

DECEMBER
2018



WORLD

A  UWC KENYA National Committee Publication

INSPIRING
CHANGE

In this Issue:

News

Dr. Musimbi Kanyoro
Appointed Chair of UWC International Board

UWC Impact Stories

Sky School: Scaling Up Secondary
Education for Refugees

Spotlight on

Waterford Kamhlaba UWCSA

UWC Alumni Profiles

Li Po Chun UWC of Hong Kong Alumnus,
Dr. Grace Wanjiku, Leading Change in
Emergency Medicine Education

... and more

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

Nelson Mandela,
Honorary President, UWC

 **UWC** KENYA

In this Issue

ONE WORLD
December 2018

News

Stories Celebrating the Global UWC Community



Dr. Musimbi Kanyoro Appointed Chair of UWC International Board



UWC Adriatic College Alumnus Chrystia Freeland Named 2018 Foreign Policy's Diplomat of the Year



UWC Red Cross Nordic Alumnus Dr. David Sengeh Appointed Sierra Leone's first Chief Innovation Officer

UWC Impact Stories



Sky School: Scaling Up Secondary Education for Refugees



UWC Atlantic College Alumnus Dr. Nathan Wangusi helping to improve access to safe water in Kenya



Li Po Chun UWC of Hong Kong Alumnus Dr. Grace Wanjiku Enhancing Emergency Medicine Education



A Life in the Day: Ivy Tirok, (Kenya, UWC Maastricht, 2017-2019)



Spotlight on Waterford Kamhlaba UWC of Southern Africa

Inspiring Change



The Safari Doctors' boat, off the coastal County of Lamu near Kenya's border with Somalia. Founded by Umra Omar (Kenya, UWC Atlantic College 2000-2002), Safari Doctors, a programme operating out of the coastal county of Lamu, Kenya, offering free basic medical services where there are almost none.
Photo Credit: Safari Doctors



UWC South East Asia students during their 2018 Service Trip to Daraja Academy, Nanyuki in Kenya

Photo Credit: Martin Spreckley

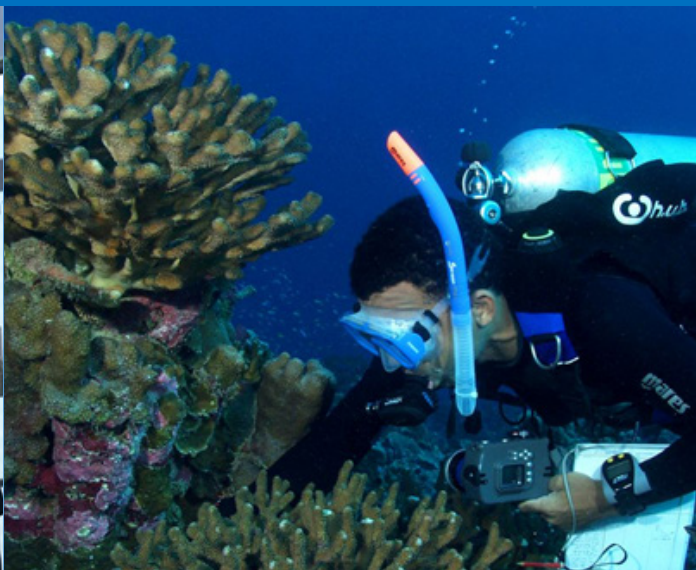
"UWC's mission only makes sense if we view it through the lens of alumni impact. That mission - to make education a force for a more peaceful and sustainable future - can seem beyond ambitious, certainly lofty, maybe even unrealistic and naive, unless we accept that it is the actions of UWC alumni that give it meaning and make it attainable"

Keith Clark, (Former UWC Executive Director, 1999- 2015)



Vartan Gregorian, the President of the Carnegie Corporation of New York and Co-Founder, Aurora Humanitarian Initiative, greets and Ike Njoroge, (Kenya, WK 2011-2017) and Ella Pang, (USA, WK 2013- 2017) during the 2017 Prize Award Ceremony at UWC Dilijan in Armenia

Photo Credit: Aurora Humanitarian Initiative



David Obura (Kenya, Pearson College UWC, 1983-1985) examines coral reef recovery in the Phoenix Islands.

Photo Credit: Brian Skerry

Dr. Musimbi Kanyoro Appointed Chair of UWC International Board



UWC International announced the appointment of Dr. Musimbi Kanyoro in October 2018 as the incoming Chair of the UWC International Board. In this role, she will provide leadership and strategic guidance to the UWC movement both internally and externally, acting as a figurehead and ambassador who will help advance UWC's mission to make education a force to unite people, nations and cultures for peace and a sustainable future.

