zeppelin release ‘Stairway to Heaven’

UWC ACHIEVEMENT

UWC AND THE IB

By Dr Ian Hill, IB Deputy Director General



Historic and ongoing links between IB and UWC have enriched the curriculum for generations of students

UWC and IB have been inextricably linked since their founding and still share a close relationship today. From the collaborative work done in developing the first IB curriculum, to an ongoing commitment to global education, UWC and IB share values which have brought the two organisations together in many different ways.

Alec Peterson was director of the Department of Educational Studies at Oxford University when he met Kurt Hahn and heard about the establishment of UWC Atlantic College and its noble mission. His interest piqued by the project, Alec contacted the college's first deputy head and director of studies, Robert Blackburn, and set to work on developing the curriculum for the new college in the summer of 1962, starting a body of work that would

see UWC Atlantic College adopt the new IB exclusively from 1971.

Across the English Channel in Geneva in 1962, an International Schools Association (ISA) conference was receiving a report from Bob Leach, Head of History at the International School of Geneva, on the needs of international schools. As a result, ISA made the historic decision to commence an 'international baccalaureate' to promote intercultural understanding, critical thinking skills, and provide an international passport for higher education. Work began initially by the teachers of the International School of Geneva, but they were soon joined by Alec, Robert and others from Atlantic College who were still searching for a suitable educational programme.

Alec visited Geneva late in 1964 to learn about the exciting educational project taking place and he became the first IB Director General from 1966-77.

Robert was also to have a long career with UWC and IB, serving in senior positions for both organisations. With Lord Mountbatten as President of UWC, Robert was appointed as international secretary, playing an instrumental role in expanding UWC's outreach, establishing committees and selections which would eventually lead to the establishment of UWC colleges in Canada and Singapore. From 1978-90 Robert also served as Deputy Director General of the IB, based in London, capping off a distinguished career in international education.

The relationship has continued, with many UWC colleges developing school-based syllabi to broaden and enrich the curriculum, including courses in World Arts and Cultures at UWC Adriatic and Peace and Conflict Studies at UWC Atlantic College. The initial influence UWC had in ensuring community service was a core element of the IB curriculum has also been continued, the CAS programme at Pearson College UWC has been a particularly great example for other IB schools to develop a broad and impactful extra-academic offering.

I would very much like to send my congratulations to UWC, in celebration of its 50th anniversary. We are very proud that UWC has been offering the IB programme for such a long time period and of course we hope it will continue to do so as it continues to expand its influence over the course of the next 50 years.

1972

- Terrorists murder 12 Israeli athletes at the Olympic Games in Munich
- Watergate scandal begins

- First hand-held scientific electronic calculator goes on sale
- Aboriginal Tent Assembly set up outside Parliament Hall, Canberra

1973

- The rigid inflatable boat (RIB) is patented by Atlantic College and sold to the RNLI for a nominal £1
- U.S. pulls out of Vietnam
- First call on a hand-held mobile phone made

THE FUTURE UWC PEOPLE

In the first of a series of articles this year by staff, students and alumni, UWC Adriatic alumnus Jawad Joya gives his vision for the future of UWC



Jawad Joya believes that UWC students have a moral responsibility to give back to the movement.

Jawad Joya, UWC Adriatic Class of 2004 alum, is a Strategic Policy Analyst. He is a former Research Fellow at the US Senate in Washington DC and a member of the prestigious Japan American Student Conference (JASC) at Stanford University. In 2009, Jawad was asked by Admiral Mike Mullen, Chairman of Joint Chiefs of Staff, to help in his native Afghanistan and did so. Jawad is currently working on many projects and can be reached for a discussion of his article at postcard.paradiso@gmail.com

What should the UWC foundations for the next 50 years be? I think that the UWC community must continue to be a human force that unites people of a world that is now being divided along new lines. We have seen acceleration in the emergence of new fault lines that include disparity in wealth, education, life opportunity, security and uneven distribution of climate change costs. At the heart of them are sustainability and global governance.

UWC is a movement well-positioned to unite people and cultures. We are a movement of people, by people, for people. UWC must recognize that people are more important than states, truth more important than money or power and unity more necessary than division.

In the next 50 years, UWC must take its legitimacy and strength from those who wish to create and sustain a more united, interdependent and humane world. UWC must be a fearless advocate of a new paradigm of humanity at the era of a global world: consensual unity and collaboration.

We must demonstrate that collaboration leads to better economic, social, and culture results than war does. UWC must move from the euro-centrism of the past 50 years towards human-centrism – intellectually, strategically, logistically, and operationally. UWC students can play a critical role in that process. They have a moral responsibility to give back to their movement in terms of energy, time and resources. That is what I intend to do.

UWC cannot become an implementer of state agendas whether it is the EU or any other state. Otherwise, truth, neutrality, and credibility will be compromised. How can you be a 50 year old and bet your future on states and corporations in the light of the crises and scandals we have witnessed?

One way to accomplish a degree of financial self-reliance is to create endowments that give the movement some stability and buffer from seasonal shockwaves. In my view, the roadmap of the way forward should focus on these elements: mission, people, money and effective implementation.

From the care and wisdom that I have received from so people from so many places, I have concluded that being from one single place is a limiting proposition. Therefore, this is my motto and I am chanting it here:

I am neither Western nor Eastern, neither Moslem nor Jew, neither Christian nor Hindu. I am a *homo sapiens* who happens to be a human. He looks at the world and is mesmerized by its diversity, interconnectedness, and interdependencies. He sees a mosaic undiscovered anywhere else in the universe. He then says: what I can give to this magnificent world and what can this world offer to me. You asked me about identity crisis? Come on, dude, I am a villager. Leaving its west to go to its east or shifting from a Mac to a PC or changing from a pantaloons to a pajama does not create systemic risk in my identity. The identity platform is open source, like Firefox. I am a villager whose village is called the magnificent world. Whichever part of this beautiful village I am in, I feel conformable in my skin and at home!

