

MAY  
2018



# WORLD

A  UWC KENYA National Committee Publication

TRANSFORMING SOCIETY

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*"The striking thing about United World Colleges is that they embrace the entire world across all divides of race, history, culture, wealth, religion, economic status and political belief. They are unique and they are conscious of their responsibilities".*

Nelson Mandela,  
Honorary President, UWC

 UWC KENYA





## Schools like no Other

UWC (United World Colleges) is a global not-for-profit education movement that makes education a force to unite people, nations and cultures for peace and a sustainable future Today, over 14,000 students selected through a system of volunteer-run UWC National Committees in 159 countries are studying on one of the 17 international residential UWC schools and colleges across 4 continents. Over 65% of UWC students in their final two years receive a full or partial scholarship, enabling admission to a UWC school to be independent of socio-economic means.



## Norway

UWC Red Cross Nordic  
Flekke, Norway  
205 Students, Aged 16-20  
Founded 1994



## Armenia

UWC Dilijan  
Dilijan, Armenia  
194 Students,  
Aged 16-18  
Founded 2014



## China

UWC Changshu China  
Changshu, China  
443 Students, Aged 15-18  
Founded 2015



## Bosnia and Herzegovina

UWC in Mostar  
Mostar, Bosnia and Herzegovina  
200 Students, Aged 16-19  
Founded 2006



## Japan

UWC Isak Japan  
Karuizawa, Japan  
175 Students, Aged 15-19  
Founded 2014



## Hong Kong

Li Po Chun UWC of Hong Kong  
Hong Kong S.A.R., China  
256 Students Aged: 16-18  
Founded 1992



## India

UWC Mahindra College  
Pune, India  
240 Students, Aged 16-18  
Founded 1997



## Singapore

UWC South East Asia  
Singapore  
5500 Students, Aged 4-18  
Founded 1971



## Swaziland

Waterford Kamhlaba UWC  
Mbabane, Swaziland  
600 Students, Aged 11-20  
Founded 1963



## Thailand

UWC Thailand  
Phuket, Thailand  
380 Students, Aged 18months-18  
Founded 2008

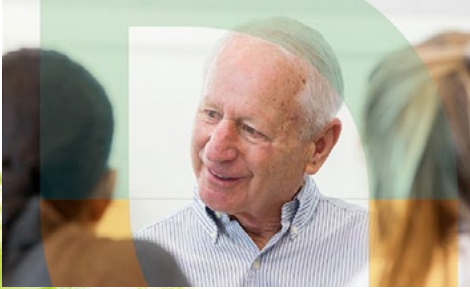




## In this Issue

ONE WORLD  
May 2018

### News



**Record-Breaking Donation of over \$100,000,000 (USD) Towards the UWC Scholarship Fund**

### Feature Stories



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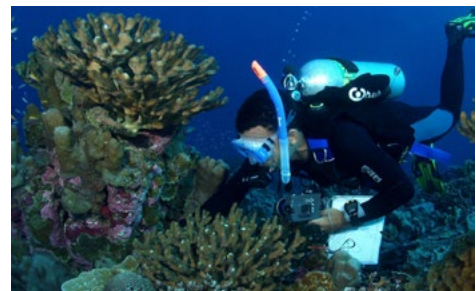
### UWC Impact Stories



**BuuPass** - The Ticketing App that won  
\$1,000,000 (USD) Hult Prize to Improve  
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**Salima Visram** - A UWC Atlantic College  
Alumnus Illuminating the Lives of Children in  
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**David Obura** - Protecting coral reef  
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### Spotlight

Pearson College UWC, Canada



# We are One world

The United World Colleges' (UWC) Founder, Kurt Hahn, believed that it would be possible to prevent human misunderstanding and conflict if youth from all over the world - with different religious, cultural, socio-economic and racial backgrounds - could be brought together. Though steeped in their own cultures they would be impressionable enough to learn from each other. Hahn envisioned the benefits of one world, in which education would be a unifying force for the world's people, nations, races, creeds and cultures for peace and a sustainable future. It is from Hahn's philosophy that UWC Schools and colleges draw their inspiration.

One World is an inspiring UWC Kenya National Committee publication that gives insight into the lives of some of the current UWC students and Alumni, their aspirations, their experiences at UWC, the impact they have made in the society and the role UWC plays in their achievements. This edition, themed Transforming Society highlights the change UWC students and alumni are making globally and the humanity that is generated in them.

UWC is a movement of 17 schools and colleges in 17 countries across 4 continents. It provides a distinctive and transformational platform for students drawn from all over the world to get an apt world-class education, to meet and establish connections with one another, with their faculty, mentors, the alumni body and the rest of the world. One World hopes to keep these connections alive, through the written word, to inspire new applicants and to inform the general reader on the uniqueness of the UWC movement.

One's school years forever provide them with a catalogue of memories. Some are idyllic, thrilling and exhilarating, or plain miserable and heart-breaking. Some could be trivial while others could be significant. They range from the funny and light-hearted to the serious and heart-warming. UWC has given and continues to give experiences that are unique, indelible and comparable to no other. One World shows how UWC alumni still cherish and hold their schools dear, courtesy of the memories they made there: memories of one world.

One World depicts how UWC's mission - to make 'education a force for peace and a sustainable future' - is being realised by its alumni, with the majority proceeding to study in prestigious universities all around the globe. UWC has to-date inspired a world-wide network of over 60 000 alumni, scattered around the world, making a difference in their local communities, countries and in the international sphere. UWC alumni are global captains of industry, influential economists and social entrepreneurs. They are medical pioneers, technology innovators and inquisitive scientists. They are cultural change makers and award-winning film producers, accomplished musicians, authors and journalists. UWC alumni are opinion makers, inspiring educators, community champions and compassionate change agents. Internationally minded and socially aware, UWC alumni share a commitment to positive action in their communities and the world. They embrace servant leadership - a key element of bringing change and transformation to society.





UWC plays a revolutionary role in uniting a diverse and deeply divided world. Though graduates come from all walks of life, as global citizens of a united world, they are bound by the education model as well as their values and ideals, experiences and their determination to make a difference. This unity is best highlighted through the words of His Majesty King Sobhuza II, Ngwenyama of Eswatini, who, when granting Waterford the title 'Kamhlaba,' said, "We are all of the earth, which does not see differences of colour, religion or race. We are 'Kamhlaba' – all of one world." Indeed, relationships at UWC defy geographical boundaries. One World celebrates the diversity as well as international and intercultural understanding which are two key values of the United World Colleges.

UWC has offered countless young people an opportunity to discover the possibility of change through courageous action, personal example and selfless leadership. One World demonstrates UWC's unique educational model and the positive change that alumni go on to make in the wider world; turning the tide through a global impact like no other.

Some of UWC's students and alumni hail from humble beginnings. Their experiences at UWC and at the universities would not have been possible without scholarships. It is through such generosity that the children and grandchildren of Nelson Mandela, Honorary President of UWC, were able to access the benefits of a UWC education at Waterford Kamhlaba UWC of Southern Africa. In his acknowledgement, he had this to say, "It is my hope that through the provision of funding for bursaries, children will be able to experience the freedom that education brings."

UWC is ultimately committed to ensuring that as many students as possible experience a UWC education, regardless of their backgrounds. Approximately 75% of UWC's IB Diploma Programme students receive either full or partial scholarships, exemplifying the wide socio-economic diversity. It is this diversity which spurs the students on to become engaged and motivated change-agents, committed to making the world a better place. One World hopes to inspire potential supporters for a united generation of tomorrow's visionary leaders.

#### Lead Editor

**Arudi Masinjila** (Kenya, Waterford Kamhlaba UWCSA 2015-2016)

#### Sub-editors

**Cecelia Mweka** (Kenya, Waterford Kamhlaba UWCSA 2015-2016)

**Ike Njoroge** (Kenya, Waterford Kamhlaba UWCSA 2011-2017)

**Charity Migwi** (Kenya, Pearson College UWC, 2009-2011)





# UWC at a Glance

**60 000+**

A global network of UWC alumni.

**10 000+**

A global student body of current students from over 100 countries, in 2017; with over 4000 of those students, being in the IB Diploma Programme years.

**7686**

UWC graduates from 159 countries that received need-based Davis UWC scholarships to study at 95 Universities in the USA since 2000.

**3000+**

The number of teaching and non teaching staff members across the movement.

**159**

Countries with volunteer-run UWC National Committees.

**17**

UWC Schools and colleges in 17 countries, across 4 continents.

**1**

Mission - UWC makes education a force to unite people, nations and cultures for a more peaceful and sustainable future.



“The goal of our educational movement is not simply to produce educated young people but also to nurture activists for peace and future leaders who can help resolve the challenges within their own societies and contribute to building bridges between communities and cultures within their regions and throughout the world.”

Her Majesty, Queen Noor of Jordan,  
President of UWC

## Record-Breaking Donation of over 100 Million USD Towards the UWC Scholarship Fund



### Davis-UWC Dare to Dream Programme announced

For UWC, the year 2018 is off to a fantastic start: Shelby Davis has announced another major donation to UWC of at least 100 million USD! This gift is one of the most significant gifts ever made to a secondary educational institution.

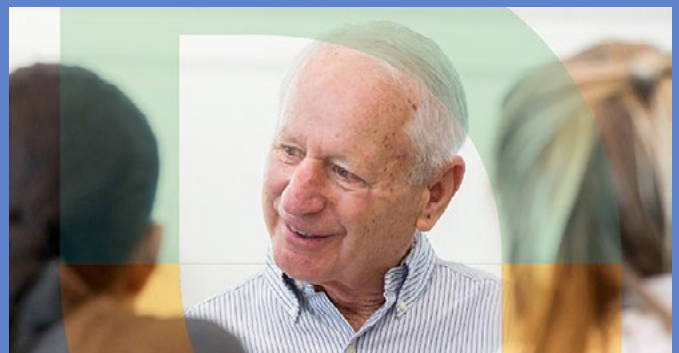
Davis' donation will be rolled out across the UWC movement through the new Davis-UWC "Dare to Dream" programme which will provide additional scholarship funding of 5 million USD per generation of UWC national committee-selected students, to be used for 100 additional scholarships each year.

In making this tremendous pledge, Davis said: *"UWC provides a unique education to students from across the world independent of their socio-economic means. Each year, UWC national committees identify promising young people in almost 160 countries to attend UWC schools and give them access to an international education they would otherwise never even dare to dream of. We need to equip a new generation to work towards a better world. The Dare to Dream scholarships recognise UWC's capacity to do that and to bring together students from the most diverse backgrounds from around the globe. I hope it will encourage others to support UWC in eliminating a privileged socio-economic background as a prerequisite for world class education."*

For more information about Dare to Dream and what it means for the UWC movement, please visit [www.uwc.org/daretodream](http://www.uwc.org/daretodream).

The Dare to Dream scholarships will be granted to UWC's National Committees in recognition of the paramount role they play in enabling UWC to educate students from the most diverse backgrounds. Scholarships will be allocated to national committees successful in fundraising and outreach to diverse pools of candidates.

The Dare to Dream programme puts real momentum behind UWC's strategic goal of ensuring meaningful socio-economic diversity across UWC as set out in the UWC Strategy: 2018 and Beyond, approved in October 2017.