"I am excited because education to me is really a very important aspect of human development, for people living together, and for people's own personal empowerment. Usually when I am asked to name three things that are important to bring development I usually say education - number one -, education - number two-, and education - number three," she said. "I grew up in a small farm village. When I meet mothers, I meet fathers, I meet children and I ask them what are the dreams that you have for your children, for yourselves, they always say: 'We want our children to have better lives than we have. We want them to have education.'"

Reflecting on her new appointment and on the role of the UWC schools and colleges around the world, Dr. Kanyoro added: *"When I look at UWC schools and colleges, I don't simply focus on the good of the UWC schools and colleges, but I rather look at them and think what is missing in other places. So for every success of a UWC school, I would like to think about those other students that do not have the same kind of opportunity. And then find the voice and the words to advocate for a larger scale of opportunity for those people that are not part of a UWC school."*

Dr. Kanyoro is globally recognized for her leadership of organizations and initiatives that advance health,

development and human rights. She currently serves as the President and CEO of the Global Fund for Women, a large foundation that invests in, and advocates for, women and girls. With more than 30 years of experience mobilising and managing international non-governmental organizations at both the global and grassroots levels, Dr. Kanyoro will bring valuable insight and competencies to her new leadership role on the UWC International Board.

Dr. Kanyoro's early work focused on the self-determination of African peoples and the abolition of apartheid in South Africa. Born in Migori in western Kenya, she has traveled extensively to all parts of the world, and lived for extended periods of time in Africa, Europe and the USA - as a true global citizen, she reflects the international nature of the UWC movement. Dr. Kanyoro is passionate about using philanthropy, education, media and technology to drive social change particularly amongst youth, women and marginalised peoples of the world.

The UWC Kenya National Committee and the entire UWC movement welcome Dr. Kanyoro as she joins us in our aim to provide values-based education to a diverse community of learners around the world and is looking forward to Dr. Kanyoro's leadership.



Promoting Students Co-agency in International Policy Making

A UWC Robert Bosch College Student appointed a member of the student advisory board for the OECD Education 2030 project.

Celina (Denmark, UWC Robert Bosch College, 2017-2019) was appointed a member of the student advisory board for the OECD Education 2030 project. OECD (Organization for Economic Cooperation and Development) is an intergovernmental organization with 36 member countries. According to OECD's website the Future of Education and Skills 2030 project "aims to help countries find answers to what knowledge, skills, attitudes and values are needed for today's students to thrive and shape their world, as well as how instructional systems can effectively develop them." In her capacity as a student representative, Celina attended OECD meetings in Paris in October 2018 and has actively worked in a student focus group. She helped create the model of student co-agency, which will soon be published in the project's final report. It is called the sun model. I will be probably be the first ever academically published model created entirely by students in international education policy.

"One of my personal highlights was being a panelist on behalf of the student advisory group at the opening panel discussion in this OECD October meeting, talking about civic engagement, student agency and student's unrecognized capabilities. This was the culmination of the progress we have worked hard for, from not being heard to owning the space, and demanding our place at the big table. While I think there is lots of room for improvement when it comes to hearing the voice of students, I must also say that in those two years, we have made progress."

Celina (Denmark, UWC Robert Bosch College, 2017-2019)

November 2018

Annual UWC Fundraising Gala Held in New York

Helping to Educate Future Leaders

Dr. Grace Wanjiku

Li Po Chun UWC of Hong Kong Alumna

Dr. Grace Wanjiku, (Kenya, Li Po Chun UWC of Hong Kong, 2000-2002,) was a guest speaker at the UWC Fundraising Gala. In 2000, Grace was awarded a full scholarship to study at Li Po Chun United World College of Hong Kong.

UWC International held the second annual New York fundraising gala on 15 November, 2018 at International House, New York. The aim of the event was to raise funds to provide disadvantaged young people and in particular refugee students, with life-changing scholarships to a UWC school.

The evening featured UWC alumni speaking about their journeys and how UWC has changed their lives. The event was hosted by Eleanor Beaton (UWC-USA, 1995-1997), an award-winning journalist, speaker, executive coach and podcast host working with women in leadership positions.

The other speakers were: Dr. Grace Wanjiku, (Kenya, Li Po Chun UWC of Hong Kong, 2000-2002,) and James Bicomumpaka (Waterford Kamhlaba UWCSA, 2011-2016). A silent auction that comprised of 17 pieces of original art on the topic of the greatest humanitarian crisis of our time - the refugee crisis, opened online prior to the event and was extended for a few days post event helping to capture bidding from those who were unable to attend because of a storm. The artwork was generously donated by UWC students and alumni currently studying Arts and Design degree courses or graduated from the School of the Art Institute of Chicago, Ringling College of Art and Design, Wellesley College, Harvard and MIT in the US and the University of British Columbia in Canada, respectively. It was a gesture to help create an impact and give back or provide a "a life-changing" educational opportunity for a prospective UWC student.