1974

- Pearson College UWC, named after Nobel Peace Prize Laureate and former Prime Minister of Canada Lester B. Pearson, opens
- Haile Selassie, Emperor of Ethiopia, deposed
- U.S. President Nixon resigns

1975

- The Singapore International School becomes a full member of the UWC movement and was officially renamed UWC South East Asia

- Arthur Ashe becomes the first black player to win Wimbledon men's singles title
- Microsoft founded
- Pol Pot comes to power in Cambodia

Alumni

Just a few examples of the incredible projects UWC alumni are implementing across the world



The effect of UWC is measured by the impact of its alumni

Building schools in Cambodia

By Chris Howarth (UWC Atlantic College)

At UWC Atlantic College in 1968, time spent learning about global citizenship had a profound effect on me. In 2006, after a 35-year career in education, I founded the UK registered charity United World Schools (UWS).

Driven and supported by my fellow AC alumni Tom Carpenter, Chris Outram and Glyn Alban Roberts – all still motivated by lessons learned in the 1960s – I set up UWS founded on core values of acting as a global citizen. In support of the Millennium

Development Goal of 'Education for All', we develop small community schools to provide the opportunity to read, write and count for children who do not have access to basic schooling.

UWS was piloted in Cambodia's poorest province, Ratanakiri, home to seven ethnic minority tribes with individual languages, religion and cultures. They lack basic facilities and infrastructure and only a minority speak the national language, Khmer, which leads to exclusion. UWS has built 12 basic three-classroom schools there.

Indigenous people are trained as teachers by UWS and village-led school management committees encourage self-ownership, community

engagement and sustainability. Yet building the school is often the easy bit. Maintaining good enrolment and limiting drop out is a greater challenge. Our experience has shown that engaging the mothers and training local people as teachers brings a higher success rate.

Each school is linked to a partner school or organisation in the developed world which provides funding and opportunities for cultural exchange, including UWC Atlantic College, Li Po Chun UWC and UWC Red Cross Nordic.

UWC students and alumni can make a tangible impact on global society by volunteering at our schools. We invite UWC students to volunteer for

1976

- Concorde makes its first commercial flight
- Viking 1 lands on Mars
- Apple founded
- A tin of pineapple chunks is first passed down between Pearson College UWC generations

1977

- Elvis Presley dies
- South African anti-apartheid leader Steve Biko killed in police custody
- First Star Wars film released

1978

- HRH The Prince of Wales becomes President of UWC
- John Paul II becomes Pope
- First test tube baby born

impact

a month in June/July or a longer 'third/gap year' experience before going to university. They teach art, drama, sport, design, music and logical thinking and live in the villages and work with local teachers to help build their skills. This year 26 students representing nine UWC schools and colleges volunteered, including four AC students who piloted a five-month volunteering project. This journey that began in 1968 has much further to go. We want to recreate the success we've had in Cambodia in Sri Lanka and are researching projects in sub-Saharan Africa. I hope UWC alumni and students will always be part of our work.

www.unitedworldschools.org/

Fundraising for UWC scholarships

By Pawel Brodalka (UWC Atlantic College)

Six of us, all Polish and alumni of both UWC and Colby College, USA, established the United Colby Scholarship to celebrate the 50th anniversary of UWC and the 21st anniversary of the Polish National Committee. This is the first-ever UWC scholarship supporting a Polish student that is funded by a specific group of Polish UWC alumni.

We were driven to set up United Colby when we realised that in recent years the Polish national committee, like many others, were receiving partial rather than the full scholarships we had received in the past. Without other funding, increasing numbers of places offered to Poland were not being filled. As alumni, we wanted to add our support and provide funding so that the committee could select students for partial scholarships on the basis of need. The viability of the UWC movement depends on active participation and financial support of alumni and our aim is to inspire other Polish UWC alumni,

as well as the wider UWC alumni community, to give more generously in support of future students pursuing a UWC education.

In 2012 and 2013 United Colby will donate US\$3,000 per year for a Polish student to attend UWC Mahindra. In the longer term, we hope to raise further funds to provide scholarships for Polish students to join other UWC schools and colleges. Our first United Colby Scholarship was awarded to Sonia Wargacka who has now begun her UWC experience. We are very excited that the first Polish alumni scholarship will help Sonia reach her full potential in the UWC spirit. United World Colby are: Paweł Brodalka (UWC Atlantic College), Boguś Giertler (UWC Adriatic), Szymon Mikulski (Pearson College UWC), Adam Musiał (Li Po Chun UWC) Magda Stępień (UWC Adriatic) and Tomek Zajączkowski (UWC-USA)

www.united-colby.pl/en/
www.facebook.com/UnitedColby

Inspiring young people in Mexico

By Patricio Provencio (UWC Atlantic College)

'Integrando a México!' was established in 2010 by students and alumni at UWC Atlantic College, with the support of the National Committee of Mexico, and now takes place every July. Like many other UWC short programmes, it is a diverse four-week programme with a focus on constructive engagement of conflict and the development of social projects which are carried out in the participants' local communities after the course.

We want to motivate and provide tools to the participants so that they can recognise their leadership potential and become agents of

social change in their communities, their country and their world.

integrandoamexico.weebly.com/

Empowering women in South Sudan

Christine Meling (UWC Red Cross Nordic) is from South Sudan and grew up in a UN refugee camp in Uganda after her family was displaced by the civil war.

When I was studying Social Work at Luther College, USA, I developed a project to build a nursery school in my home village of Yari Boma, not far from the border with Uganda. Since the civil war ended in 2005, people began to return to rebuild my village but there is virtually no modern infrastructure and the NGO investment focuses on building primary schools in larger towns so there is a real need for more. Receiving a Davis Projects for Peace grant made my project possible and in 2008, I returned to Sudan and worked with the local community and fellow UWCers from South Sudan to build the school.