Jens Waltermann, Executive Director of UWC International, commented: *"The Dare to Dream programme celebrates UWC's continued commitment to seeking out and educating the most promising students regardless of their socio-economic background, empowering them to dream and to succeed while strengthening the diversity of the student body which is so integral to the UWC movement."* He added: *"We are most grateful for this tremendously generous gift. We thank Shelby Davis for his visionary philanthropy, immense support and confidence in the UWC movement."*





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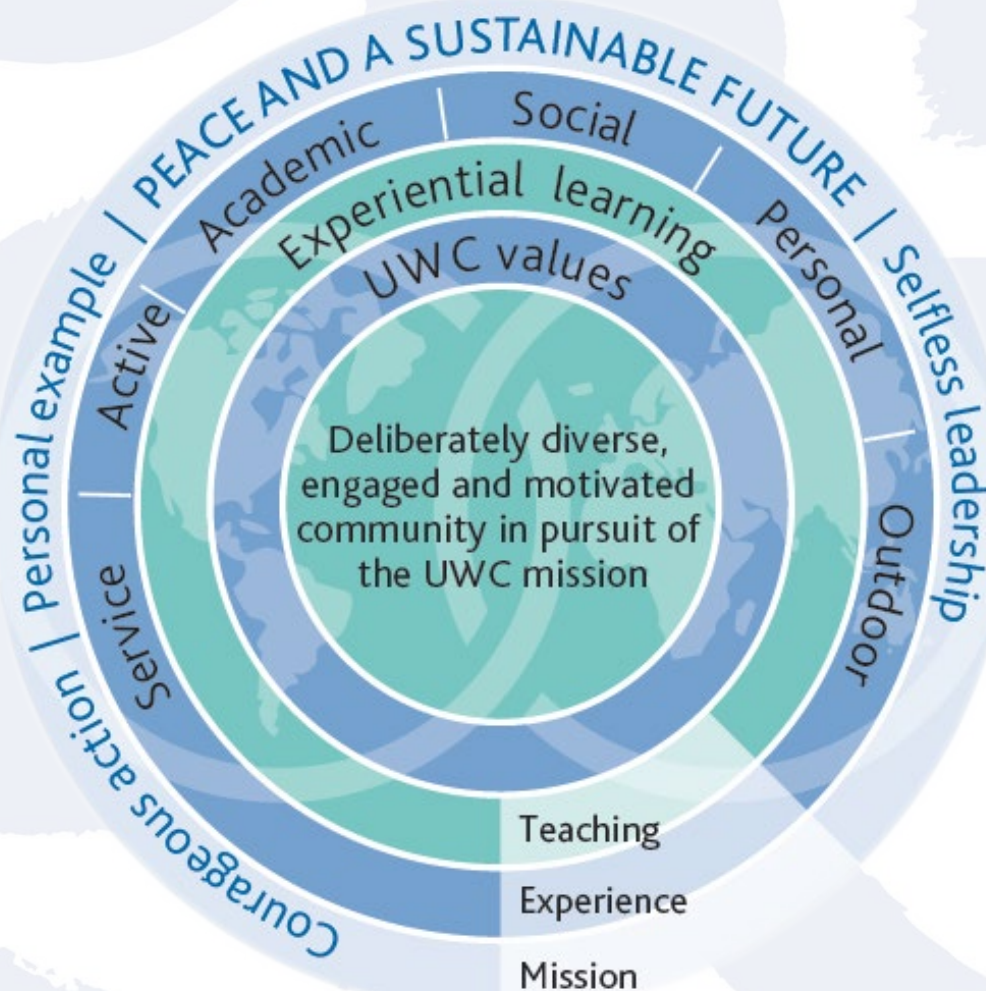
So our challenge, with our teachers in the forefront, is to stay ahead, to continue to be the pioneers of international education, to be sharper than any other organisation in defining what the outcomes of an international education should be and how to attain that impact.” *Sir John Daniel, O.C., Chair, UWC International Board (United World, April 2014)*





# An Education Like No Other

## The UWC Education Model



UWC offers a challenging educational experience to a deliberately diverse group of students and places a high value on experiential learning, community service and outdoor activities, which complement high academic standards delivered through the International Baccalaureate Diploma Programme.

UWC's academic programme is a distinctive, internationally recognized model of experience-based education. UWC played a pioneering role in the innovation of the rigorous International Baccalaureate Diploma Programme, now the global gold standard pre-university qualification in international education.

At UWC students experience dynamic classroom interactions and are challenged academically while earning an International Baccalaureate Diploma. They push themselves physically hiking trails on wilderness excursions. They take part in many student-directed cultural and international events. Their assumptions about the world are tested while tackling service projects in the local community. Yet, this is only the beginning of their UWC experience.

Creativity plays an enormous part in promoting cultural exchange and student interaction at UWCs, with music, drama and dance opening the students' and teachers' eyes to the rich musical and cultural heritage of other countries, bringing an extra dimension to a UWC education.





## UWC Atlantic College Alumna Julie Payette Becomes Canada's 29th Governor General

Julie Payette, (Canada, UWC Atlantic College, 1980-1982) an engineer and former astronaut at the Canadian Space Agency was installed as the 29th Governor General and Commander-in-chief of Canada on 2nd October. Julie's career as an Astronaut has taken her literally out of this world, through two missions in 1999 and 2009 to the International Space Station.

The International Space Station is an internationally developed research facility operated as a joint project between five space agencies: the National Aeronautics and Space Administration (NASA), the Canadian Space Agency, the European Space Agency, the Russian Space Agency, and the Japan Aerospace Exploration Agency, (JAXA). Julie holds a Bachelor of Engineering (Electrical) Cum Laude from McGill University and a Master of Applied Science, (Computer Engineering) degree from the University of Toronto in Canada.

The Governor General, appointed by the Queen on the advice of the Prime Minister Justin Trudeau for a five-year term, acts as the Queen's representative in Canada, serves as commander-in-chief of the Canadian Armed Forces and represents Canada at events, ceremonies and official visits at home and abroad.

## UNHCR and UWC Join Forces at Event in Brussels for UWC Refugee Initiative

On 29th September, UNHCR, the UN Refugee Agency and UWC co-hosted an event in Brussels to raise awareness of the UWC Refugee Initiative. UWC is collaborating with UNHCR to make a difference in the lives of refugees. Together, UWC and UNHCR are working to extend access to education for refugees worldwide through the UWC Refugee Initiative. The Initiative aims to provide 100 scholarships per year for refugee and internally displaced students, to attend UWC schools and colleges worldwide.

UWC schools follow the International Baccalaureate programme as the curriculum of choice. The event in Brussels on 29 September presented the importance of the UWC Refugee Initiative to its invited guests, who included a keynote speech by a current student at UWC Adriatic College in Italy. The student is a former refugee, from South Sudan.



## UWC Adriatic Aid Reaches Out to Kibera



With the support of a GBP £1000 grant from Go Make A Difference, a UWCx Initiative, Ahmed Faiz Hassan Hussein, (Kenya, UWC Adriatic College, 2015-2017) and Anguyo Augustine Michael Modi, UWC Adriatic College, (Italy) spent the month of July, 2017 working on their service initiative in Nairobi, Kenya called "Adriatic Aid Reaching Out to Kibera." This project was aimed at supplying scholastic materials and water cleaning chemicals to a selected school and to raise awareness on the importance of access to clean water and education in primary schools in the slums of Kibera.

## One World Award 2017

### UWC Mahindra and UWC Robert Bosch College recipients of 2017 One World Award Grand Prix

In September, 2017 at a gala in Legau, Germany, UWC Mahindra College in India and UWC Robert Bosch College in Germany were announced as co-recipients of the 2017 One World Award Grand Prix, earning a total prize of £15,000 in recognition of their commitment to education for environmental sustainability and sound ecological practices in their respective colleges.

This encouragement award honours extraordinary people for their commitment and actions. The international laureates are activists or pioneers in areas of economy, ecology or social matters. Joseph Wilhelm, an organic food pioneer himself and founder of Rapunzel Naturkost initiated the One World Award in 2008. The application for the United World Colleges was based on a student initiative, driven by Zachary Wakefield (USA), Miriam Abel (Germany) and John Michael Koffi (Congo/Swaziland). The UWC Colleges in India and Germany in particular have a strong focus on biodiversity and sustainability; many students are already active in environmental protection and policy. The Colleges share the 2017 Grand Prix award with the Indian Chief Minister of the region Sikkim in India, Mr. Chamling. Within 12 years, he managed to convert the region's agriculture to 100% organic, making it worldwide unique.

## Initiative for Peace (IfP) at UWC South East Asia among HundrED's 2017 Global List of Inspiring Innovations!



HundrED recently announced that the Initiative for Peace (IfP) at UWC South East Asia is among its 2017 Global List of Inspiring Innovations! IfP is an action-based programme that offers UWC South East Asia students the opportunity to actively promote international understanding and reconciliation in areas of conflict. It is an initiative to train young people to become peace-builders, with the aim of facilitating peace conferences for youth from areas of conflict or post-conflict, ultimately inspiring them to become peace-builders in their own communities. Founded in 2001, the IfP campaign has empowered young people from conflict affected regions, including Kashmir, Timor Leste, Myanmar, Cambodia, Thailand and Sri Lanka, to become active agents of change through youth-led conferences.



# UWC ISAK Japan Officially Joins UWC

**UWC ISAK JAPAN**  
OPENING CEREMONY September 23-24, 2017



The International School of Asia Karuizawa, (ISAK) Japan officially became UWC ISAK Japan on 1st August, 2017. With this addition, there are now 17 schools and colleges in 17 across 4 continents committed to making education a force to unite people nations, cultures for a more peaceful and sustainable future. UWC ISAK Japan hosted approximately 200 guests from Japan and around the world for a weekend of celebration and opening ceremony.



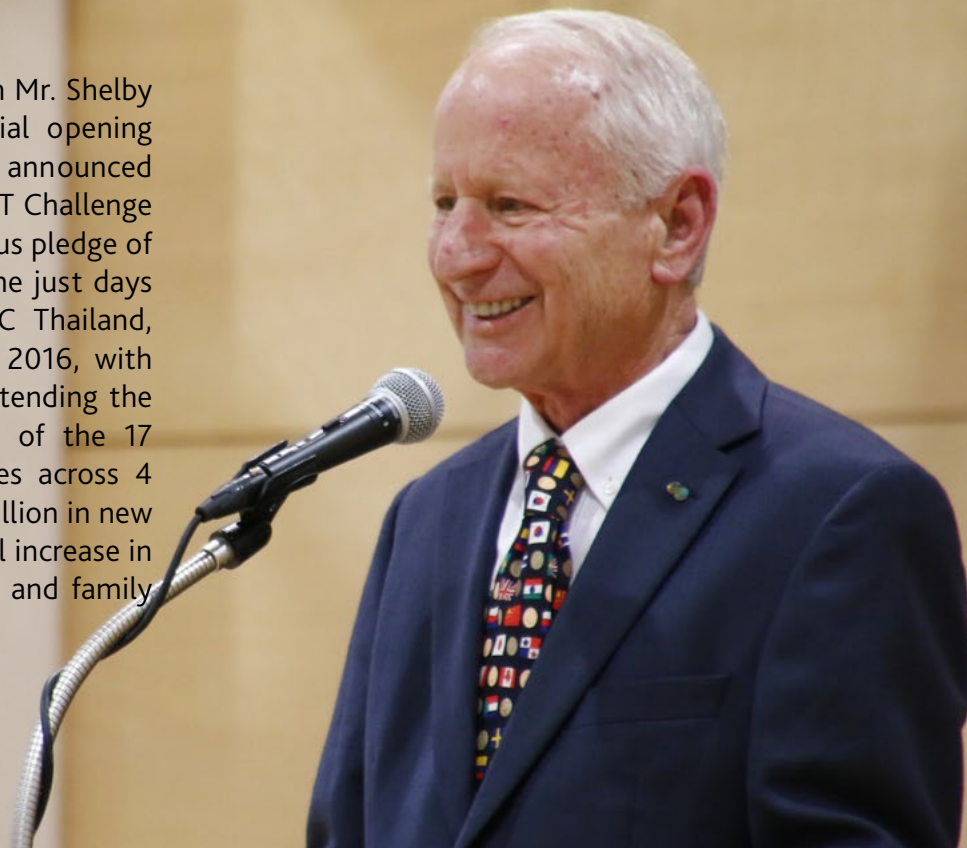
UWC ISAK Japan Founders, Mr. Mamoru Taniya and Ms. Lin Kobayashi, (Japan, Pearson College, 1991-1993), are presented with the Founders Plate by the Executive Director at UWC International Mr. Jens Waltermann (left) and the Chair of the Board at UWC International, Sir John Daniel (right)

Lin Kobayashi, (Japan, Pearson College, 1991-1993), UWC ISAK Japan's Founder and Chair of the Board, is a graduate of Pearson College UWC in Canada. Lin's passion for global education began when she received a full scholarship from Keidanren to study at Pearson College UWC in Canada.

This inspired her to found ISAK, which opened its doors in 2014 to educate young leaders from around the globe who would be catalysts for positive change. She graduated from the University of Tokyo with a BA in Development Economics in 1998, and completed an MA in International Education Policy Analysis from Stanford University in 2005.