The honoree of the night was Dr. Vartan Gregorian. He is the President of the Carnegie Corporation of New York, a grant making institution founded by Andrew Carnegie. He is the co-founder of the Aurora Humanitarian Initiative and a past President of Brown University. He was honoured by Jens Waltermann, the Executive Director at UWC International, in lieu of Queen Noor of Jordan.

November 2018

Xochitl Torres Small Elected to the U.S. Congress

Xochitl Torres Small (USA, Waterford Kamhlaba UWC of Southern Africa, 2001-03) was elected to the U.S. Congress, in New Mexico's 2nd Congressional District. She is the first-ever woman to serve as this District's Congress person. After graduating from Georgetown University, Xochitl returned home and began working as a field organizer in 2008. Later, she worked as a field representative for U.S. Senator Tom Udall, where she helped to set up his southern New Mexico district office, which was responsible for serving much of the current NM 2nd Congressional District.

Xochitl worked on issues ranging from water conservation and infrastructure development to education and healthcare accessibility. Inspired by her work with Senator Udall, Xochitl went on to the University of New Mexico School of Law and undertook a federal clerkship before dedicating herself to water and natural resources issues as an attorney in Las Cruces. Xochitl also volunteered as a member of the U.S. UWC Selection Committee, responsible for selecting at least 52 students annually to receive UWC scholarships. Eventually, she was selected as Chair of the Selection Committee, a testament to her commitment to UWC and to her ability to bring people together. During this time, she played a critical role in bringing generations of diverse Americans from New Mexico and across the country to UWC, changing the lives of hundreds of young people.

Shelby and Gale Davis Visit Waterford Kamhlaba UWCSA

"Learn. Earn. Return." These are the three powerful words that Shelby Davis left with us with during his gracious visit to Waterford Kamhlaba UWCSA. Our school had the honour of hosting Shelby Davis together with his wife Gale Davis from Sunday the 7th October until Tuesday the 9th October 2018.

On Monday the whole school had the opportunity of listening to an inspiring speech from Mr. Davis through which students were able to learn significant and intriguing facts about him. Later that day, the Davis party visited Sobhiyozo Pre-school, with a group of students and participated in the Community service project we engage with each week. They enjoyed their time with the children and the students and there was a great deal of laughter and fun during the session. The Davises had the opportunity to dine with students in the school cafeteria, answered questions in an interactive Q&A forum with students and met with current Davis Scholars and alums. At the end of the day they were treated to a school concert of music, poetry and acting.

Shelby M.C Davis and Phil Geier are the cofounders of the Davis UWC Scholars Program. They both started of with a simple idea, which was to provide scholarships to talented international students at American colleges and universities, which they hoped would transform those students' lives and enhance the global diversity of the American higher education. This could therefore create connections among future leaders and foster international understanding.

Davis and his family have contributed more than \$ 75 million to United World Colleges (UWC) that are found all over the globe and currently spend \$40 million annually on various Davis-UWC scholarships. Mr. Davis established 100 full scholarships for American students to attend

UWC campuses worldwide. The Davis scholars Program currently supports need-based scholarships each year for over 2,900 UWC graduates who enroll at 95 U.S colleges and universities. Mr. Davis has served on boards of the United World College in USA, the Hoover Institution at Stanford University, and the Teton Science School in Jackson, Wyoming.

In 2015, Shelby Davis launched the Davis UWC IMPACT Challenge across the 15 UWC schools and colleges then in operation, with a commitment of \$15 million in match-funding to be distributed evenly as the schools and colleges register an overall increase in the number of alumni, parents, friends and family making gifts. As of September 2017, all 17 UWC schools and colleges are now participating in the Davis-UWC IMPACT Challenge, Mr. Davis having extended the full \$1 million match to our two newest UWC schools, UWC Thailand and UWC ISAK Japan, for a total commitment of \$17 million. In 2017, five out of the six remaining participating UWC schools and colleges reached the Challenge's fundraising goal and unlocked match-funding, while Waterford Kamhlaba UWC of Southern Africa completed the Challenge, releasing the full \$1 million match. In the year 2018 Shelby Davis announced another major donation to UWC of at least 100 million USD! This gift to support the DARE TO DREAM scholarship Programme is one of the most significant gifts ever made to a secondary educational institution.