While I was still at Luther, I developed another project called Sewing for the Next Generation and in 2010 was lucky enough to be awarded an Outstanding Commitment Award from Clinton Global Initiative University (CGI U) grant of US\$5,000. My project helps local women by teaching them to sew and make clothing, with the goal of giving them enough skills to start a business in making school uniforms. The money women make from this will enable them to branch out into making other products which will benefit whole families. In the future I want to return to South Sudan to work in health care. The system is new and still fragile and I want to use my skills and knowledge to support it and those who need it.

www.hawkinsonfoundation.org/scholars/meling

1979

- Margaret Thatcher becomes the first female Prime Minister of Great Britain
- Mother Teresa awarded the Nobel Peace Prize
- Sony launches the Walkman
- Lord Mountbatten killed by IRA bomb

1980

- John Lennon assassinated
- Iran-Iraq War begins
- Rubik's Cube becomes popular

1981

- Waterford Kamhlaba school joins the UWC movement
- Sandra Day O'Connor becomes the first female US Supreme Court justice

Tim Toyne Sewell
Reflections on

six years

as Chair of UWC International

At the end of 2012, Tim Toyne Sewell stands down as UWC's Chair after six years. He reflects on the progress made during this period of considerable development in UWC

When I was a young man I remember being very struck by a film of UWC Atlantic College and feeling envious of the students who were studying there. Many years later, when I was Director of Goodenough College, I went to an alumni event in Canada. Diana Maughan, who was an alumna of Goodenough and then the Chair of Pearson College UWC, invited me to see UWC's Canadian college. It was not term time but I met two students, one African and one Indian, who showed me round. Although the college's setting and facilities impressed me, it was the students with their exuberance, passion for all things UWC and openness of character that made the lasting impression.

For many years, UWC's International Office was actually located in Goodenough College. To my lasting shame – but for very good reasons at the time – I asked UWC to find other premises because I badly needed the

space. It was more than a little embarrassing to admit to this sin when I was nominated by Diana and subsequently asked to be Chair. I sometimes wonder whether the International Board made a mistake because when I expressed interest in the position and asked for advice, I was told that the Board was not really looking for a British man with a military background!

I had to wait six months before starting, and Derek Blackman held the fort brilliantly; he then became my ever-supportive Vice Chair. I was fortunate to follow Christian Hodeige as Chair. We all owe him a considerable debt of thanks for all he did to save UWC International and to start to build UWC's unity at a time when it was pretty fractured.

Christian having stabilised the situation, it was my task (and when I say 'my' I mean the whole governance system) to move UWC forward. Governance was still unworkable. I recall my first Board meeting where I was faced with 40 expectant faces all wondering who this newcomer was and what right he had to be there. A board of that size is almost incapable of holding a proper debate, let alone coming to good conclusions. So we set about making it more manageable and ended up with the current structure, one that is more efficient, makes decisions and has a good committee system to carry out the detailed work, but that nevertheless has a broad base of participation through the UWC Council.

We also needed a strategic plan to guide us into the future. Here Keith Clark really worked miracles and I was extremely lucky to have him and his staff to see the process through. It took longer than I had expected, partly because of the need to consult fully with all the schools, colleges and national committees and partly because of the interest taken by UWC alumni.

I can think of no other organisation where the alumni take such an interest in current activity. That is a real bonus and demonstrates a commitment and loyalty that we must always respect, appreciate and seek to build on, but inevitably it can also slow things down. I came from the Army where decisions are made relatively quickly and implemented even more quickly: I had to adapt hard to fit the UWC method of planning!

These last six years have been quite a journey. I have enjoyed my time as Chair hugely, I can see that we have made good progress and I believe there is a sense of momentum that will help that to continue. Sometimes in UWC I feel that we get hung up about our institutions rather than focusing on people. After all it is our students and alumni who live the mission, not the buildings in which they lived their UWC experience. That is not to take anything away from our staff who do such a magnificent job. But I know that there are many people in other schools who aspire

1982

- UWC-USA opens in New Mexico, USA
- UWC Adriatic opens in Duino, Italy, on the edge of socialist Europe
- Michael Jackson releases *Thriller*, world's biggest-selling album

1983

- Sri Lankan civil war breaks out
- Lowest temperature on earth recorded in Vostok Station, Antarctica at -89.2 °C (-128.6 °F).

- Australia II wins America's Cup to end the New York Yacht Club's 132-year defence, the longest winning run in global sporting history



“The main challenge is to continue to build up UWC as a movement.”

to UWC’s mission, in many cases are doing much of what we seek to do, and would like to have that recognised by our movement, whether through individual recognition or by finding some sort of associate status for institutions. I regret that I have not managed to achieve this during my time as Chair but hope that one of my successors may find a way of doing so.

Although I step down as Chair at the end of 2012, UWC will always have a place in my heart and I hope to continue to be able to

help where I can. My most earnest hope is that UWC will continue to expand. UWC Costa Rica and UWC in Mostar opened at the beginning of my term, UWC Maastricht came a few years later, and we have various other possibilities in the pipeline. I sense that there are plenty of opportunities to create new schools and colleges around the world and I hope, before too long, so see us in more African and Asian countries. We should certainly not be afraid of expansion, even if we recognise we must do it steadily and carefully.... but not too carefully.

Our main challenge is to continue to build up UWC as a movement. We need more publicity and profile to make more people aware of what we’re doing. The alumni are key to this process and I hope that we can harness their energy more effectively in the years ahead.

It’s been a hugely challenging but rewarding six years. My greatest satisfaction has come from our students themselves: their engagement, idealism, humour and dedication. Long may it last!

1984

- Indira Gandhi, India’s Prime Minister, is killed
- Sandinistas win Nicaraguan elections
- Bhopal disaster in India

1985

- DNA first used in a criminal case
- Hole in the ozone layer discovered
- Tancredo Neves elected President of Brazil, ending 21 years of military rule

1986

- Chernobyl nuclear accident
- Big Bang in London’s Stock Market opens way to electronic trading
- Brain, first PC virus, spreads



UWC and Clinton Global Initiative

First eight scholars to begin in 2012 showing the institutional impact of UWC

In 2011 UWC attended the Clinton Global Initiative (CGI) Annual Meeting in New York, an initiative established by President Bill Clinton to convene a community of global leaders to forge solutions to the world's most pressing challenges. UWC's CGI Commitment is a pioneering five-year scholarship and mentoring programme for 100 young women from conflict and post-conflict countries. Due to launch fully in September 2013, eight young women will pilot the scheme this year.