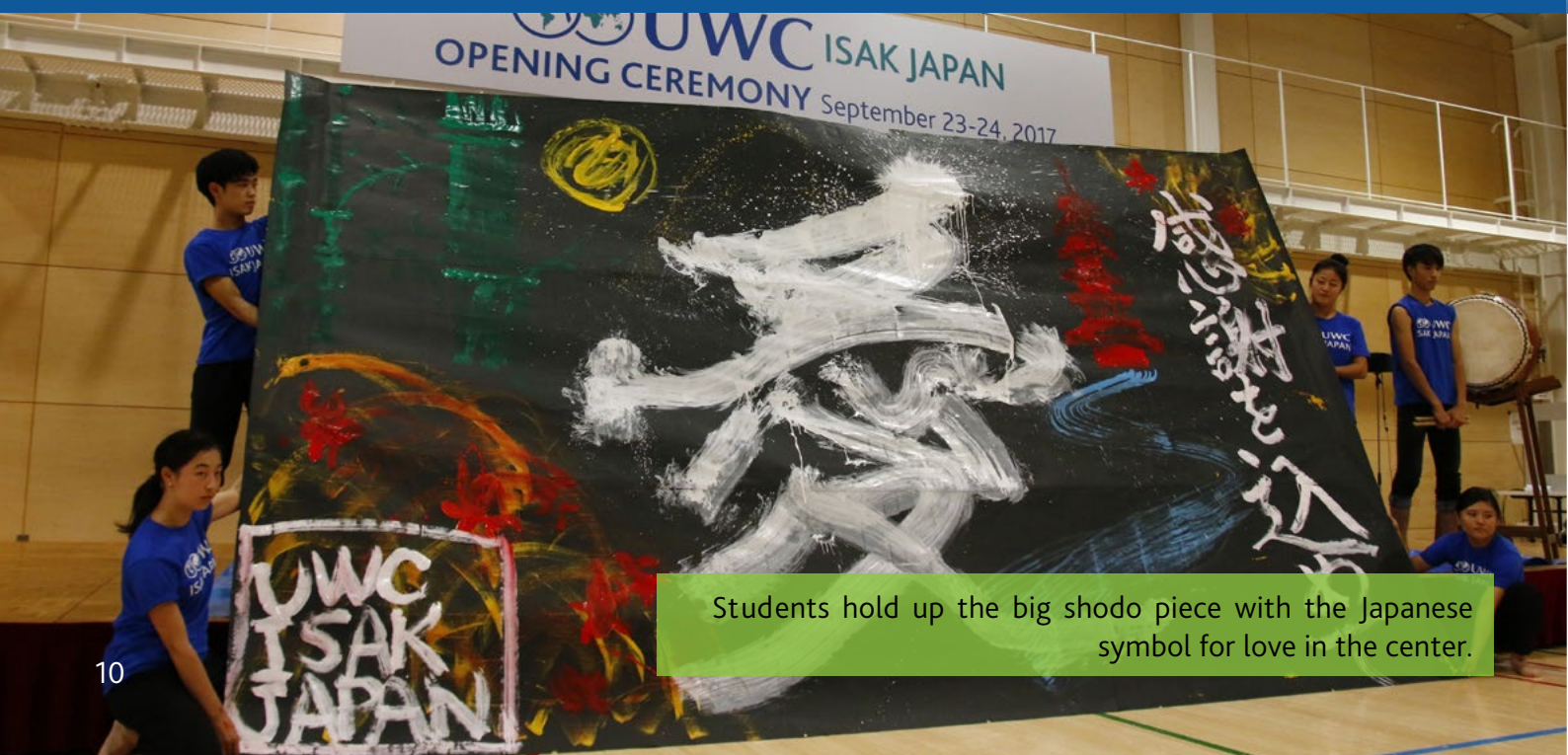


US philanthropist and UWC Patron Mr. Shelby Davis speaking during the official opening weekend of UWC ISAK Japan, where he announced the extension of the Davis-UWC IMPACT Challenge to the newest UWC school. This generous pledge of matched funding, worth \$1 million, came just days after Shelby Davis had surprised UWC Thailand, which joined the UWC community in 2016, with an announcement that he would be extending the matched funding programme to each of the 17 participating UWC schools and colleges across 4 continents. Each will benefit from \$1 million in new funding provided they register an overall increase in the number of alumni, parents, friends and family making gifts.



"I hope my investment in UWC and the future leaders the UWC movement educates will serve as an inspiration to many to support aspiring youths from around the world to gain a world-class education embracing diversity, peace and sustainability so they are equipped to tackle today's complex challenges, tensions and conflicts. In the years to come, the world needs extraordinary leadership to navigate these challenges and to make the most of new opportunities – and I believe the UWC movement is ideally suited to educate the leaders and change-makers we need."

Shelby Davis,  
UWC International Patron



Students hold up the big shodo piece with the Japanese symbol for love in the center.



# UWC Kenya Annual Get-Together

Having the privilege and honour of representing my country, Kenya, at UWC Robert Bosch College has been an experience and a half. The first year I spent in Freiburg, Germany was such a rollercoaster of experiences that it was easy to forget who enabled me to go there, the UWC Kenya National Committee. When I went back to Kenya this summer, I felt like I had a duty.

To show the same motivation and energy that my second years showed me to the incoming first years and that involved giving them all the advice they needed to make the transition to UWC life as seamless as possible.

To do this my generation, and the generation above organized the annual UWC Kenya reunion. A time for the entire UWC Kenya fraternity to come together and celebrate UWC in Kenya, the send-off the first years and to reflect upon on the UWC mission and values from the Kenyan perspective.







We, the students arrived early in the morning and set up and prepared the event which was held at Watermark Business Park in Karen, Nairobi, allowing an opportunity for us all to bond. In the afternoon, we welcomed UWC Kenya alumni, family members and friends. The afternoon was spent sharing advice, lessons, and experiences between UWC generations and across UWC schools and colleges around the world.

For me, and my generation, most of us who were fixated on completing IB Diploma programme assessments, it was so refreshing to see that there is a life after UWC and so inspiring to see the different things my fellow Kenyans have done with their UWC education.




They say that UWC is a bubble, but even though there is a greater UWC bubble each college is in itself, its own bubble. So, hearing stories from my co-years about life in their respective UWC schools and colleges was sometimes shocking, but enlightening in its own respect, as UWC may have the same mission and values but the way they manifest themselves in the 17 colleges is very different. As is tradition, each of the current generations produced a piece of entertainment.

My generation presented a skit on the harrowing UWC panel selection interview, and the incoming generation presented a skit on their expectations of how their journey to their respective colleges is likely to be. Even though everyone in the audience was all years apart, everyone related to it as we had all been through it in some way or form. Which I think is a testament to UWC, looking beyond our differences to find and explore our common humanity. The reunion is an event that I will now look forward to every year, more so since next time I attend I will be an alumni, so no organizing or cooking for me. I look forward to even more reunions in the coming years!

**Yohan Muta,**  
(Kenya, UWC Robert Bosch College, 2016-2018)





## Africa Region UWC National Committee Meeting Sharing information and supporting each other:

National committee members and volunteers from 24 countries as well as staff from nine UWC schools and colleges attended the Africa Region UWC National Meeting in Accra, Ghana, from in July 2017. The meeting was attended by the Chairperson of the UWC Kenya National Committee. Participants exchanged best practice ideas and discussed their individual challenges in workshops covering a range of topics from selections, to alumni engagement and fundraising. UWC International representatives gave presentations on topics such as the new Strategy, the UWC National Committee Fund, the UWC Hub and the new National Committee Space online.



A section of the delegates during the Africa Region National Committee meeting

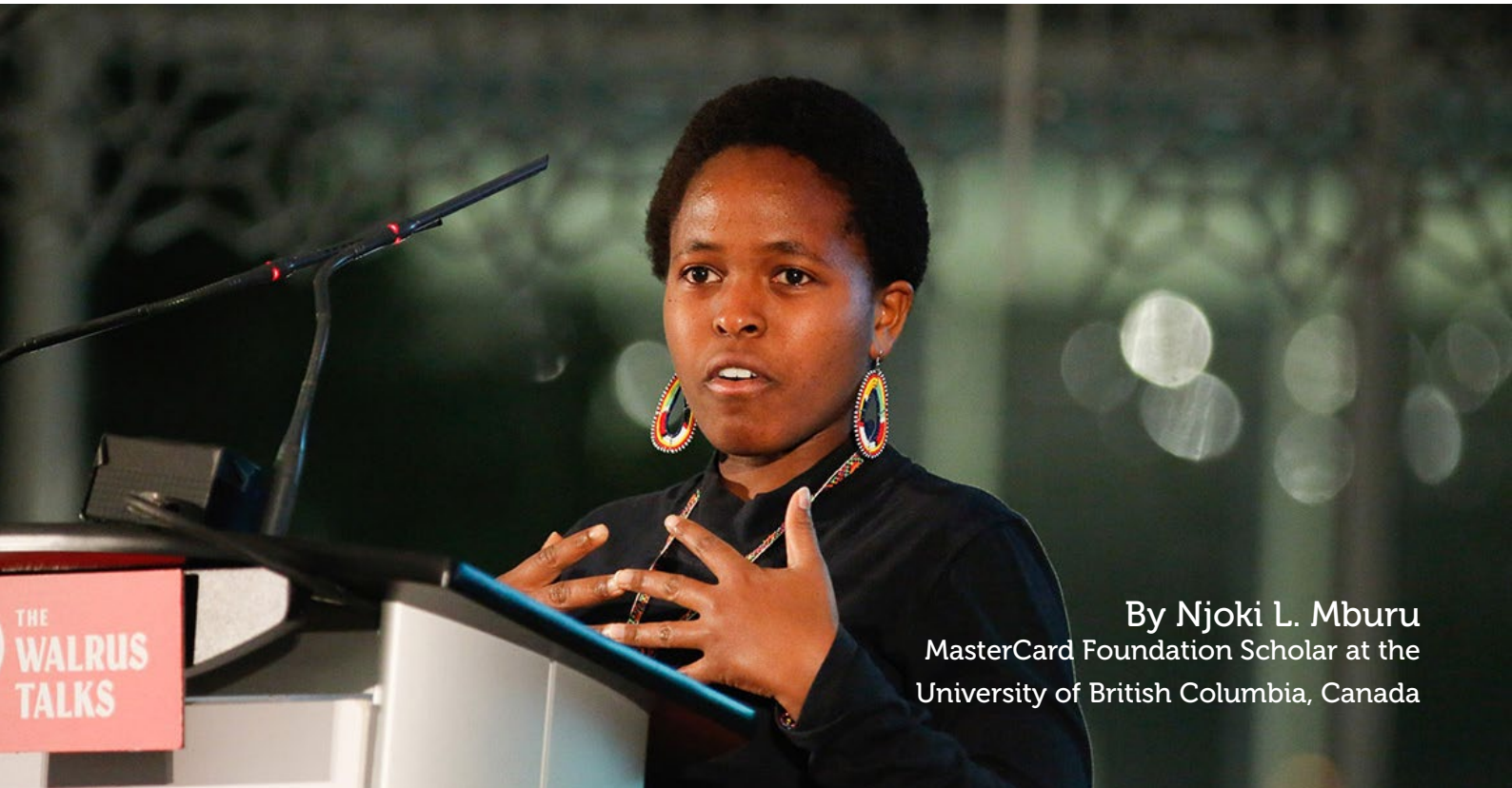


Mwaura Wambinga, Chairperson of the UWC Kenya National Committee speaking during the Africa Region meeting in Accra, Ghana



## Nurturing the Next Generation of Leaders in Africa

### The MasterCard Foundation Scholars Program

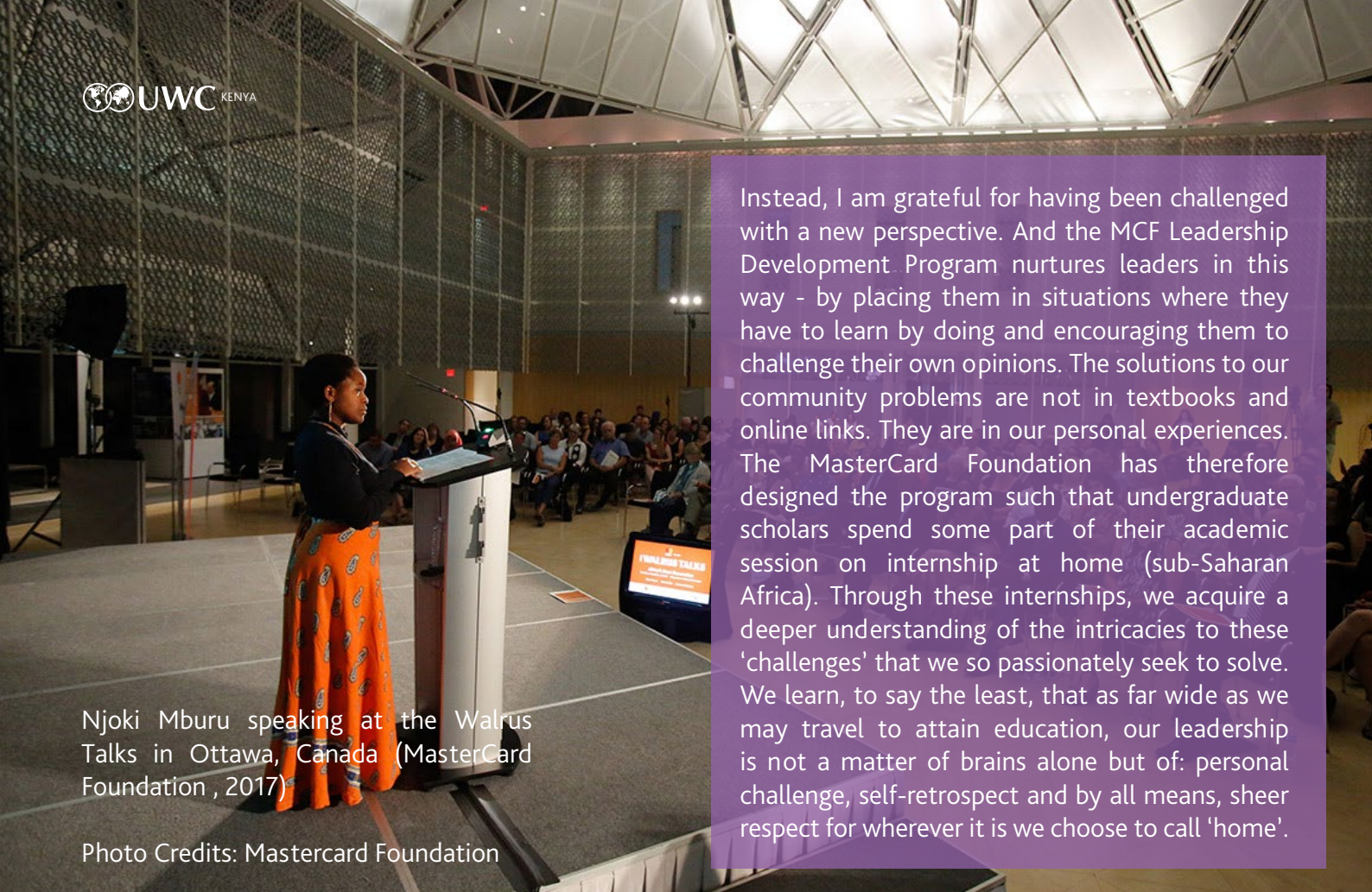


By Njoki L. Mburu  
MasterCard Foundation Scholar at the  
University of British Columbia, Canada