Shelby M.C. Davis is the founder of and a senior adviser to Davis Selected Advisers, L.P., and a mutual fund management company managing more than \$40 billion. A history major at Princeton, class of 1958, he became the Bank of New York's youngest vice president since Alexander Hamilton before starting his own firm.

Shelby Davis' speech while he was at UWC Waterford Kamhlaba was truly memorable. The few key points that he made that truly made it impeccable was the story of how he was brought up. He was raised in a very humble background and his parents taught him to be frugal, friendly and humble. He also brought up how his parents always told him that just as bad habits are hard to break, good habits are also hard to break and therefore start living a life of doing constant good habits. He also believes that some of the traits that he possesses as the person he is right now came from his parents. His compassion he inherited from his mum and from his dad he inherited his business traits. As a young student who is about to join university, the greatest quote that was uttered by Mr. Davis was, "study courses that have stood the test of time."

As I was writing this article as well one of his quotes lingered in my head as I typed each word and is the quote that I will be leaving each and every one of you with, "do not put what you can do today for tomorrow."

November 2018
Stories Celebrating the Global
UWC Community

Elea Africa: Demystifying Africa, One Region at a Time

By Stellah Bieta, (Kenya, UWC Mahindra College, 2016-2018)
Drusilla Talawa (Kenya, Mahindra College, 2016-2018) and
Asemahle Mgayi (South Africa, UWC Mahindra College, 2016-2018).

As is customary of individuals who have embarked on any journey that is nearing its end, a couple of us nearly UWC graduates began talking about our learnings over the past two years. Some spoke in great detail about how their beliefs were challenged, minds opened and how they acquired a very fine level of scepticism towards the world and its politics. The most interesting bit of the conversation however, had to do with the more personal learnings that occurred principally based on the fact that we come from Africa and are in fact African.

Over the two years, we had various experiences in our distinct UWC campuses where we felt that a majority of our non-African peers were hugely misinformed about our part of the world. It was by no means our intention to have our peers recite our national anthems, we just wish that a majority of them did not rush to use our countries as case studies on poverty and disease or cite unheard of facts such as not having any banking systems in Africa. Being one of the biggest, most historically diverse continent we were rather offended about how easy it was for our peers to fall back on the prominent single narrative of poverty, disease and primitive cultures. However, this realization fuelled the cultivation of a solution to educate not only UWC students but the world's youth about the African continent.

Elea was conceived. Elea is a Kiswahili word with various meanings, the most relevant one being 'clarity or to "demystify." A big part of our mission is to bring clarity

to the African continent as a means of influencing global perspectives on Africa, as a place of opportunity and rich history. However, it is one thing to speak of a place but to actually engage with it through tangible experiences.

Thus, we proposed the experiential learning summer program that is Elea Africa for the purposes of initiating discourse about the various misconceptions. Elea Africa is therefore an experiential learning summer programme centered on debunking and challenging misconceptions about the African continent. We aim to achieve this through our RES (Recreation, Education and Service) model of experiential learning, that will comprise of open discussions with individuals affiliated with African academia, engaging with local arts and craft industries as well as NGOs and other organizations to get a sense of how they are solving various social, environmental and economic issues within their contexts.

Furthermore, a few of the intriguing aspects about Elea Africa is our goal to remain a summer program for many generations by moving from one region to the other. In 2019 we hope to start in East Africa particularly Tanzania and Kenya. In subsequent years, we will explore Southern, West and North Africa. Visiting various countries is imperative to this programme because it allows participants to not only see the diversity that exists within one country, but to experience how two countries - such as is the case with Tanzania and Kenya - can speak the same language and be united on many fronts, but also celebrate differences which speak volumes about their individual histories.

Currently, Elea Africa is considering to become a UWC Short Course by mid-2019. The programme is expected to run from the 15th - 28th of July and is open to 16-20 year olds. We are open to suggestions and any help that you can offer in order to make this programme as meaningful and engaging as possible!

“Becoming part of the core Elea Africa team was a mission which seemed both challenging and incredible. However, as inhabitants of this rich continent we knew it was a journey we had to embark on. We (Drusilla Talawa, Stellah Bieta and Asemahle Mgyai) were all born and raised in Africa(Kenya , Tanzania and South Africa respectively). While we completed our IB diploma in India, Elea was conceived. As we launch the programme in 2019, our careers in medicine , mechanical engineering and international law begin as we start our undergraduate degrees in the United States and Spain.”