Women have enormous potential to build more secure and peaceful societies, but often face circumstances that make it difficult, if not impossible, to realise this potential. Through this scholarship programme UWC is seeking to educate and develop a network of globally-aware female leaders who will be committed to positive action and have the potential to become inspiring role models for future generations of girls and women from conflict-affected countries.

Here we profile three of the first eight CGI scholars.

1987

- DNA first used to convict criminals
- New York stock exchange suffers huge drop on Black Monday
- First intifada begins in Gaza and the West Bank

1988

- Simón Bolívar UWC opens in Venezuela, UWC's first agricultural college
- Pan Am Flight 103 is bombed over Lockerbie
- Soviet Union begins withdrawing troops from Afghanistan

1989

- Berlin Wall falls
- Exxon Valdez spills millions of gallons of oil
- Students massacred in China's Tiananmen Square



**Meili, Rwanda,
UWC South
East Asia**

Meili is originally from the Kicukiro district of Kigali but currently lives in southern Rwanda in Butare where she attended secondary school. She will join UWC South East Asia in Singapore in September 2012.

"I think that women have to be courageous and take a lead role in promoting social justice, freedom and democracy," Meili believes. "Times have changed; we are living in a world where there can be no peace and development without the involvement of women."

"In Rwanda, most women are still illiterate and therefore highly dependent on men. There is a need to focus more on education for women at all levels and also support them to create jobs so that they can improve their situation and living conditions of their families."

Meili is active within her school's HIV/AIDS group where she has worked to better educate the people of her home country on how to stop the spread of the disease. "I realised that ignorance and a lack of information in some vulnerable communities are the main causes of the disease continuing to spread," she explains. "I was very touched by the work of the club and was really pleased that we were able to change the behaviour of some young people."



**Fatema,
Afghanistan,
UWC-USA**

Fatema lives in Kabul in Afghanistan and already has a strong commitment to activism, serving on her school's student council and taking part in a month-long Youth Solidarity and English Language programme in India. She wants to be a politician when she's older in order to help the women of Afghanistan.

"The education system in Afghanistan is very weak and until last year we were studying from school books that were 50 years old," explains Fatema. "Thankfully most people in my country now agree with sending children to school but we still face problems. I believe the best way for the next generation and for girls my age to help my country is to study hard; education is the only gate for entering a better Afghanistan."

"I think that to truly achieve progress, women should empower women. A girl named Tahmina was recently the first female Olympian from Afghanistan. All Afghan people appreciated her because she was an Afghan representative but she didn't just run 100 metres, she ran for change."

"An event like this can have an effect on all Afghan families and help to change the minds of people who think women should be at home and can do nothing."



**Chadia, Burundi,
Waterford
Kamhlaba UWC**

Chadia joined Waterford Kamhlaba UWC in January 2012. She initially applied after being inspired by UWC's mission.

"I have always dreamed of a better world where I wouldn't have to hear about murders and hatred among people each time I switched on the radio or the TV," she explains. "I kept my optimism deep inside my heart and believed that one day I would prove that different people can live together in harmony. When I heard about UWC, I was amazed because it was just formidable to hear about a place where young people come from everywhere around the world to make education a force to unite people."

"In order to create a more peaceful world, I think woman should play a much greater role in governments in order to take decisions that don't lead to wars. I think that if women could be given opportunities to lead, they would put common agreement and compromise first, instead of favouring conflict."

"I think that what Burundian women need more than anything is better education and role models. They need to know that the world needs them and that they have a lot to discover out there."

1990

- Development of UWC short courses as a means of providing further opportunities for young people to share the UWC experience
- Hubble Telescope launched into space
- Nelson Mandela freed

1991

- Collapse of the Soviet Union
- South Africa repeals apartheid laws
- War breaks out in Yugoslavia

1992

- Li Po Chun UWC opens in Hong Kong
- Official end of the Cold War
- Bosnia-Herzegovina declares independence and war begins



Mostar now

UWC in Mostar is a symbol of commitment to educating for peace. It is based in the Mostar Gymnasium, a school building with a long tradition of academic excellence but which was on the front line of the recent war.

UWC in Mostar aims to reach, support and influence young people in Bosnia-Herzegovina wishing to shape their future in a society that has yet to come to terms with its past. It is the only fully-integrated school or college in the country and also selects from other post-conflict countries for much of its student body.

As well as bringing together the world within its classrooms, UWC Mostar has

had visible and beneficial effects on its host city and country.

This includes the first Model UN held in the Balkans, summer schools on 'Peace and Reconciliation', local sports programmes and the Centre for Professional Development of Teachers in Bosnia-Herzegovina.

"The war completely separated the three B&H ethnicities from each other," said Isidora Draškovic, a UWC in Mostar student from Bosnia-Herzegovina. "UWC gave me an opportunity to represent my nationality and religion without fear and judgment and come across and to respect the nationality and religion of my friends. For the first time, I felt a citizen of Bosnia and Herzegovina living together with three ethnicities and enjoyed the country's diversity."



1993

- European single market created and European Union formally created
- Eritrea gains independence from Ethiopia
- Fermat's Last Theorem fully proved after three centuries

- In Pakistan, Benazir Bhutto becomes the first elected woman to lead a post-colonial Islamic state

1994

- The Channel Tunnel opens, connecting Britain and France
- Nelson Mandela elected President of South Africa in first multi-racial elections



When UWC in Mostar opened in 2006 it was a new model for UWC: a conscious effort to contribute to reconstruction in a post-conflict country



MOSTAR STREET ARTS FESTIVAL

We created an event where ethnic divisions don't matter. We wanted to give young artists a platform to perform and swap ideas to support a neglected sub-cultural scene in Mostar and spread positive feelings in the city.