The MasterCard Foundation (MCF) program was established, essentially, with the objective of nurturing young, passionate and creative sub-Saharan African leaders who not only have the required knowledge to be inspirational and visionary leaders, but also the commitment to contribute to the sustainable development of Africa. The MasterCard Foundation Scholars Program is a \$500 million global initiative to educate and develop the next generation of leaders who will contribute to social and economic progress. The program provides fully funded scholarships and transformational leadership training to young Africans with a deep personal commitment to changing the world. The scholarships will be spread over period of 10 years, supporting a total of 15,000 MasterCard Foundation Scholars. Several graduates of the various UWC schools and colleges from across Africa have been awarded the MasterCard Foundation scholarship to study in North American Universities. These scholars will hopefully return to their home countries to make a contribution to the socio-economic development of Africa.

As a MasterCard Foundation Scholar at the University of British Columbia (UBC), Canada, I have in the past year, encountered and been through challenging but nonetheless stimulating educational experiences as part of the Leadership Development Program. In September of 2016, after only a month of being at UBC, I joined my fellow scholars for a day of delving deeper into what the concept of 'giving-back' is all about. We went to an area of Vancouver called, 'Downtown Eastside' (DTES). Unbeknownst to me, this area is majorly known for high levels of homelessness, drug abuse and crime. At the end of the day, having met and interacted with some DTES residents who had designed and implemented social enterprises that benefited their fellow community members, I was convinced that the DTES was home to some of the most driven leaders in Vancouver.





Njoki Mburu speaking at the Walrus Talks in Ottawa, Canada (MasterCard Foundation, 2017)

Photo Credits: Mastercard Foundation

Instead, I am grateful for having been challenged with a new perspective. And the MCF Leadership Development Program nurtures leaders in this way - by placing them in situations where they have to learn by doing and encouraging them to challenge their own opinions. The solutions to our community problems are not in textbooks and online links. They are in our personal experiences. The MasterCard Foundation has therefore designed the program such that undergraduate scholars spend some part of their academic session on internship at home (sub-Saharan Africa). Through these internships, we acquire a deeper understanding of the intricacies to these 'challenges' that we so passionately seek to solve. We learn, to say the least, that as far wide as we may travel to attain education, our leadership is not a matter of brains alone but of: personal challenge, self-retrospect and by all means, sheer respect for wherever it is we choose to call 'home'.

## About the Author

From then on, I have sought to emulate the zeal and dedication shown by these people and, by all means, being an MCF scholar has given me numerous opportunities to do so; from a day of intense dialogue with hundreds of students at the UBC Student Leadership Conference to a week of volunteering at a Seniors' Home in the DTES. Through these and many more interactions, I have come to learn that 'giving-back' is not necessarily designing a profound project that tackles a specific challenge in one's community - it is a combination of being genuinely curious about one's environment and respectfully seeking to be a positive addition to the rhythm of that environment.

Little did I know that a year later (September 2017), I would be standing on stage in Ottawa to deliver a speech on 'The Next Generation of African Leaders'. Again, another fantastic learning opportunity! Throughout the experience of preparing and delivering my speech and later on, answering questions from my audience, my greatest takeaway was to welcome the questions, more so, when I am unsure of the answers. Even now, some of the questions from the audience linger in my mind. I do not fret at not having the answers (yet).

**This article is written by Njoki L. Mburu, (Kenya, UWC Robert Bosch College, 2014-2016), a MasterCard Foundation Scholar at the University of British Columbia, (UBC), Vancouver, Canada. Njoki is a second year Bachelor of Science, (B.Sc) student in the Faculty of Land and Food Systems; in the Global Resource Systems (GRS) Program at UBC. She received a fully funded MasterCard Foundation Scholarship to the University of British Columbia. She is fiercely passionate about Sustainable Development, with focus on marginalized communities in Sub-Saharan Africa. She aspires to work collaboratively with indigenous communities throughout Sub-Saharan Africa and with intergovernmental and governmental bodies in the creation and successful implementation of Development & Environmental Management Policies. After completing her Kenya Certificate of Secondary education at Precious Blood Riruta in Kenya, in 2013, she was awarded a Robert Bosch Foundation scholarship to study her pre-university International Baccalaureate (IB) Diploma Programme at UWC Robert Bosch College in Freiburg, Germany**



## BraveGirl Camp: An Aurora Humanitarian Project for UWC

Vartan Gregorian, the President of the Carnegie Corporation of New York and Co-Founder, Aurora Humanitarian Initiative, greets Ike and Ella during the Prize Award Ceremony at UWC Dilijan in Armenia

Having spent the entirety of my high school education at a UWC, I can speak for the values instilled in students from their immersion in such a diverse and vibrant community. My time at Waterford Kamhlaba UWC of Southern Africa, (UWCSA) taught me to value the perspectives of different people, understand the complexities of resolving modern-day challenges and appreciate the role that we each have in making a positive impact in this world. I had the opportunity to participate in countless volunteer and community service activities throughout my time at UWC. The most impactful of them was **BraveGirl** Camp 2017.

**BraveGirl** Camp is a student-led gender equality initiative; a week-long camp that took place on the Waterford Kamhlaba UWCSA in August 2017. It targets academically competitive girls completing secondary school education around Mbabane, the capital city of Eswatini. The project combines a five-day girls' residency camp, which includes a day-long job shadowing experience, with a preceding pre-camp training for teachers from those secondary schools and camp counsellors. **BraveGirl** takes a holistic approach to women's empowerment, moving from a focus on personal goals and health towards the outside context of empowerment in Swaziland.



Ella Pang, (USA, WK 2013-2017) and Ike Njoroge, (Kenya, WK 2011-2017) at UWC Dilijan in Armenia

**BraveGirl** aims to inspire dialogue surrounding issues of gender inequality among promising urban young women, at a pivotal point in their lives. In the 'safe space' on our campus - away from the social pressures of their communities - the girls have an opportunity to discuss topics such as college plans, confidence building, and personal healthcare. We intend for the girls to create their own unique solutions to challenges they may face in their communities—connecting deserving girls with opportunity and information.

**BraveGirl** was inspired in 2016 by a project Girl Rising Week which Ella Pang, (USA, WK 2013-2017) and I ran, to raise awareness in our school community about gender disparities. After Girl Rising a Swazi girl approached us and said that a week prior she had never realized that her mother serving her father food on her knees at home every night was something unusual. Having understood the effect of gender norms and disparities within societies in Eswatini - that fewer women attend university despite higher rates of high school graduation, that only four women represent Eswatini in a parliament of over 60 delegates, and that HIV prevalence is significantly higher in women - we resolved to target urban high school Swazi teenagers in combating the disparity, and with this aim applied for funding from The Aurora Humanitarian Project for UWC. The Aurora Humanitarian Project for UWC recognizes projects with meaningful impact and provide them with a financial grant to further the development of the project.





**T**he finalists of The Aurora Humanitarian Project for UWC: UWC Mahindra College students presented a project Kriyā Iron a project that tackles the anemia of women in local community in India. UWC Robert Bosch College students presented the DoGood Shop, a project that aims to support social organizations by providing a non-profit online marketplace to sell up-cycled and handmade products made by refugees and other vulnerable people. Waterford Kamhlaba UWC' BraveGirl Camp, a student-led gender equality initiative; a week-long camp that took place on the Waterford Kamhlaba UWC campus in August 2017.

**B**raveGirl Camp was a weeklong camp, targeting driven 15-18-year-old girls from five high schools around Eswatini's capital city of Mbabane. The project combined a five-night residency camp which included a daylong job shadowing experience, in the work environment of the career of their dreams, with a preceding two-day pre-camp training for facilitators - teachers and counselors. The camp took a holistic approach to girl's empowerment, starting with a look at personal goals and health and moving towards a focus on the outside world of media and the environment. With the aid of the Aurora Humanitarian Project for UWC Prize money, an anonymous donation (which together amounted to €4000), and the support and dedication of the Waterford Kamhlaba UWCSA community, the BraveGirl Camp took place in August 2017 on the school campus.

The Camp reminded the girls that they can indeed make a difference in the society that they all hold so dearly; by creating a 'safe space' on our campus we allowed them the opportunity to discuss viewpoints they cannot otherwise express freely within some of their communities - to realize that they are not alone in their thoughts and ambitions, and that together they can effect positive change in Swazi society on an unprecedented scale.





The girls came back ecstatic after their day of job-shadowing, having experienced the enthusiasm of the working community to support them and alive with the passion they had rediscovered to contribute to their society. Our 50 BraveGirls were distributed amongst 20 organizations within the capital city, ranging from print media houses to NGOs and Hospitals, and in fact the overwhelming support the BraveGirl team received would have been sufficient to absorb twice that number of girls into the workforce! The organizations that supported BraveGirl include but are not limited to: ICAP, Standard Bank Swaziland, Swaziland Revenue Authority, World Vision, Printpak, Sanlam, the Clinic Group, Montessori Life Primary School, Pick n Pay and the Swazi Observer.

Each of these BraveGirls will go on to spread the idea of female empowerment in Swazi society, the idea that as women they can and will overcome any prejudices they face, and bring together Swazi society to create a better future for the country they love so dearly. BraveGirl Camp will live long beyond my time at UWC, because at a school with such values students actively seek and carry forward opportunities to make a difference. BraveGirl has already secured funding for the Swazi camp in 2018, and seeks to expand its impact by running camps in other Southern African countries and beyond in future years.



BraveGirl Camp 2017 ended with a dinner ceremony to which the BraveGirls' parents were invited. The girls had the opportunity to express what they had learned during the week in song, dance, poetry, and a variety of media.

## About the Author

Ike Njoroge graduated from Waterford Kamhlaba UWCSA in November 2017. He has interests in pursuing a career in engineering after taking Higher Level Physics, Chemistry and Mathematics during his International Baccalaureate (IB) Diploma Programme. Ike aspires to give back to the community in any way he can, as demonstrated by his involvement as the head of numerous service initiatives in his time at UWC - including Girl Rising Week, UWC Africa Week and World Environment Day. Using the opportunity at Waterford Kamhlaba UWCSA as a platform, Ike has travelled to UWC ISAK Japan and Bluche, Switzerland to learn more about leadership and social responsibility, and most recently to UWC Dilijan in Armenia to present the BraveGirl Project at the Aurora Humanitarian Awards. Aside from academics and involvement in the community, Ike is an avid reader, served as captain of the school tennis team, a member of the field hockey team, and enthusiastically takes part in musical performance on the piano, guitar and drums.





## UWC South East Asia's Trip to Daraja in Nanyuki, Kenya Transforms Preconceptions

Urja Gaurav, Grade 10, UWC South East Asia, East Campus and | Sofia Razmilovic, Grade 8, UWC South East Asia, East Campus

In a world where too many walls are being built, building a bridge, building a really strong bridge, is seminal. Daraja Academy (meaning 'bridge') is a secondary school in Kenya that provides education, opportunity and independence to girls who may otherwise not be able to attend school. Beyond academics, students are taught to produce their own food, think independently, and stand strong. The school is equipped with everything the students need to pave their way into a bright future; it is a school of promise, a school built to create leaders, a school built for greatness. Most importantly, Daraja Academy teaches these dedicated young women that they are valued.