Photo Credit: Foreign Policy

UWC Adriatic College Alumnus Chrystia Freeland is the recipient of the 2018 Foreign Policy's Diplomat of the Year Award

The Honourable Chrystia Freeland, (Canada, **UWC Adriatic College**, 1984-1986), Canada's Minister of Foreign Affairs and past Minister for International Trade received the 2018 Diplomat of the Year Award. In her congratulatory message Christine Lagarde, Managing Director of the International Monetary Fund, said:

“In many ways, Chrystia’s approach to international relations is what we imagine diplomacy can be at its best. It is about weaving together multiple threads—from politics, to culture, to economics—to make global challenges more manageable. It is also about fostering global prosperity by building on sound domestic policies.”

Freeland is a past Managing Director and Editor of Consumer News at Thomson Reuters, U.S. managing editor of the Financial Times, Deputy Editor of the Financial Times, in London. After cutting her journalistic teeth as a Ukraine-based stringer for the Financial Times, the Washington Post, and The Economist, Freeland went on to wear many hats at the Financial Times, including deputy editor, UK news editor, Moscow bureau chief, Eastern Europe correspondent, editor of the Weekend Edition, and editor of FT.com.

Chrystia Freeland received her undergraduate degree from Harvard University before continuing her studies on a Rhodes Scholarship at the University of Oxford. She speaks English, French, Ukrainian, Russian and Italian.

November 2018

Stories Celebrating the Global UWC Community

Waterford Kamhlaba UWCSA Celebrates Africa Week 2018

“The theme “Africa Unbound” gave students and staff the opportunity to examine the relationship between Africa and the world, within the context of changing global geopolitical dynamics, and explore how Africa can reposition itself in relation to these dynamics.”

Waterford Kamhlaba UWCSA (WK) was founded in 1963 with the mission of standing against Apartheid South Africa by creating a school where students of different races could learn together. In 1967, His majesty King Sobhuza II, Ngwenyama of Swaziland, granted the school the title of 'Kamhlaba', to reflect the school's rich and culturally diverse community. Today, as a UWC school, Waterford is faced with different challenges than the challenges faced when it was first founded. WK is currently the only UWC school located in Africa. The school has a responsibility not only to its host country, Eswatini, but to the entire continent to create leaders, innovators and entrepreneurs that will lead Africa to prosperity.

For a school with approximately 60% of students coming from African countries, there is a need to educate students on the value of the continent, especially in a world that may give false perceptions. Furthermore, following WK's mission to produce leaders for the continent, our potential leaders to be well oriented with ever changing dynamics within and surrounding Africa, so much so that they are able to equip themselves with the skills to solve problems and pave the way forward.

Africa Week 2018 featured a range of events, an opening assembly, workshops, the screening of an African film, an Africa Night of live music, food, fashion and dance. The highlights of Africa Week was a Keynote address by Mama Graca Marcel and two panel forums. The first forum examined the topic: **The New Scramble for Africa: Recolonization or Pan-African Renaissance?** The second panel forum explored the topic: **Africa's Demographic Boom: Opportunity or Ticking Time Bomb?** The Keynote address by Mama Graca Machel, emphasised the importance of Africa's youth and encouraged an audience of Young people to live up to their potential.





“Be conscious of the power you have and use it to change the continent. Change it by challenging systems that cause the social ills. Challenge governments who pass laws that are counter-productive to the people’s needs, not by burning houses and breaking down bridges, but by being united in one voice. Change by voting those governments out of office”

- Graça Machel

In organising these events, the UWC Africa Week committee hoped to achieve the following objectives: to encourage all members of the greater community to challenge their own perceptions of the continent; to take a closer look at all the contemporary aspects of Africa in the 21st century. Challenge the Afro pessimistic view of poverty, disease, hunger, and war; to put in place a new perspective: that of a culturally rich, socially diverse, and economically powerful continent with an unparalleled potential and an unchallenged pride and to strengthen the sense of unity among all members of the UWC community, including Waterford Kamhlaba students, alumni, staff, and associates.

Africa Week contributes to broadcasting our stories of our African worlds to the global state. The week showcases examples of continued African excellence: innovations in technology, economy, education, law and achievements in politics. All these alongside the negative stories and events are used to support the colonial and pessimistic narrative of the dark or the hopeless continent. We recognize our challenges, real and at times dire, in their own nuanced contexts. We think about them and honour those who act to address them in thought, advocacy, and action.

Africa Week is an attempt by the UWC students to re-investigate and re-represent Africa-in-the-world. Africa is the growth continent of the 21st Century. Africa Unbound sought to inspire young Africans to see themselves as potential agents of change to unbind Africa and transform its future.