We had about 50 professional and amateur artists including painters, sprayers, breakdancers, hip-hop/contemporary/modern dancers, DJs, rappers, musicians, animators, parcourers, actors, craft artists, photographers, video artists, jugglers, clowns and VJs. They were from all over Bosnia-Herzegovina, international UWC students and also from Croatia, Austria and so on. We tried to include everyone who wanted to participate.

"It showed people that they can break out of this society of ethnic division."

Now people in Mostar are aware of what is going on and, even more important, what is possible in the city. The paintings are still visible on walls throughout the city and inspire people. Mostar had a festival where it didn't matter where you come from, what ethnicity you are part of or which god you believe in. It showed people that they can break out of this society of ethnic division and this is exactly why the college is in Mostar. Hopefully it will be held every year.

Peter Lorenz UWC Mostar 2010-2012

- Israel and Jordan sign a peace treaty, normalising relations between them
- Rwandan genocide

1995

- HM Queen Noor of Jordan and Nelson Mandela become joint Presidents of UWC
- UWC President Queen Noor and Queen Sonja of Norway officially open UWC Red Cross Nordic

- Sarin gas attack on Tokyo subway
- Srebrenica massacre in Bosnia-Herzegovina
- Dayton Accord ends war in Bosnia-Herzegovina



Mother tongue

Our newest school in Maastricht is pioneering methods of integrating mother-tongue language

When a UWC Maastricht teacher praised a student for making progress with her English reading skills the student's frustrated reply was "Yes, but in Arabic I'm very good."

It is the student's perception of their language capabilities that we as educators often overlook. When a student's language acquisition progresses it is an achievement but that child, prior to arriving at our school, was functioning perfectly well in their own national system and language. No worries about how to ask where the bathrooms are or not understanding the playground banter, never mind the academic level vocabulary.

That these students do succeed is an achievement indeed because they have so many language hurdles to overcome that we, as proficient users of the school's language of instruction, take for granted.

On arrival, a majority of our students often have a sense of inability, inferiority and frustration purely because of language. We expect them to learn the language of instruction and to

learn through that language on top of the social and emotional issues surrounding our transient student population.

A trial of encouraging mother tongue in the classroom made it clear that students could be themselves, plan their work in more detail and show their true capabilities simply by accessing the language code that they knew proficiently, to make connections into the new language. In a school where it was normal to be reprimanded by peers for speaking anything other than English, this was a milestone.

At UWC Maastricht there is a new commitment to stronger links between mother tongue practice in the primary and secondary sections and to establish ourselves as a model of good practice. I am writing these article weeks into my role as the whole school mother tongue language coordinator.

The mother tongue programme helps students acquire English while staying connected with their language and inherent culture. This cultivates a multi-lingual ethos in the school. Viewing this through the UWC philosophy,

respecting each other's language usage is an early step towards making education a force to unite.

Parents often choose a school because of its dominant language. Educators wondered what a student's mother tongue had to do with their subject area and panicked because they thought there was a need to learn all their students' native languages. Students want to conform to the norm, which meant an English-only environment. UWC Maastricht has 615 students from 81 nationalities. English and Dutch are taught from Pre-school (2 year olds) to Year 13.

At the primary school, embedding mother tongue in teaching and learning started in 2008. This includes annual workshops for parents, placing new students with peers of the same mother tongue and the identity homework given to new students.

There are also weekly mother tongue songs taught by Year 1 students to their peers, identity posters made by students as part of the settling process, mother tongue projects, dictionaries and displays as part of class work. Mother tongue is rooted in the English as a Second Language professional development course for all staff and is the basis of the in-house developed

'The student's frustrated reply was "Yes, but in Arabic I'm very good.'"

1996

- Kofi Annan named UN secretary-general
- Scientists clone sheep
- Truth and Reconciliation Committee starts in South Africa

- Taliban capture Kabul
- General Motors EV1, first production car of modern era launched

1997

- UWC Mahindra College opens in Pune, India
- Hong Kong becomes part of China
- Deep Blue beats Gary Kasparov
- First Harry Potter book published



'UWC Maastricht has 615 students from 81 nationalities. English and Dutch are taught from Pre-school (2 year olds) to Year 13.'

programme. We also have nine mother tongue after-school clubs at the primary school.

At the secondary school, we have 30 mother tongue tutors supporting 77 taught and self-taught students. My role is to guide parents, tutors and students and support all curriculum, financial and logistical aspects with colleagues across several departments.

I receive a list of the new students and their mother tongues. Next, I meet parents and students and find qualified tutors if they are not already on our register, through networking with other schools and language organisations locally, nationally and internationally.

I appeal to the wider UWC community to help us establish a central portal for finding and recommending credible tutors. At UWC Maastricht we have built a link with Maastricht Japanese School. Our Japanese students can attend both schools and have their Japanese school's work acknowledged in their IB qualification.

After promoting the mother tongue initiative to the primary school parents I was surprised when one was unimpressed with our approach. As her child was so young, his literacy skills in his mother tongue were not developed. She was curious how we would nurture non-existent skills!

It taught us not to assume that mother tongue approaches benefit every student and younger ones need a different approach to older ones.



This is why our young Arabic students have been attending an Arabic-speaking after-school club focusing on craft, nature and gardening while our older Arabic students had formal Arabic lessons. The student language profile was also introduced at registration and identity homework for new students helps to reveal the complexity that is an individual's language usage. A student's long-term educational route and proficiency in their languages are then considered to support whether the mother tongue IB route is of value. The mother tongue decision remains a personal one, reinforcing the need for the school to create the opportunities but it doesn't mean it's the right option for all.

The mother tongue coordinator also deals with finances, logistics and planning. Tutors don't hand in expenses on time, the timetable has clashes, parents have a right to complain and a tutor with no experience of IB requires more guidance, chasing self-taught students

for book lists and course work and so on. These are just some of the issues with which I am faced.

Mother tongue programming is not necessarily about quantity at this stage, it's about quality. It's also about ensuring every student knows that their mother tongue is respected in the school environment and can be nurtured.