UWC South East Asia (East Campus) has been working with Daraja as a Global Concern (GC) for four years now. In that short span of time, awareness of the gender empowerment-focused Daraja GC has grown from "What is Daraja?" to wide recognition of the group. Every Tuesday and Thursday at lunch we meet as a Middle and High School GC group to discuss any upcoming events, and how to tackle them. Being part of Daraja GC has really helped us to develop our resilience and leadership, as different members are encouraged to take the lead in new ways over time.

We are privileged to be able to visit Daraja Academy. Each year, after the eagerly anticipated service trip, students come back having learnt a great deal. Whether through time spent with the wonderful students at Daraja, going on a safari, or staying the night at the Twala village, this trip is truly an unforgettable experience. But most importantly, the service trip further strengthens our bond with the students at Daraja, helping us build meaningful connections. We've been transformed by gaining firsthand experience of the culture in Kenya and broadening our worldview thanks to insights from the Daraja girls.

During this year's trip to Daraja Academy over the Lunar New Year holiday week, the East students were equally stretched through the very experience of being in Africa as well as getting a closer view of the selection process for students to attend Daraja. Following are two student accounts from those experiences.



# Changing my Preconceptions

By Helena Kotschenreuther  
Grade 12, UWC South East Asia, East Campus

Growing up, I'd always been told that there's a lot of poverty in Africa. Society draws this image of Africa as seemingly a single country, covered with half-naked orphans who have large bellies and ill-fated futures. I wasn't sure what to expect when visiting Daraja Academy in Kenya. No photo or explanation of the place can prepare you for the reality.

This trip was unlike many 'service' trips. We didn't build houses or try to 'teach' the girls at Daraja. On the contrary, we got to share their time and joy. I can wholeheartedly say that this was one of the most incredible experiences of my life. Being there turned my preconception of poverty-stricken Africa into a place of hope. Daraja does not have the elaborate facilities or technology that we have, yet their students have a stronger optimism and sense of purpose than we can imagine. To them, their education at Daraja is a gift.

The Daraja girls are some of the hardest working people I've met in my life. They study for hours every day after school in order to break the cycle of poverty they were born into. They love to sing and dance just like us. They stress about school and the future just like us. They're students, trying to make it through school just like us. Our privilege just gave us a lucky head start.

I have always complained about having two hours of study time, held in the air-conditioned comfort of my room. These girls relish their daily three hours of studying. I have always known that I have things most people will never get to experience. I am sure we are all aware of that. But being aware and realising it are very different. No data set about poverty that you study in Geography or Economics will ever make you realise just how privileged you are until you are dropped into a different world.

Originally published by UWC South East Asia on UWCSEA Perspectives in May 2017

To learn more about Daraja Academy, please visit: [www.daraja-academy.org](http://www.daraja-academy.org)  
To learn more about UWC South East Asia, please visit [www.uwcsea.edu.sg](http://www.uwcsea.edu.sg)



Photo Credits: Jabiz Raisdana



## BuuPass - The Ticketing App that won the KES 101m million Hult Prize to Improve Transport in Kenya



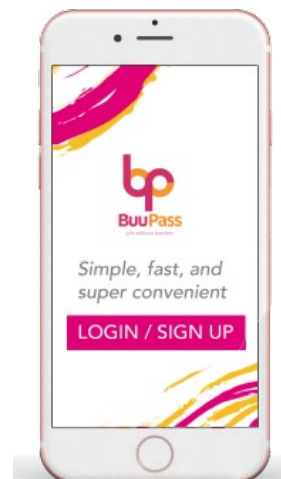
The BuuPass Team Leslie Ossete, Wycliffe Omondi, Iman Cooper and Sonia Kabra, with former US President Bill Clinton, CEO of Safaricom, Bob Collymore President of the African Development Bank Group, Akinwunmi Adesina and other judges at the Hult Prize Event.

Wycliffe Omondi (Kenya, UWC South East Asia, 2011 - 2013), Leslie Ossete, (Congo, UWC – USA, 2010-2012) and Sonia Kabra, (India, Li PO Chun UWC of Hong Kong 2009-2012, graduates of Earlham College in Richmond, Indiana, USA, are co-founders of BuuPass, a mobile phone application that enables digitised booking, pre-payment and on-board payment of commuter fare in the public transport system. Together with Iman Cooper, the team beat out four other startup finalists in the Hult Prize competition, in New York, in an annual contest (funded by the Clinton Global Initiative) that challenges students to tackle a pressing global problem. BuuPass was one of 25,000 entries looking for a solution to double the income of people in crowded, underserved urban spaces. The prize offered is funded by Bertil Hult, founder of EF Education First, in partnership with Former US President Bill Clinton and the Clinton Global Initiative. The competition is hosted by Hult International Business School.

The BuuPass team opted to pilot the idea in Nairobi, Kenya, which has the 4th highest commuter pain point in the world with over 20,000 matatus (buses). There are 2.5 million people in Nairobi who live in slums, 70% of whom rely on the city's ad-hoc bus system - meaning Nairobi is among the worst cities for easily getting from place to place, frustration levels are high, traffic jams are frequent and commuting fares are inconsistent.

BuuPass seeks to fix this unreliable system using tech. In June 2016, the team conducted a nine-week pilot of BuuPass with matatus from Ongata Rongai and Buru Buru SACCOS, since it was easier to work with SACCOS than individual drivers.

The offline app works via a short code (USSD), which prompts the user to follow a menu of instructions. The short code instructs the user to select their route, pick-up and drop-off points before offering the selection of matatus that are available and the estimated pick-up time. Once a user selects their vehicle of preference, they proceed to pay and move to the bus stop within the expected arrival time of the vehicle. In addition to the pre-booking and prepayment, commuters can track the position of the vehicle in real time. Those already on board can pay for their fare via M-Pesa. (M-Pesa is a mobile phone-based money transfer, financing and microfinancing service.) The matatu and bus crew are allocated tablets that are used to indicate the number of seats available and the prevailing charges.





The pilot yielded encouraging results; more than 2,000 people tried Magic Bus, 73% used it more than three times in one week and over 5,000 bus tickets were sold through the platform. In addition, matatu crew members that used BuuPass were able to double their daily income through the extra trips they were able to make because of the app.

The team has been working to get long distance travel companies on board to cut the need for commuters to walk to bus offices to make bookings and payments, and have been awarded the largest government contract to provide ticketing of Kenyan railways, called **Standard Gauge Railways (SGR)**. According to Mr Omondi, who is the CFO of BuuPass Bus, the team will invest Hult prize money in further research and growth of the business. The team is also looking at the alternative of managing its own fleet in addition to having the service for use by other organised groups and hopefully expand their operations in 11 African cities by 2017.



*"The BuuPass Bus Initiative is a really clever idea," as Bill Clinton, former US president, put it when awarding the Hult Prize. "Soon, some big wag will be calling this the Uber of buses."*

*The BuuPass (formerly known as Magic Bus) Ticketing Team: from left, Iman Cooper, Sonia Kabra, (India, Li PO Chun UWC of Hong Kong 2009-2012), Wycliffe Omondi (Kenya, UWC South East Asia, 2011 – 2013) and Leslie Ossete, (Congo, UWC – USA, 2010-2012),*

## About Wycliffe Omondi

Wycliffe joined UWCSEA in 2011 on a full two-year IB Scholarship. He graduated in 2013 with a Davis Scholarship to study at Earlham College in the US, however, before he headed off to College, he chose to put his UWC values into immediate action by taking a UWCSEA community funded Gap Year in the Philippines. Working with an organisation called Lihuk Panaghiusa, Wycliffe was involved in providing education and welfare to individuals living in poverty. After Typhoon Haiyan hit the region, he worked to provide immediate aid and help communities begin the long journey to rebuilding what they had lost. It was this experience that further fueled his desire to help others.



After moving to the US to start College, he received a US\$10k grant from President David Dawson's Discretionary Fund at Earlham College in 2015 for his plan to enhance learning opportunities for girls in rural Kenya and tackle the issue of menstruation bullying. Since winning the grant for BuuPass, Wycliffe has been giving talks to various student entrepreneur groups around the globe.

Having graduated from Earlham College with a B.A. in Economics in 2017, he is already a highly accomplished changemaker - a true social entrepreneur, pursuing his aspirations to make the world a better place as an intern at the World Bank.

*This article about Wycliffe Omondi was originally published by UWC South East Asia on UWCSEA Perspectives.*



**"My enthusiasm to help communities started after UWCSEA sponsored my GAP year to the Philippines and since then, I have always wanted to start a business with impact."**





# Protecting Elephants



Saba Douglas-Hamilton (Kenya, UWC Atlantic College 1986-1988) is a conservationist, award-winning wildlife filmmaker, BBC Television presenter and author. In Kiswahili, Saba means “seven” and she was named like that by Maasai women because she was born on the 7th of June at 7 pm as the 7th grandchild in the family.

After a Masters degree in Social Anthropology from St. Andrews University, UK, Saba worked for the Save the Rhino Trust in Namibia, where she ran a community conservation project to protect the rare desert-adapted black rhino. She then joined her zoologist father's charity Save the Elephants, which monitors a population of over 900 free-roaming elephants. She is also the Chair of the International Selection Committee for the Future for Nature Award, a prestigious international award that celebrates tangible achievements in protecting wild animal and plant species.

Based in Samburu National Reserve in the Great Rift Valley, Kenya, Save the Elephants provides cutting-edge scientific insights into elephant behaviour, intelligence, and long-distance movement and applies them to the long-term challenges of elephant conservation. It was at Save the Elephants that Saba was spotted by the BBC in 2000 and began her career as a TV presenter and producer of wildlife documentaries. She has hosted nine natural history TV series and is a regular guest speaker at the Royal Geographical Society, where she is a Fellow. Saba has also presented over twenty-four wildlife documentaries including BBC documentary series Unknown Africa and Secret Life of Elephants a documentary broadcasted to more than 4.2 million viewers that explored the lives of elephants in Samburu National Reserve in Kenya and the conservation work of Save the Elephants.

After taking a sabbatical to raise her family, Saba returned to filmmaking with a new 10 part BBC series, This Wild Life, set in Samburu National Reserve, one of Africa's most stunning locations

“Currently, illegal ivory trade is the greatest threat to elephants, but hard on its heels comes loss of habitat and human encroachment. Elephants are in crisis across Africa. While we are having some success with anti-poaching efforts in Kenya, it's a far cry from what's happening across the rest of the continent”, she said.





## Profile

### A Look into Wangechi Mutu's Life in the Arts

Photo credit: Mario Gallucci

Born and raised in Nairobi, Kenya, **Wangechi Mutu (UWC Atlantic College, 1989-1991)** is a Visual Artist and Activist who lives and works in Brooklyn, New York and Nairobi, Kenya. She is one of the leading contemporary African artists of recent years. She has been called the most influential African artist today and her art work has achieved much international acclaim.

It was at UWC Atlantic College that Wangechi's passion for the arts was nurtured. *"I am grateful to Atlantic College for the part it has played in helping me to develop a distinct sense that a life in the Arts is possible", she says. "I had a phenomenal art teacher at Atlantic College whose teaching method was very much to encourage self-reliance and to show burgeoning, super young people that art is a whole encompassing way of life, a vocation, and an everyday activity. It could be the way you develop solutions for the changes you want to see in the world; it transforms you as you transform the things around you. It could be the landing pad for the things that we imagine in our dreams and build in our heads".*

Wangechi moved to New York in the 1990s to focus on Fine Arts and Anthropology studies. She earned a Bachelor of Fine Arts from Cooper Union for the Advancement of the Arts and Science in 1996, and then a Master's Degree in Sculpture from Yale University in 2000. She is the recipient of the United States Artist Grant (2014), the Brooklyn Museum's Artist of the Year Award (2013), and was honored as Deutsche Bank's first Artist of the Year (2010), an award which aims 'to promote young contemporary artists from all over the world.'

Her work has been exhibited in galleries and museums worldwide; including the Guggenheim in Bilbao, Spain, San Francisco Museum of Modern Art, the Miami Art Museum, Tate Modern, London, the Studio Museum in Harlem in New York, Museum Kunstpalast in Düsseldorf, Germany, the Centre Georges Pompidou in Paris among others.



Photo credit:  
Christopher  
Anderson/Magnum  
Photos/New York  
Magazine

Her first solo museum exhibition at a major North American museum opened at the Art Gallery of Ontario, Canada, in March 2010. In 2013, Wangechi created her first-ever animated short-film, *The End of Eating Everything*, in collaboration with American singer and songwriter Santigold. The 8-minute video, which was commissioned by the The Nasher Museum of Art at Duke University, ruminates on our present state of mass consumption in contemporary culture.