Past Africa Panel Forum: Unscrambling Perspectives on African Feminism – Defying the Cultural Narrative

Feminist movements have made great strides in drawing attention to gender-based inequality in Africa. However, the existence of hierarchies in societies dominated by patriarchal values, means a change of mindset is still required. This panel forum will deconstruct the articulations of the concept of contemporary African feminism and its social implications. The dialogue will examine the diversity of expressions, tensions and contradictions about African feminism in shaping Africa in the context of gender parity, social justice, political thought, African History and cultural relativism.

Waterford Kamhlaba
UWCSA Celebrates
Africa Week 2018



LIYANA

Eswatini Premiere of Award-Winning Film LIYANA

Winner of Over 25 Audience and Jury Awards at International Film Festivals

LIYANA the movie premiered in Eswatini in May 2018. The documentary/animated film is directed by award-winning filmmakers, Amanda and Aaron Kopp (Waterford Kamhlaba UWCSA, 1999-2001), and executive-produced British/Zimbabwean Actress, Thandie Newton. The film LIYANA is the winner of over 25 audience and jury awards from international film festivals around the world. Under the guidance of acclaimed South African storyteller, Gcina Mhlophe, five orphaned children from Eswatini collaborate to craft an original fairytale drawn from their darkest memories and brightest dreams. Their fictional character, Liyana, is brought to life in innovative animated artwork as she embarks on a dangerous quest to rescue her young twin brothers.

The premiere weekend kicked off with a reception and screening at Movie Zone generously hosted by the U.S. Embassy in Eswatini. The film team and all the children from the farm enjoyed a night on the red carpet! This was followed by a magical public premiere at the House on Fire venue, presented by MTN BUSHFIRE. Much of the musical score was made in Eswatini featuring local musicians and vocalists. The film features a song "Umfula Lomuhle," Composed by Mr. Samuel Wilkinson the former Head of the Music Department at Waterford Kamhlaba UWCSA. Some of the vocalists were Waterford Kamhlaba UWCSA students.





November 2018

Stories Celebrating the Global
UWC Community

UWC Red Cross Nordic Alumnus, Dr. David Sengeh Appointed Sierra Leone's First Chief Innovation Officer

Chief Innovation Officer of Sierra Leone Dr. David Sengeh meets with Principal Founder of Microsoft Corporation to discuss reducing extreme poverty through innovation

Dr. David Sengeh, (**Sierra Leone, UWC Red Cross Nordic, 2004-2006**), was recently appointed by President Julius Maada Bio of Sierra Leone as the first Chief Innovation Officer, to head the Directorate of Science, Technology, and Innovation in the office of the President. Until this appointment, David was a Research Scientist at the IBM Research Africa, based in Nairobi, Kenya, where his work focused on the design and deployment of healthcare technologies in Africa. After completing his International Baccalaureate Diploma at UWC Red Cross Nordic, Dr. Sengeh studied Biomedical Engineering at Harvard University as a Davis UWC Scholar. He completed his Ph.D. at the Massachusetts Institute of Technology (MIT), Media Lab, where his research in the Biomechatronics Group focused on the design of comfortable prosthetic sockets and wearable interfaces.

A social entrepreneur, Dr. Sengeh is the President and co-founder of the international NGO Global Minimum Inc. (GMin) which focuses on youth innovation projects in Kenya, Sierra Leone and South Africa. Founded in 2012,

Global Minimum is an African youth and innovation project that aims to break the cycle of dependence by empowering young inventors to develop tangible solutions to their community challenges. Currently, GMin's main flagship project is Innovate Challenges; a social action and mentorship programme created to nurture a culture of innovation and foster an entrepreneurial spirit among high school students in Sierra Leone, Kenya and South Africa.

Dr. Sengeh is on the Forbes list of 30 Under 30 in Technology for 2013, he is on the Wired Smart List 2013 and winner of the Lemelson-MIT National Collegiate Student Prize (2014). He is a 2014 TED Fellow and was a National Geographic Emerging Explorer (2015) among other awards and recognitions.



November 2018

Stories Celebrating the Global
UWC Community

Eswatini Premiere of Award-Winning Film LIYANA

Anne Enright

Photo Credit: Domnick Walsh

Man Booker Award-winning author Anne Enright, (Ireland, Pearson College UWC 1979-1981) received the 2018 Irish PEN Award for Outstanding Contribution to Irish Literature. PEN stands for Poets, Playwrights, Editors, Essayists and Novelists. It is an international association of writers which promotes literature and defends freedom of expression. Anne Enright has published novels, short stories, essays, and a non-fiction book. A Fellow of the Royal Society of Literature, her fourth novel *The Gathering* won the 2007 Man Booker Prize, one of the most prestigious awards in literature. A year later the same book won the Irish Novel of the Year Award. In 2016 her novel *The Green Road* won the Kerry Group Novel of the Year prize. She has also won, the 2001 Encore Award and the 2008 Irish Novel of the Year. She was named the inaugural Laureate for Irish Fiction, (2015-2018), by the Arts Council of Ireland. It is the highest honour that the Irish State can bestow on a writer in this genre.