A healthier discussion took place recently when I asked a group of young students to depict their languages. They drew building blocks with their mother tongue as the strong foundation at the bottom supporting their other languages. One drew a tiny block on top of his tower of mother tongue, English and Dutch blocks. When I asked what that tiny block was he said "It's Japanese. I can only say Hello but I'd like to learn more!"

Niki Cooper, Mother Tongue Language Coordinator, UWC Maastricht

1998

- *Titanic* becomes the most successful movie ever
- Former Chilean dictator Pinochet arrested
- President Clinton faces controversy over accusations of an affair with Monica Lewinsky

1999

- Nelson Mandela becomes honorary president of UWC
- A new currency, the Euro, is launched
- Panama Canal returns to Panama

2000

- Bill Gates steps aside as Chief Executive of Microsoft
- UN Millennium Declaration made
- US Supreme Court stops the presidential election recount in Florida

UWC South East Asia's East Campus –

a green campus

creating a more sustainable future

Sustainability is one of the key values of UWC. The green campus at UWCSEA is an excellent example of that value in action.

Inspired by the UWC mission of building a 'sustainable future,' the leadership of UWC South East Asia saw the development of its new East Campus in Singapore as a key opportunity to embed principles of sustainability in the most fundamental way. One of the cornerstones of a UWC education is raising consciousness of an individual's impact on the environment, and awareness of ways to minimise one's harmful impact.

From the outset, the campus design was to be consistent with these values. This ambition continues today throughout the campus community and learning programme.

"Sustainability is at the core of our mission. Consequently, when we embarked upon the East Campus project in 2008, we were adamant that the school should be as environmentally efficient as possible. The subsequent design is simple but innovative,

incorporating many ideas that challenge the perceived wisdom on how to create a green building in an urban environment," said Head of College, Julian Whiteley.

Simon Thomas, Director of Operations and Facilities and Project Manager during the construction of the East Campus, was responsible for the incorporation of many of the key green design features. He says of the campus, "The buildings are designed to consume around 25–30 per cent less electricity than conventional buildings of similar size and function, without any compromise in functionality. They also contain a number of firsts for Singapore including a solar-powered air conditioning and hot water system."

The 'green' features of the buildings range from the significant, such as one of the world's most energy-efficient air conditioning systems, to the more mundane, such as thinking through the lifecycle costs of exit

lights. Measures were also taken to both reduce water consumption through special fixtures and fittings and to also capture rainwater by using a football field sized section of one roof together with a special student garden as a natural filter for recycling for non-potable use.

Since 2010, the campus has received numerous awards and accolades for sustainability and accessibility. Most notably, it was awarded the Greenmark Platinum award by the Singaporean government, in recognition of its commitment to environmental sustainability. This year, it was the first school to win Gold in Singapore's Universal Design Award competition. The award recognises developments that incorporate accessibility features that benefit visitors of all ages and needs.

According to Thomas, building the campus with sustainability and accessibility in mind required commitment – but it did not add

2001

- Terrorists launch attack with civil airplanes on the USA, killing thousands
- Wikipedia launches

- Netherlands allows same sex marriage, the first country to do so since Nero's reign in Rome
- American-led invasion of Afghanistan overthrows Taliban

2002

- Venezuelan President Hugo Chavez is removed from office after a military coup but returns after two days



The East Campus is an ideal setting for more direct environmental education in the classroom.

to the cost of construction. Building a 'green' campus accessible to all ages and abilities is consistent with the UWC values. There are also unique educational features, such as numerous electricity and water meters that allow students to track consumption in specific areas of the school, and spaces reserved for the cultivation of plants. The campus provides a hands-on educational environment for students to learn about green technologies and preserving the environment.

The commitment to sustainability on East Campus has had to extend beyond the buildings themselves, into the classrooms and offices, and affect daily decisions and practices of staff and students.

On an organisational level, UWCSEA's East Campus has made a concerted effort to utilise digital technologies to reduce printing and paper consumption. Student initiatives around sustainability are also strongly encouraged. The student-led Campus Improvement Team

(CIT) is a group of Junior School students (Grades 2–5, aged 8 to 12 years) working together to identify and adopt projects such as promoting recycling and reduced use of paper, electricity and water.

The East Campus has also provided an ideal setting for more direct environmental education in the classroom. The Middle School Principal, Mike Johnston, was part of the staff team that developed the new 'Environment, Be the Change' course for Middle School students (Grades 6–8, aged 13 to 15). The course helps students understand how their choices impact the Earth's natural cycles as well as how they can each make a difference. Being on a green campus inspires and motivates them.

As the East Campus community grows in the coming years, UWCSEA will continue to strive for a more sustainable campus – and to fulfill the UWC mission of building a sustainable future.

"Student initiatives around sustainability are strongly encouraged."



- Former US President Jimmy Carter arrives in Cuba for a five-day visit with Fidel Castro becoming first President of the United States, in or out of office, to visit the island since 1959 revolution

- Steve Fossett becomes the first person to fly solo around the world nonstop in a balloon
- Chechen rebels seize the House of Culture theatre in Moscow and take approximately 700 theatre-goers hostage

2003

- Human Genome Project completed
- First recorded case of SARS virus occurs in Vietnam
- Concorde makes its last commercial flight

The thread that binds us together

The UWC national committee system gives the movement a presence in 146 countries, provides a local context to its work and helps to make it unique.

The national committees' most visible work is in selection but it also includes providing emotional and financial support for students, playing a key part in governance, serving as a hub for alumni and promoting UWC in their countries. It is fair to say that they are the thread that binds together UWC and its disparate parts.

Cambodia

During the rule of the Khmer Rouge, I was the sole survivor in my family of the country's genocide and had to live on the streets, hide in the jungle and eat from bins. I believed that the only way forward was through education and so stood outside the window of a classroom for two years listening to the lessons before I was finally invited in. I have dedicated my life to preventing other children from going through such an experience. I founded the Centre for Children's Happiness (CCH) in Phnom Penh.

"I stood outside the window of a classroom for two years listening to the lessons before I was finally invited in."