Wangechi's art is global in nature and draws on her experiences and observations to contrast Western and African cultures. Her art explores themes such as multiculturalism, contemporary African politics, coloniality, globalization, consumerism, gender, contradictions of female and cultural identity, the portrayal of the female figure in contemporary media and the international fashion industry. Wangechi's most recognizable work explores society's stereotypes of female beauty and gender. She proposes the need for a multiple-consciousness and an awareness of identity as performance to be able to remake the rules that bind human imagination.

Wangechi recently launched *Africa's Out!*, a platform that aims to initiate and create radical ideas that change the way people engage with Africa and, more specifically, the way in which Africans reach out to empower one another.



possible World Heritage marine sites  
in the Arctic Region

## Protecting Coral Reef Environments

David Obura, the Founding Director, Coastal Oceans Research and Development in the Indian Ocean

**D**avid Obura (Kenya, Pearson College UWC, 1983-1985) is Founding Director of Coastal Oceans Research and Development in the Indian Ocean (CORDIO) East Africa, which supports coral reef and marine activities in mainland Africa and Indian Ocean island states. CORDIO's work includes **research, monitoring and capacity building of coral reefs**, as well as working with stakeholders, managers and policymakers to support **sustainability** and coping with **climate change**.

CORDIO was initiated in 1999 as a direct response to the El Niño related mass bleaching and mortality of coral in the Indian Ocean in 1998, focusing initially on Eastern Africa, Western Indian Ocean islands and South Asia. Since the Indian Ocean tsunami in 2004, the programme has also covered the Andaman Sea, and has started work in the Red Sea since 2007. CORDIO is also a member of the International Union for the Conservation of Nature (IUCN) and works with partner organisations to improve coastal people's quality of life and alleviate poverty through monitoring and research of coral reef environments and the development and promotion of sustainable livelihoods

*"CORDIO uses science to help fishermen learn tools to better protect their marine environment," says David. "This is often challenging as we rely on the consensus among the villagers and many are wary of environmental organisations as they see us as a threat to their livelihood".*

David's primary research focuses on a biodiversity hypothesis for coral reefs of the West & North Indian Ocean, through work on coral species and their current distributions and phylogeography, and coral reef resilience. This work is helping to build a regional partnership for marine management in the Northern Mozambique Channel under the auspices of governments through the Nairobi Convention, and among environmental NGOs, the private sector and civil society.

David holds a Bachelor of Arts degree from Harvard University. He received a Ph.D from the University of Miami in 1995 on coral bleaching and life history strategies, which has developed into a primary research interest in climate change, coral bleaching and resilience of coral reefs.



In the past he worked on participatory monitoring and research tools with artisanal fishers in East Africa, and remote reef surveys such as in the Phoenix Islands, central Pacific, and in the central and western Indian Ocean. He was the chief scientist on coral reef and marine biodiversity surveys of the Phoenix Islands leading to the designation of the 2nd largest MPA and largest World Heritage site in the world, and endowment funding for conservation.

David is the chair of IUCN's Coral Specialist Group, Species Survival Commission and the Climate Change and Coral Reefs, Global Marine Programme. He is also on the Global Partnership for Ocean's Blue Ribbon Panel, GEOBON's Oceans Working Group 5 and on the Steering Committee of bioDISCOVERY.



David Obura is one of four finalists in the 2018 Ocean Awards, a competition run by Boat International and the Blue Marine Foundation. In its third year, the Ocean Awards continue to recognise and reward those that share our commitment to fixing the largest solvable problem on the planet – the crisis in our oceans



David Obura examines coral reef recovery in the Phoenix Islands.

Photo Credit: Brian Skerry





### Pearson College UWC at a Glance

12

Pearson College UWC scholars have gone on to become Rhodes Scholars

180

Number of students aged 6-19 years, from over 100 countries.

300

Hours of community service done by each student, every year

4000+

A global network of Pearson College UWC alumni from over 150 countries including over 1000 Canadians since 1974

Located in Victoria, British Columbia, Pearson College UWC is Canada's most globally-minded school. One of 17 United World College schools located around the world, Pearson welcomes up to 200 young people aged 16-19 from 159 countries and every province and territory of Canada regardless of their socio-economic background, politics, religion, ethnicity, language or gender. These students attend Pearson College each year on full scholarship.

Pearson's two-year, pre-university curriculum is based on the International Baccalaureate (IB) programme and features a strong emphasis on experiential education. The campus is located in a beautiful forested setting on Pedder Bay near the southern tip of Vancouver Island on the west coast of Canada, about 30 Kilometres southwest of the provincial capital of Victoria, British Columbia.

Pearson College UWC was named in honour of the late Canadian Prime minister and so far Canada's only Nobel Peace Laureate, Lester B. Pearson. He initiated the work to found **Pearson United World College "of the Pacific"** as a way of continuing the promotion of peace and understanding in the world. The college opened as Lester B. Pearson United World College of the Pacific, with the first 100 students arrived in September 1974 and went on to become the first UWC in the Americas, and one of the first IB programmes in the world.

Pearson College UWC was created to honour the legacy of Nobel Peace Prize Laureate **Lester B. Pearson**, a former prime minister of Canada, whose vision of peace and global cooperation inspired the founders of the school. Lester B. Pearson was recognized in 1957 for his vision in conceiving and creating the first UN multinational peacekeeping forces.





## Outside the Classroom

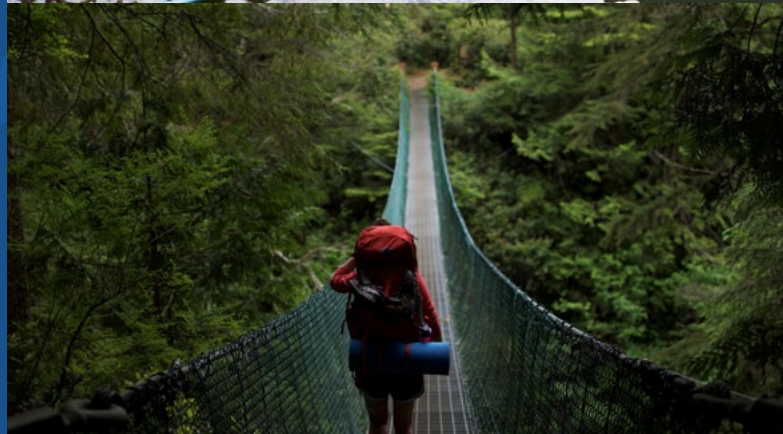
**"How can there be peace without people understanding each other, and how can [people understand each other] if they don't know each other?" - Lester B. Pearson, F ormer Prime Minister of Canada**

Located on the mild west coast of Canada on the traditional territory of the Scia'new (Beecher Bay) First Nation, the campus' forested and temperate coastal location encourages students to undertake challenging academic and experiential learning in both modern classrooms and outdoors year-round.

Pearson College UWC acts as the eco guardian for the world-renown Race Rocks Ecological Reserve. Students learn through marine sciences courses, diving activity and volunteering on the reserve.

### In the Classroom

Pearson College UWC offers the International Baccalaureate Diploma Programme (IBDP) curriculum. Alongside standard courses, the College offers Philosophy, Marine Science, French, Spanish, Visual Arts and Theatre.







### Pearson College UWC Students Perform during the ONE WORLD concert

At Pearson College UWC, students learn by doing, particularly through the Creativity, Action, Service (CAS) programme. To graduate, students are expected to complete 80 hours of service between first and second years, often in their home communities.

Once per term, students plan, design and carry out individualized or small group projects. Students share international music, dance and stories of their homelands and their international experiences at the annual One World community event. They also run and participate in regular community events such as Global Affairs, Special Topic Days, Regional Days, Village Gatherings and can volunteer for the campus Emergency Response Team. Students are required to periodically work as kitchen team members and assist with recycling, library service and related campus jobs as part of their Village Service. Weekly student-led fitness programmes supplement daily fitness opportunities.

## Campus and Facilities

Students, as well as many faculty members and their families, live together on campus. Facilities include five student residence buildings accommodating 40 students, four in each room, plus a House Parent apartment.

The facilities are built in a West Coast modern style designed to reflect and respect the natural setting and include a waterfront dining hall, state of the art science labs, classrooms, a 300-seat theatre, small lecture hall, visual arts facilities, an Education Resource Centre/Library and a Spiritual Centre. Unique architectural features include a floating marine sciences centre on the bay that contains a well-equipped seafront environmental systems lab and a hilltop observatory that facilitates astronomy study and exploration of the night skies. Students also conduct research above and below water at nearby Race Rocks Ecological Reserve. On-campus recreational facilities include a 25m indoor pool and exercise room, outdoor tennis, basketball and volleyball courts, soccer field, student common room and extensive hiking and cycling trails emanating from the campus.

## Admissions

Students apply through their UWC National Committee. Exceptions to that are only within refugee or stateless populations and unique cases.



**Désirée McGraw (Canadian)**  
President, Pearson College UWC



Désirée McGraw, (Canada), was appointed President and Head of College of Pearson College UWC in April 2015. Prior to this, she headed the Montreal-based Jeanne Sauvé Foundation. Described as “one of Canada’s 10 most influential people on environmental issues,” Désirée was Senior Policy Advisor to the Prime Minister and Director of Policy for Canada’s Minister of International Cooperation.

*“ I have devoted my life to engaging and empowering a new generation of leaders to tackle global problems. Now, I am here at Pearson above all because I believe in you. I believe in your potential and in your power to change the world.”*

Désirée McGraw,  
President and Head of  
College, Pearson College UWC

*“ The one thing that impressed me most about working at Pearson College UWC was the diversity, the openness and the attitude of students and staff. Since I left, I have carried with me the many valuable lessons of the UWC mission and values”*

Jecton Were  
Kenya, Pearson College UWC  
Visual Arts Teacher 2010-2013



Jecton Were, (Kenyan), a past Visual Arts Teacher at Pearson College UWC



# Spotlight

## Pearson College UWC Alumni

Over 4,000 scholars from nearly 160 countries, including over 1,000 Canadians have gone through the Pearson College UWC campus since 1974. Over 292 Pearson College UWC alumni from Sub-Saharan Africa have attended Pearson College UWC since 1974.

Pearson College UWC alumni are global captains of industry, influential economists and social entrepreneurs. They are health leaders and medical pioneers. They are technology innovators and inquisitive scientists. They are cultural change makers and international award-winning musicians, authors and journalists. Pearson College UWC alumni are high level politicians and peacemakers making an impact in areas of conflict. They are inspiring educators, community champions and passionate environmental conservationists. Pearson College UWC alumni are opinion makers, activists, idealists and compassionate change agents. Internationally minded and socially aware, they share a commitment to making a difference in their communities and the world. They embrace servant leadership—a key element for creating opportunity, inspiring impact and transforming society.

Pearson College UWC graduates wind up attending universities such as Montreal's McGill University, the University of Toronto, Boston's Harvard University, Cambridge or Oxford in England, among others.



**Peter Sands, (Britain, Pearson College UWC, 1978-1980), is the Executive Director of the Global Fund to Fight AIDS, Tuberculosis and Malaria and served as the Group CEO Standard Chartered Bank PLC between 2006 and 2015.**

"What changed for me as a result of my time at UWC was the sense of opportunity. UWC opened my mind to what I could achieve, which boosted my confidence. The whole UWC environment instilled the sense that to make things happen, you have to make them happen. At UWC, I learned that I needed to take a more proactive role in shaping my world. Being surrounded by wonderfully talented students, from all parts of the world, was a powerful catalyst".



**Analisa Balares (Philippines, Pearson College UWC, 1992-1994, Founder and CEO Womensphere, a leadership community and global social enterprise that convenes, mobilizes, and creates platforms for action.**

"UWC has made an enormous impact in three areas of my life: my relationships with people; the way I approach life and the world; and my vision for my business and life work. UWC gives you that time and space to realise that we have so much in common with each other. It gave me a deeper level of understanding for the complexities of relationships with different people. It is easy to be friends with lots of people, but so much more difficult to really understand and get to know them... My time at Pearson encouraged me to question myself and think deeply about my beliefs and about what I really stand for. I hope to inspire and empower people around the world, and to invest in our world and our future together."





**Lene Feltmen Espersen (Denmark, Pearson College UWC, 1982-1984) is the current CEO at the Danish Association of Architectural Firms and Denmark's former Deputy Prime Minister, Minister of Justice, Minister of Business and Economy, Secretary of State and Minister of Foreign Affairs.**

"UWC created a huge interest in international politics," she says, "and also created a huge urge deep inside of me for fighting the totalitarian regimes in eastern Europe, Communist China and the rest of the world where people were not free. I think you have an obligation to act if you think change is necessary. If you stay 'on the couch' and do nothing, don't expect things to improve... I do not think I would have ended up in politics being so compassionate about change if I hadn't experienced the tolerance and international understanding at UWC. It made the rest of the world much more important/closer to me because I had friends all across our globe."