Following a career in television production, Anne took up writing full time. Her short stories have appeared in the *New Yorker*, *Granta* and *The Paris Review*. She won the Davy Byrnes Irish Writing Award in 2004, her first collection, *The Portable Virgin*, won the Rooney Prize for Irish Literature in 1991 and her novel, *The Green Road*, published in May 2015 was nominated for the Booker Prize. After graduating from Pearson College UWC, Anne Enright went to study English and Philosophy at Trinity College, Dublin, and then received an MA in Creative Writing from the University of East Anglia's prestigious creative writing programme.

November 2018

Stories Celebrating the
Global UWC Community

Eswatini Premiere of Award-Winning Film LIYANA

Kanchan Amatya, Founder Sustainable Fish
Farming Initiative

Photo Credit: Forbes Asia



Kanchan Amatya, (Nepal, UWC Red Cross Nordic, 2010-2012), was named to the 2018 Forbes Asia '30 under 30' list in social entrepreneurship. Kanchan Amatya, 23, is a multi-award winning social entrepreneur, women's rights advocate and an anti-poverty activist. She is the Founder and Chief Executive Director of Sustainable Fish Farming Initiative in Nepal. The initiative is a social enterprise that empowers South Asian indigenous women to combat extreme hunger and poverty in South Asia through sustainable aquaculture; by providing rural women with training and resources to create their own micro-enterprises. By providing rural women with access to finance, technology, local assets and training they are able to create their own micro-enterprises.

Kanchan's work has in the past been recognised by former U.S. President Bill Clinton, the Government of Nepal, and the United Nations. She also serves as UN Women's Global Champion for Women's Economic Empowerment. Kanchan is also the recipient of the "2017 Everyday Young Hero Award" by Youth Service America and was listed on "100 Young Leaders Under 25" by Impact Squared, U.K. Kanchan was awarded "2018 Young Leaders Award" by Women Economic Forum. She serves as the President of United Nations Girl Up Campaign – Nepal Chapter,

Director of Helpless Women and Children's Service Society and an Ambassador of Women Protection Center, through which she has worked extensively with rescued women and children survivors of gender-based violence and human trafficking in South Asia.

She was selected by the Nepalese UWC National Committee and awarded a scholarship to study the International Baccalaureate Diploma Programme at UWC Red Cross Nordic in Norway at the age of 15. She received a Davis UWC scholarship to study at the University of Oklahoma.

Below: Three UWC Alumni from Nepal, Kanchan Amatya, (second from right), Jenish Amatya (UWC USA 2011-2013) and Abhinav Khanal (Pearson College UWC, 2010-2012) were honoured in March 2014, by President Bill Clinton at the Annual Global Clinton University gathering of university students. They were awarded a "Resolution Fellowship" and a grant to continue their project- Sustainable Fish Farming and Microfinance Initiative. The award is under the Clinton Global Initiative University (CGI U) which brings together college students to address global challenges with practical, creative solutions.

Photo Credit: Clinton Foundation





Peter Sands

March 2018**Stories Celebrating the
Global UWC Community**

Peter Sands Becomes the Executive Director of the Global Fund

Peter Sands (Britain, Pearson College UWC, 1978-1980) became Executive Director of the Global Fund to Fight AIDS, Tuberculosis and Malaria in March 2018, having been appointed by the Global Fund board. Sands served as the Chief Executive Officer of Standard Chartered Bank from 2006 to 2015, having joined the bank in 2002 as Group Finance Director. Under his leadership, Standard Chartered successfully navigated the turbulence of the global financial crisis in 2007-2009. Standard Chartered Bank is one of the world's leading international banks operating across over 70 markets, primarily in emerging markets. During Sands' tenure as CEO, Standard Chartered focused its corporate responsibility initiatives on health issues, including avoidable blindness, AIDS and malaria. Sands served on the board of the Global Business Coalition on AIDS, Tuberculosis and Malaria and was Lead Non-Executive Director on the board of the United Kingdom's Department of Health.