CCH became a small school and benefited from UWC students volunteering there. Out of this grew the Cambodian National Committee. The committee receives between three and five UWC scholarships a year and attracts an average of 300 applicants.

The selection process has four stages and ranges from language exams to interviews, presentations and team-building tests. Finding resources is a constant struggle, including paper for the students to write their entrance exams.

Despite this, we have succeeded in finding a wide range of students from across the whole of Cambodian society, including those who scavenge on a rubbish tip near CCH. There is now a gap year programme for UWCSEA students wishing to help at the Centre for Children's Happiness and we have been lucky to receive a series of volunteers from UWC

SEA for Cambodian students. UWCSEA has also set up a scholarship programme for Cambodian students.

Mech Sokha

Afghanistan

The Afghan National Committee has been run in turn by Karim, Rishma and Samira Thomas, three Canadian siblings who are all UWC alumni.

While there are certainly challenges for some women in accessing educational opportunities, this is not the rule in Afghanistan, but rather, in our experience, the exception. The importance of education is deeply rooted in Afghan society. We raise awareness about UWC through NGOs and sometimes through the Ministry of Education and also advertise in public spaces like internet cafes and schools. There are many incredibly talented and bright young women who apply every year and who come to the UWC movement with the full support of their families.

My parents have worked in the developing world for more than 30 years providing eye care for poor communities and opportunities

2004

- Michael Schumacher completes an unprecedented five consecutive Formula 1 championships
- Largest tsunami disaster ever recorded kills 225,000 people in 14 countries

- European Union's largest-ever expansion with ten new members
- Dr Manmohan Singh is first Sikh to become India's Prime Minister

2005

- YouTube launched
- Kashmir earthquake kills an estimated 80,000 people



for local doctors and nurses to learn the latest techniques in this field. Luckily for us, they would take their children along.

In 1999, my parents started visiting Afghan refugee camps in Pakistan. We formed a bond with Afghanistan through the strength and warmth of its people and this led us to start a school in Kabul in 2003.

At our school we provide a space for UWC students (current, alumni and recently accepted) to meet and help each other. They are also encouraged to take with them an ethic of service, which often leads to collaborative home service projects. Recently, the students collaborated with the Sparks Academy in Kabul on rebuilding a road that would flood and was impassable during winter.

Samira Thomas
Pearson College UWC 2003-05

“The importance of education is deeply rooted in Afghan society.”

Spain

In 1994 we had 83 applications for places and this year we had 1,148. This dramatic rise shows the value of a strategy based on long-term growth.

We favoured committed sponsors who become allies in the long-term over donors who could fund large amounts sporadically.

We also knew that we had to reach every school in Spain – private, state and mixed funded. Our mailing to schools is exclusively online and we also use social media.

Looking after those candidates who are not finally selected has become vital. Word of mouth from not only our growing number of graduates but all the parties involved helps to grow application numbers.

For the past three summers we have organised a camp for students aged 14-15 in association with a banking institution. This year our committee ran its own summer programme.

“Looking after those candidates who are not finally selected has become vital.”

Former UWC students play a vital role in planning, training and carrying out the selection process every year; they also have a major presence in the governing body of the foundation and the Alumni Association, which organises the orientation weekends for the new students, social gatherings and supports social projects.

In 2009, following one of the goals for our UWC España College proposal, we initiated outreach activities creating the Middle East and North Africa Promotion Committee to provide funding and expertise to strengthen and increase the number of national and selection committees in the region.

Olaya García
Programmes Coordinator
UWC Spanish Committee Foundation
UWC Mahindra College 1998-2000

- Former Lebanon PM Rafik Hariri killed by a car bomb in Beirut
- Kyoto Protocol comes into effect without the support of the USA

2006

- UWC Costa Rica, formerly the Costa Rica SOS Hermann Gmeiner International College, joins UWC

- UWC in Mostar opens in Bosnia and Herzegovina, becoming the first school in the country to serve all three communities
- Mandarin passes English as the most prevalent language on the internet

Every year a new generation of students and staff join UWC. Two members of the 2012 intake – one student and one College Principal – share their thoughts.

"I will experience, gain and learn more than I ever expected"



What UWC needs to do in order to face the rough future challenges, I believe, is to spread even more. UWC should have students from all over the world located all over the world! That will help locating new areas of conflict towards which we could act and make changes. Likewise, we – the students – will be able to exchange experiences from all over the world and easily overcome the future challenges. I believe that this is the only thing that UWCs need now, since they have thoughtfully and gradually evolved through the years, made and continuously make education a truly strong force to unite people.

Along with that, I got to admit that I am honestly excited about the 2-year UWC

adventure that is expecting me. As much as I hate to leave the place, the surrounding and the people that I spent pretty much my whole life with, I am aware that this is an opportunity of a lifetime. And to be honest, I cannot even think about all of the things I will gain from the UWC experience.

Starting from the knowledge, the strong basis for my future studies and the independence I will gain to the inevitable self-contemplation that will happen. I will probably find out how nostalgia affects me and even how much I really miss my family. Likewise, I hope to gain a whole fortune of friendships based on unforgettable moments which I would

probably cherish the most. Nonetheless, I am secretly sure that I will experience, gain and learn a lot more than I ever expected and hoped to.

Ultimately, as UWC is an adventure, it is truly a special upheaval for every UWC student. The thing that is so special about this upheaval is that you cannot even imagine what it brings along. It is indeed a process of growing, learning, contemplating and much more in between which you need to enjoy and embrace from the very beginning.