**Dr. Abiodun Williams, (Sierra Leone, Pearson College UWC, 1977-1979) President, The Hague Institute for Global Justice, The Netherlands**

"UWC is a mini UN. My decision to study international relations and work in peacekeeping is directly related to my UWC years. Prejudices of any kind are learnt and can of course be unlearned. Living at a UWC at that very impressionable age with a whole bunch of people from all over the world was a great experience. I often draw on my experience of UWC to sustain my belief that people from a wide variety of backgrounds can work and live together in peace".





**Daniel Mittler, (Germany, Pearson College UWC, 1990-1992) Political Director of Greenpeace International**

"Professionally, my interest to work on a global level came from my UWC experience, which made it easier for me to work cross culturally. To remain culturally sensitive in a pressurised work environment is a real challenge. I am aware that Germans are perceived as being very direct; what is culturally acceptable at home, does not necessarily 'translate' well. I have worked a lot with people in Asia, Africa and Latin America and am delighted when they comment that I am good to work with, or may be even more considerate of their needs than other Germans they have worked with in the past."

**Hannah McKinnon (Canada, Pearson College UWC, 2000-2002), Senior Campaigner at Oil Change International**

"My UWC experience, as a Pearson College UWC graduate and living on campus at Robert Bosch College UWC where my husband teaches, makes my work all that much more personal. It is the stories from current students, or my co-years that are especially powerful: Stories about cultures being lost as islands and regions disappear or are redefined; livelihoods crumbling under drought, floods, and other climate-driven disasters; and conflicts propelled by both dwindling natural resources or pressure for continued fossil fuel production."





# Spotlight

## Pearson College UWC Alumni

<b>Jo Becker:</b>	Advocacy Director for Human Rights Watch's children's rights division and Adjunct Associate Professor of International & Public Affairs at Columbia University
<b>Dominic Barton:</b>	Global Managing Partner, McKinsey & Company
<b>Jeremy Faa:</b>	Senior Vice President & General Manager for Craft Beverages, Coca-Cola North America at The Coca-Cola Company
<b>Malvina Goldfeld:</b>	Head of Developer Programs, Facebook and past Head of Business Development for Africa at PayPal
<b>Yuen Pau Woo,</b>	Senator, British Columbia, Canada
<b>Lin Kobayashi:</b>	Founder and Chair, UWC ISAK Japan Board
<b>Anne Enright:</b>	Novelist and winner of the 2007 Man Booker Prize
<b>Therese Turner-Jones:</b>	Caribbean Regional Head of Inter-American Development Bank
<b>Arish Fyzee:</b>	CEO and Creative Director of Prana Studios, connected to HBO's record-breaking TV series 'Game of Thrones.'
<b>Dr. Musimbi Odeko:</b>	Chiropractor in Kenya
<b>David Obura</b>	Founding Director, Coastal Oceans Research and Development in the Indian Ocean
<b>Dr. Sophia Omoro:</b>	Otolaryngology Specialist in Lima, Ohio, USA
<b>Caroline Mwaniki:</b>	Graduate Student, New York University, USA
<b>Kip Kiprop:</b>	Associate, Barclays Capital, London
<b>Kevin Mwenda:</b>	Ph.D Candidate of Geography at the University of California
<b>Charity Migwi:</b>	Human Capital Analyst at Deloitte, New York
<b>Daniel Kibet:</b>	Student, Earlham College, USA
<b>Shamim Mohamed:</b>	Student University of Richmond, USA

... and many many more



# My Pearson College UWC Experience

By Shamim Mohamed

Oldham Scholar at the  
University of Richmond

*"The virtue and the strength of UWC is that it provides small, but powerful cells of innovation, catalysts for change, breaking barriers of habit and opening broader vistas of experience for both pupils and educationalists"*

- Nelson Mandela,  
Honorary President,  
UWC.



This is not going to be another flowery article about UWC; we have enough of those, and justifiably so. This article is an honest reflection of my journey at Pearson College UWC in Canada, between 2015 and 2017. I think it is an interesting time for me to write about Pearson College because I am at a point where I still miss it so much, but at the same time, I am in a new home that I am starting to love and get comfortable in. To give some context, I am a first year college student at the University of Richmond, Virginia, in the USA, (Go Spiders!). It hasn't fully sunk in that I am a Pearson College alumnus. I feel odd when I see pictures on Facebook of my first years with some random people (shout-out to the zero years) in a place that used to be ours. I am happy to see them happy but my heart aches to be there again.

However, if you ask me to go back, I will respectfully decline, (in the UWC fashion), unless of course it is for a visit or for One World, a show that Pearson students put on every year at the Royal Theatre in Victoria, for the Victoria community and the Greater British Columbia Area to celebrate diversity through international music, dance, poetry and theatre. I had my experience and it taught and impacted me an Oldham Scholar at the University of Richmond, in a manner that you would not fully understand. Now, it's time for those random people to be impacted and shaped in and by the Pearson College bubble.





For some people, UWC is the greatest experience of their lives. However, I hope that for me it will only be one of many because I want to believe that I will have more, if not better experiences, and that UWC was only but the beginning rather than the peak of my life. This is not to say that I did not love Pearson; quite the contrary: I was touched by so many beautiful people, memories, adventures, lessons, and joy, that I can't help but smile as I write about it. The good old days, (I know, a bit dramatic but let me be) of riding bikes to the Metchosin Cafe, having their cheesecakes that I loved to death. If you ever wish to buy me a gift, that little cafe would be a great place to start. Then unforgettably, there were the cuddle puddles easily spotted almost anywhere on campus, the walks to the beach that took our breaths away– I mean the walk not the beach because we had to survive the Pearson Hill– and the excessive eating of oranges in the Anthropology Room(only a chosen few will understand this!). There were also the sad days during the dark and rainy November and December months, where I learned I had to take vitamins to keep happy or me crying with my best friend in the library loft after getting a letter of regret from a university. These are but a scratch of all the wonderful and not so wonderful memories that I hold.

Then there was always the International Baccalaureate (IB) Diploma Programme. It is almost impossible to speak to anyone who went to a UWC without them bringing up the IB. In my second year, we had a debate about whether the IB should be part of the UWC experience or not. As you would imagine, this was a very heated debate, especially for Pearson College students, as it was the first college in Canada to adopt the IB as its curriculum of choice. I have my own reservations about the IB, but I think we made it more stressful for ourselves than it should have been. Granted this curriculum is rigorous, for some more than others, especially because we are all coming from very different curricula around the world and for some it was the first time they were learning and being taught in the English language. However, constant complaining about how stressed and overworked we felt instead of actually doing work didn't help. Give it to Pearsonites to find a million ways to procrastinate, be it eating noodles at 3am (Indomie got me through my second year) or discussing the existence of supernaturals– which would lead to some of us being too afraid to sleep.



What I am most grateful for are the adults on campus. I previously came from a very authoritarian school system where the power distance was incredibly large, so the concept of seeing my teachers as my friends was completely foreign and absurd to me. Calling them by their first names seemed disrespectful and I couldn't understand why they sat with us in the cafeteria and just talked. I have come to appreciate my teachers and the Pearson College environment so much. All of my teachers and the adults on campus pushed me, supported me, believed in me, and were there for me, every step of the way, when I did not believe in myself. Sometimes, you doubt yourself surrounded by such amazing people you wonder if you are smart, talented or ambitious enough. But these adults never doubted me or any of us, and they made us see that we could achieve so many great things in whatever path we took. I miss them so much. Girth, with his beard that I hear is now gone(sad!), Papa G and Mama Lilian, who were parents to many, Donna and Willow(RIP), who always got me smiling, Samuel, with his passion for his students and the world, Anamaria, with her amazing ginger tea and tight hugs, Mark Wheen, who 'endangered' our lives during Physics experiments, Megan, who would compliment my onesie as she served me tofu, Désirée, the fearless President and Head of Pearson College UWC, who is a strong female role model to have, and so on. All of them inspired something in me and I am glad to know that they are inspiring even more people.

I am also grateful for all the friendships I made and it is so hard being away from them. I know that we shared something beautiful and loved each other, grew together, and even if we might never see each other again, this bond can never be taken away from us. So we will write each other postcards, send snaps, and find ways to remind ourselves of who we were and how we are changing in our new homes. Hopefully I get to see most of them again, preferably before the reunion; 10 years is a long time.



Pearson College was a lot of things, one of them being the classes that always found a way to entertain me. From Econ where we debated the ethics of inequality to Theory of Knowledge (ToK), classes where we asked bizarre questions like, "How do we know that this chair is in fact a chair, and not a table?" There was always that one person who could argue that it was a table and our perception of reality could be completely wrong and that we might actually be living in the dream of a sleeping rabbit. The nature was beautiful even with its never ending rain. I loved the trails that we explored with the hiking gang and although I took it for granted that cold, smelly ocean was a fantastic view.

But, Pearson College isn't always a safe haven, it had its challenges that it had to address among them racism and sexual harassment. It was hard for us to admit that our little secluded bubble by the ocean wasn't perfect. We, however, braced ourselves and had those rather difficult conversations at Village meetings, special topics day, dinners in the cafeteria, etc. Arguments were had, voices were raised, feelings were hurt, apologies were made and forgiveness was granted. In the end, we learned the beauty of disagreement.



No two opinions are ever the same, and with 160 diverse teenagers, opinions, beliefs and values were ever being challenged. Mine received a lot of scrutiny, and I had to reevaluate most of the values and beliefs that I thought were my own. This broke me and from the pieces, I was able to mold a new person who I am proud of. Now, as I write this I hope that I will be worthy of that experience; that I will use all learned to make wherever I end up better. I will finish off with a quote from one of my new friends, "UWC is made up of some woke individuals."



## About the author

Shamim Mohamed (Kenya, Pearson College UWC 2015-2017), is an Oldham Scholar at the University of Richmond, USA. She was selected through the UWC Kenya National Committee to attend Pearson College UWC on a scholarship. Prior to joining Pearson College UWC, Shamim attended Pangani Girls High school in Kenya, where she completed her Kenya Certificate of Secondary Education in 2014. She is an avid supporter of an NGO, KULE (Kumbuka Universal Learning Experiences) Foundation, a non-profit organization registered both in Kenya and Canada. Founded by a Pearson College UWC teacher, the organization is committed to making a difference in the lives of the less privileged. Through annual summer programs, the foundation organizes for groups of students to volunteer in Murang'a, Kenya for a couple of weeks.





Her solution to knocking down this barrier comes in the form of the Soular Backpack. True to its name, the backpack makes use of solar panels to charge an LED light that students can use at night to study and do homework without having to use an expensive and carcinogenic kerosene lamp. For every hour spent in the sun, students get 5 hours of light from the lamp. Salima created the first 2,500 backpacks after successfully raising \$50,000 through crowd funding and has already been distributing them in Kenya. She has been distributing the bags in parts of Kenya including the Kibera slums, Kakamega, Kisumu and Kikambala Village



## Salima Visram - A UWC Atlantic College Alumnus Illuminating the Lives of Children in East Africa

Salima Visram (Kenya, UWC Atlantic College, 2009 – 2011), a social entrepreneur, is the CEO and Founder of The Soular Backpack - a social innovation that channels the energy of the sun into creating a brighter future for every child. At 17, she attended UWC Atlantic College in Wales before proceeding to McGill University in Canada where she majored in International Development. Growing up in Kikambala, north of Mombasa, Kenya, she saw first-hand the effects of abject poverty, developing her passion to actively work towards crafting a better world from a very young age.

In rural Kenya, electricity is a luxury that often acts as a barrier to basic needs like education. Salima, who attended Aga Khan Academy, Mombasa before joining UWC Atlantic College, understood this to be a problem early on. She witnessed children forgo their education because they lacked access to electricity, thereby perpetuating a vicious cycle of poverty.

In July 2016, Salima partnered with Academy Award-winning Actress Lupita Nyong'o to distribute Soular Backpacks in Katwe, who heard of the Soular Backpack while filming Disney's Queen of Katwe - set in the slums of Katwe in Uganda - in which the kerosene lamp is central to the plot of the story. Salima has also recently formed a partnership with a bank, through which families can open a low-cost savings account, depositing money saved by using the solar-charged light instead of costly kerosene. That account would fund secondary education for their children. She plans to partner with UNICEF, the UNHCR, and the Kenyan government to expand to many more schools in the country and throughout Africa.