*Andrej Blazhevski
Skopje, Macedonia
UWC USA, Class of 2014*


2007

- Steve Jobs unveils Apple's iPhone
- World's first use of the internet for national elections takes place in Estonia

- Benazir Bhutto is assassinated by a bomb blast in Rawalpindi, Pakistan

2008

- The US elects Barack Obama, the country's first African-American President
- Usain Bolt runs the 100 metre final at the Beijing Summer Olympics in 9.69 seconds, breaking his own world record



"Looking forward to working in an unparalleled setting"

I was fortunate enough to spend an inspirational and transformative four months at Waterford Kamhlaba UWC on a teaching exchange in early 2009. As I discovered, Waterford is a world in miniature with the UWC's philosophy running through it, offering students (and teachers) remarkable, illuminating and life-changing experiences. I returned to my post as Head of English at Marlborough College, one of the leading coeducational boarding schools in England, with fresh expectations of my school and my pupils and ready to find again the rhythms and vernacular of the College – but determined also to help change them. I was appointed Head of Upper School, a new position on the Executive team, upon my return and was encouraged to inject much of what I had learnt from my short exposure to the UWC movement and to shake the educational kaleidoscope of an institution like Marlborough.

It was undoubtedly an exciting and rewarding eight terms at the helm of the Upper School of Marlborough College which consists of 400 pupils and a dual track system of A-Level and the IB and, on reflection, I achieved much of what I set

out to introduce: from pupil leadership and initiative to international and intercultural awareness and understanding, from a rigorous redevelopment of our community service outreach programme to the implementation of core values at the heart of the academic, pastoral and cultural life of the pupils.

During this period, I maintained a close link with Waterford and UWC through the setting up of a flourishing and mutually beneficial partnership between the two schools which currently consists of teacher exchanges, student fellowships, joint expeditions and community service projects.

I have, for some time, been drawn to the philosophy and educational legacy of Kurt Hahn and hoped to take on a role within the supportive and collegiate framework of UWC. I am delighted to have been appointed Rektor at UWC Red Cross Nordic and look forward to taking up this exhilarating and important new challenge. UWC Red Cross Nordic, with its Nordic heritage and international vision, is rightly proud of its short history and success – it will be a great challenge and honour to work

alongside the Council to establish a strategic plan which preserves the values, traditions and spirit that distinguish the community but, at the same time, prepares the college and the students for the demands of a new world.

This position also offers my family the opportunity to forge new friendships within the college and the local Norwegian community and an invitation to explore a new region.

Most of all, on the eve of the start of term, I look forward to meeting all the students and staff and working alongside them in an unparalleled setting. The shared experiences and conversations between cultures and those of diverse socio-economic backgrounds are, I believe, part of the magic of UWC Red Cross Nordic.

UWC Red Cross Nordic offers a rich tapestry in terms of education for all students and, I hope, will continue to be a place of spark, intellectual curiosity and potential. It will be a great privilege, as Rektor, to play a leading role in the architecture of its future.

Richard D A Lamont
Rektor, UWC Red Cross Nordic

- A financial crisis hits much of the Western world
- Fidel Castro retires after almost 50 years as Cuba's leader

2009

- UWC Maastricht joins UWC, merging two existing international schools, International School Maastricht, and the International Primary School Joppenhof

- First trial held at the International Criminal Court
- UNESCO launches World Digital Library

CHALLENGE A COMMON QUEST

Translation of Mikhail Gorbachev's letter to UWC



Friedrich/interfoto/Mary Evans

Dear friends,

Please accept my congratulations on the occasion of the 50th anniversary of United World Colleges. During the years of its existence your movement has been able to considerably influence several generations of students from many countries in a spirit of mutual respect, peace and sustainable development. Today, this mission is as important as ever.

In today's world, old threats to peace are persisting and new ones are emerging. The current economic crisis, the crisis of international relations and the threat of a new arms race testify to the fact that the twenty years after the end of the Cold War have been largely wasted instead of being used to build a more secure and just world order.

The economy of many countries is in deep crisis. One of the causes of this crisis is the model that has defined global development for the past few decades, a model based on seeking superprofits and overconsumption, on social and environmental irresponsibility,

making the human being merely a cog in an economic machine.

I am convinced that a transition to a new model is inevitable. But this requires joint efforts of the scientific and academic community. I therefore applaud the vigorous efforts of your movement to support the right to peace, social justice and sustainable development and stand up against injustice and inequality. It is particularly important that your students and alumni take this stand not merely in rhetoric but by working actively in various humanitarian, educational and environmental projects on all continents, thus showing an example of engagement and civic responsibility.

We must also continue vigorous joint efforts to address the still unresolved issues of international security, demilitarization of international relations and ridding the world of weapons of

"It is particularly important that your students and alumni take this stand not merely in rhetoric but by working actively in various humanitarian, educational and environmental projects on all continents"

"I applaud your commitment to achieving change through peaceful and moral means. The world needs your enthusiasm."

mass destruction. Our collective security can no longer focus primarily on the security of states; it must focus on the security of people. Wars and militarism cannot achieve real human security. Substantial reductions of world military expenditures could eliminate the crushing poverty whereby nearly one third of humanity lives in insufferable conditions. Excessive military expenditures not only represent a theft from those who are hungry but are also an ineffective means of obtaining security.

Equally unacceptable is violence against nature that ruins the environment upon which civilization depends.

I applaud your commitment to achieving change through peaceful and moral means. The world needs your enthusiasm. Let us join our efforts in a common quest for peace, justice and a sustainable future.

Sincerely,
Mikhail Gorbachev
August 28, 2012

2010

- Aung San Suu Kyi is released from house arrest
- Huge earthquake kills more than 230,000 people in Haiti'

- Crisis in Kyrgyzstan causes the president to flee and hundreds die in ethnic rioting

2011

- The Arab Spring, a series of popular revolutions across the Arab world, takes place. Leaders are forced from power in Tunisia, Egypt, Libya and Yemen.



- An earthquake measuring 9.0 on the Richter Scale and a tsunami hits Japan killing more than 12,000 people and causing a partial meltdown of Fukushima nuclear reactor
- Global population reaches 7 billion

2012

- Queen Elizabeth II marks her 60th anniversary of becoming monarch of the UK and seven sovereign states in the Commonwealth of Nations
- Fifteen months after President

- Hosni Mubarak was ousted in Egypt by a revolution, voters go to the polls for a presidential election
- London 2012 is first Olympics to feature women in every national team

UWC schools, colleges and programmes deliver a challenging and transformative educational experience to a diverse cross section of students, inspiring them to create a more peaceful and sustainable future.

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