# TEDxRidgeways

x = independently organized TED event

## Providing Advisory Services in Fiscal Decentralization Policy and Implementation for Governments in Africa



***Wangari Muikia, Founder and Principal Consultant at Expertise Global spoke eloquently at the 2017 TEDxRidgeways on the topic: From upstart to jumpstart: Investing in the next generation:***

**W**angari Muikia, (Kenya, UWC-USA, 1996-1998), currently lives in Nairobi Kenya where she is the Principal Consultant and Founder of Expertise Global Consulting Ltd., a public sector advisory firm with a speciality on Public Financial Management for governments in Africa. Growing up in Kenya, Wangari went to an all girls' Catholic school for 12 years. She first heard about UWC from a friend of hers. She found the UWC experience to be much more diverse than her earlier schooling. Her favourite UWC memory was overcoming stage fright.

She could not previously sing in public, but for Africa Day, she did a solo in front of a crowd of students, teachers and the local community. She recalls being terrified but still managing to sing. Together with some of her classmates, she would go around to the local schools and act out folklore stories from their countries. This was very impactful not only for them but also for the students in New Mexico who were not as globally inclined. They also took this show on the road in Mexico. The locals had never seen a black girl with long braids before and they would touch her and feel her skin and hair. Wangari found this to be bizarre but very spiritual in a way.

UWC enabled her to think outside the box and to appreciate the value she brings to this world and most immediately to those around her. She is able to challenge herself to greater heights, find the value in failing and learning from her mistakes and using those mistakes to open her mind further. UWC enabled her to invest in the adventurous and gregarious side of her personality. UWC made her more inquisitive and open to pushing boundaries. Coming from a fairly homogeneous background, she was propelled into a higher realm of existence where her circle of influence and the circle that influences her is much bigger.

Wangari continues to keep in touch with of her UWC friends, who continue to give her advice and daily motivation. As part of the UWC movement, she has been working with the UWC Kenya National Committee to select candidates for UWC places around the world. She is also working on how to increase outreach in Kenya to diversify the pool of candidates that apply.



After completing her IB Diploma at UWC USA, she received a scholarship that covered tuition costs only. Her family raised the rest of the finances for travel and upkeep. She went on to receive a Bachelor of Business Administration degree from the University of Oklahoma, and a Master of Public Administration from Harvard University.

After she graduated with her masters' degree, Wangari moved back home to Kenya. It was never her plan to live abroad permanently. Even when she applied for UWC she wanted to go back and make a difference in her country using the tools she learned while abroad. She is now successfully transforming lives in Kenya by creating employment, mentorship and advising governments, development agencies and public sector stakeholders on how to realise their policy objectives for the good of the people.

She has also led projects on subnational revenue enhancement in Kenya, worked in the grassroots to enhance access to finance for women's groups in Dakar, Senegal, conducted conferences and workshops for the Global Fund on the eradication of malaria, and helped restructure the UN in Tanzania. In her approach, she believes that successful engagements should be technically correct, politically acceptable and administratively feasible.

Wangari considers it a great personal achievement to be married with two healthy and happy children, founding a company, successfully bidding for projects and growing the company internationally.

She plans to stake claim as the company of choice when it comes to public finance management advisory services on the continent and globally. She has had some initial conversations with former UWC colleagues on partnering in order to have a global presence. If these conversations bear fruit their firm will be able to inform policy worldwide.



Wangari has worked in senior positions for, amongst others, the National Treasury in Kenya, The World Bank in Washington DC, and Dalberg Global Advisors in New York, Switzerland, Tanzania and Kenya. Her work focussed on analysis of fiscal decentralization, including subnational revenue enhancement, fiscal space analysis, subnational tax administration and intergovernmental coordination.

She has also undertaken several projects for USAID, DANIDA, DFID and the Global Fund and advised on several other government projects. She is currently leading the development of the intergovernmental fiscal transfer system for the Government of Swaziland. This will help the country adequately progress their decentralization agenda in accordance with the 2005 Constitution.



*“Investing  
in the next  
generation”*



# A Day in the Life of a UWC Student

Khasai Makhulo, a second-year student from Kenya, writes about the impact life at UWC Changshu China has had on her.



When I got selected by the UWC Kenya National Committee to join UWC Changshu China (UWCCSC), in 2016, I initially felt apprehensive. Up till that moment, I could not have even dreamed of studying in China. Nevertheless, I was excited about the prospect of going to study the two-year International Baccalaureate Diploma Programme at UWCCSC, and meet new people from around the world completely out of my comfort zone. Being surrounded by like-minded people has made me see that there is so much hope for the world with all of us in it. I have begun to see change as a force that the global community could use to make the world the best it could possibly be. I have been exposed to so many different ideas, perspectives and cultures that I am starting to realize how I fit into the broader picture of the world. I am gaining a deeper understanding of the world and as my eyes are being opened to many new things, I can see how my unique input influences ideas, opinions, viewpoints and how this could potentially change the world.

As a UWCCSC student, I can't really determine when my day starts because it never ends. I am constantly surrounded with new circumstances as well as new ideas from my classmates, housemates, roommates, and my teachers. It is commonplace for me to feel a bit overwhelmed.

On some days I hardly get any sleep because of the spontaneous yet casual hour-long conversations with my roommates or birthday celebrations that promptly commence at midnight, or going to a friend's room and just hanging out because sometimes we hardly see each other. This sometimes means that I am late to my 8 o'clock classes and never eat breakfast.



All UWC schools and colleges follow the International Baccalaureate Diploma Programme, as the curriculum of choice. This is a rigorous and very demanding educational programme. There are some weeks that are really hard to get through, but classes are often very stimulating and enlightening. Due to the diversity of our backgrounds, someone always has a new perspective that can be considered or an example of what happened in their country to reflect upon. For example, in my History class we were studying Mussolini and Italy in the 20th Century. The Italian girl in the class shared stories about her grandparents, and even helped in the pronunciations of names and places. This is not something I experienced in a regular classroom before. I was able to see Italian history beyond the pages of a textbook or a documentary film.



When I applied to UWC I expected that I would be exposed to different views and cultures, but I didn't realize the extent to which these would be integrated into the classroom. This novelty still continues to astound me. It is usual for teachers to start their sentences with, "I know this will be controversial" or "There are different ways to look at this". It is therefore not surprising that by the time the teachers finish their sentences hands fly up all offering different points of view to be considered. I often find myself thinking to myself "I have never thought of it like that" and "What an interesting perspective". Aside from becoming more knowledgeable, I also have become more sensitive to issues around the world. Apart from the IB Diploma Programme being so demanding, I find how the IB curriculum is entrenched into the UWC experience very rewarding. There are, however, some weeks where the overall atmosphere in school is low, there are some weeks when everyone is happy and excited. The best thing is that we are all there for each other through the hard weeks and the good weeks.

After school I go back to my room to either nap or do my homework. I share a room with three other students, each one of us from a different country: China, Belarus and South Korea. Sometimes we can get so engrossed in our conversations that I am constantly worried that someone will come knocking on our door to tell us to keep it down. Quite often one of my roommates tells me, "This is a snack from my country, do you want to try it?" I am not very adventurous with food so I sometimes feel the urge to say no, but I always accept the offer. Sometimes when it looks unusual, I let it sit on my shelf for days before forcing myself to close my eyes and eat it. It is no surprise that some of them turn out to be great tasting. Apart from the sharing of food, we naturally share our cultures with each other. From passionate Russian rap battles to beautiful cultural dresses, we are exposed to each other's worlds. Additionally, in my room phone calls are never in English. Even though this is the only language we speak to each other. I always try to guess what conversations are about, or ask how to say this or that in their languages.



At UWCCSC we are organised into boarding houses. Naturally, our housemates are some of the closest people to us; they are the first people we see in the morning and the last people we see at night. Something I find beautiful about our boarding houses is that they are named after the word "house" in different languages. This reflects the community of UWCCSC because house means different things to each one of us in UWCCSC, yet this community is very open in trying to embrace and fit each one of us in order to create a new meaning of the word house. During the first few months of joining UWCCSC, I missed my home country Kenya and my family so much. Then, I was still quite new to China, and my house - Meraki- was my home away from home, my backbone. My house community made me feel loved and at home here. We regularly have house dinners and house meetings which bring us closer and have helped me learn more about countries that were previously unknown to me. Meraki house meetings are characterised by varied opinions and loud laughs, but always end with an appreciation circle where we tell each other the highs and lows of our weeks and appreciate people who made us happy during the week. Initially, this felt like when parents force you to tell your brother and sister that you love them, but progressed to one of the highlights of my weeks. Other people would know when we had house meeting because of the loud voices and commotion. A common source of contention was who would clean the fridge. Whenever someone would open the fridge a weird smell would come out, no one would own up to leaving rotten food, so this became a weekly tradition.





Moreover, UWC centres on intercultural understanding. Every week, we have a Global Issues session where we learn about different things going on in the world. From Global Issues, I have learnt so much. Not only are issues presented, but also solutions, or rather suggestions of solutions. The theatre building can light on fire, with people giving their opinions and what they disagree with. If someone gives a strong point, hands shoot up shaking in a sort of jazz hands, whereas if someone offers a controversial point, there are many hands that go up ready to offer a different point of view. Global Issues are often presented by students therefore creating a more personal touch to the subject. I find the most interesting Global Issues to be the ones presented by students about an issue that has affected them in some way. Prior to the 2017 elections in Kenya, my co-years and I presented a global issue about ethnicity, corruption and the 2007/2008 post election violence. After our presentation, there were many questions which we found difficult to answer. The questions centered on why we can't just impeach corrupt officials, why tribalism is so hard to combat and many others. Not knowing the answer to the questions as well as knowing that I had not done anything to try and change anything in Kenya sparked a fire within me and gave me motivation to be a change-maker. From feminism to tackling rape culture and tribalism; I had always seen them as someone else's problem to fix, or too big to handle, but through this I saw that sitting down was not doing enough. Many people in this community are pro-active in whatever they are passionate about. As one of my good friends here says, "Change has to start somewhere, it doesn't matter how small it is".





Exchanging culture is an essential part of the UWC movement; therefore, the school encourages us to engage with our surroundings. This can be through service initiatives, travelling in China and many more. A regular eating spot for me and many of my schoolmates is about a 10 minute walk from school: we call it the “village”. This is not the ordinary village you are accustomed to because it has apartments, a supermarket, multiple convenience stores and looks very much like a CBD. Here we eat street food, buy groceries and other essentials. Some students who are learning Chinese use it as an opportunity to practise their Chinese skills by speaking to the locals. I enjoy going to the village and eating egg fried rice, chicken, flatbread and other delicacies. This is an immersion into Chinese culture right near our school. As for trying my Chinese skills, when I try to ask for something shopkeepers often furrow their eyebrows, try to follow the movement of my mouth or hands, trying to grasp an idea of what I could possibly be saying. I find this to be discouraging sometimes, but when they do understand, I feel triumphant in whatever little I can communicate. Sometimes they are surprised that I can say anything in Chinese and immediately jump into rapid questions in Chinese to which all I can answer is “wo de zhong wen bu hao”, “My Chinese is not good”

Additionally, we have annual project weeks where we get to enjoy and experience the beauty of China and exchange some of our culture with Chinese people. We go to schools and play with the children, tell them about where we come from and learn Chinese culture through paper cutting, calligraphy and many other activities. During my project week, I went to Henan province, met some amazing children and ate some particularly interesting foods. From chicken feet, to liver and kidney, Chinese food never ceases to amaze me. (I once ate pig's skin!) The children of the school we visited were very curious about our cultures and what it is like in Kenya.



I personally felt a lot of attention was on me because I was black and this is not something they are used to seeing. I had heard a lot of negative stories from other black people in school of children running away from them, calling them monkeys so I was apprehensive. However the attention I got was not negative, just curious. Children asked me “What fun things do you do in Kenya?”, “What are some cultural celebrations in Kenya?”, “What do Kenyan people like to do?”. This curiosity pleased me and made me want to share my culture and share Kenya to many people.



Being black in China was by far the biggest cultural shock that I have had. When I am in supermarkets or walking in the streets, I can feel people's eyes following me. When I turn to look at them, they match my gaze unflinchingly and take out their phones to take pictures. At first, I was quite unsettled, but I grew used to it. Some people even walk up to me and touch my hair and skin: believing that I cannot be a real person. I mostly laugh it off because I understand that I am the first black person some of them have seen, but other times I get so frustrated I go back to school where I can walk 10 metres without anyone gawking at me.

All in all, even though this is not somewhere I had ever dreamed of being, I believe that it is the best possible place for me. I am having the most fun I have had in my life so far.



*All in all, even though this is not somewhere I had ever dreamed of being, I believe that it is the best possible place for me. I am having the most fun I have had in my life so far.*







## Get in Touch

Please contact UWC Kenya's One World Team with your news, views and photographs. Comments and feedback are always welcome.

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