After a distinguished career in banking, Sands went on to serve as a research fellow at the Harvard Global Health Institute and the Mossavar-Rahmani Center for Business and Government at Harvard Kennedy School of Government, where he immersed himself in a range of global public health projects. In 2016-2017, Sands chaired the International Working Group on Financing Pandemic Preparedness at the World Bank.



January 2018

Stories Celebrating the
Global UWC Community

Nonkululeko Nyembezi-Heita Becomes First Female Chair of Alexander Forbes Board

Nonkululeko Nyembezi-Heita
Photo Credit: World Economic Forum

In 2012 she was named among Forbes' world's top 100 most powerful women.

Nonkululeko Nyembezi-Heita (South Africa, Waterford Kamhlaba UWCSEA), became the first female independent non executive Chairperson of South Africa's financial services group, Alexander Forbes Board in January 2018.

Nyembezi-Heita has held executive and nonexecutive corporate positions in a career spanning over 30 years across financial services, mining, information technology and the telecommunications sectors. She is currently the Chairperson of Johannesburg Securities Exchange (JSE) Limited and CEO of Ichor Coal, an international mining company operating in the thermal coal industry in South

Africa. Nyembezi-Heita is the former CEO of ArcelorMittal, South Africa, the South African arm of the global steel company, based in Luxembourg. Arcelor Mittal South Africa is the largest producer of steel on the continent.

Nyembezi-Heita previously served as the Chief Officer of Mergers & Acquisitions for the Vodacom Group and before that, Chief Executive Officer of Alliance Capital, then local subsidiary of a New York based global investment management company. In 2012 she was named among Forbes' world's top 100 most powerful women.

UWC Impact Stories

Sky School: A Global High School for Refugees

Scaling Up Secondary Education for Refugees

Enclosed by the desert of Northwest Kenya lies Kakuma Refugee Camp, home to almost 200,000 displaced and disadvantaged people. The camp was opened in 1992 as a haven for those fleeing persecution from the civil conflict in Sudan, and has grown since then into a small town equally a prison and exile. Refugees are barred from seeking employment or education outside the camp, only leaving with the permission of United Nations High Commissioner for Refugees (UNHCR) and the Kenyan Government. The situation of these people, and over 68 million other refugees worldwide, led **Polly Akhurst** (UWC Atlantic College '06) and **Mia Eskelund Pederson** (UWC Mahindra College '07), who met while working at the UWC International Office; to begin their journey in bringing accessible and contextualised education to refugees through Sky School, a not-for-profit organization on a mission to create the first **Global High School for Refugees**, by UWC which enables refugee learners to access quality secondary education programmes.

Forced migration on its own causes myriads of problems relating to physical and mental wellbeing; striking the core of self-identity by stripping one of their ability to communicate, their sense of belonging, and at times all material possessions and documentation of their past lives. Considering the average 17 years that pass before a refugee returns home, the experiences they have at camps - places where (in low income countries) less than one in ten adolescents are enrolled in secondary education - define the lives they live beyond exile.

Through their involvement in the UWC Refugee Initiative while working for UWC International - which provides scholarships of USD 75,000 to 100 refugees to attend the 20

two year International Baccalaureate (IB) diploma program at a UWC - Polly and Mia developed an understanding of the challenges of secondary education in refugee camps, and chose to pursue a solution by developing a secondary school curriculum focused on providing internationally relevant education in the context of life in a camp. With the help of Mr. Stuart MacAlpine, a curriculum development expert that serves as the Director of Teaching and Learning at UWC South East Asia in Singapore, their not-for-profit Sky School has developed a working education model and intends to release a full high school diploma programme in 2019.

“This course gives each and every person an opportunity to come up with something that can change their lives” - Sky School Graduate





The UN has always focused its efforts on integrating refugee youth into the education systems of the nations they inhabit, but many challenges prevent them from fully benefiting from this: supporting their families or relatives from young ages, cultural and language barriers, discrimination, and the uncertainty of future plans that comes with being displaced. Refugee youth are in need of education that prepares them for an uncertain future, equipping them with contextualised but universally applicable skills, and allowing flexibility to study within the constraints of any employment or family requirements. The innovative approach to education of Sky School has led to its endorsement in 2018 as a UWCx Initiative, which serves to strengthen the ties between the school and the UWC Movement.

Sky School is developing a modular curriculum designed to immediately equip learners with transformational knowledge, giving them the power to make change in the lives of them and their communities. In November 2017, the school debuted with a 6 week pilot program entitled "Social Entrepreneurship - How to Become a Changemaker" at their Hubs in Kakuma Camp, Athens (Greece) and Amman (Jordan). The program received overwhelmingly positive feedback, with a course retention rate of 72% and all participants agreeing they would recommend the course to a friend.

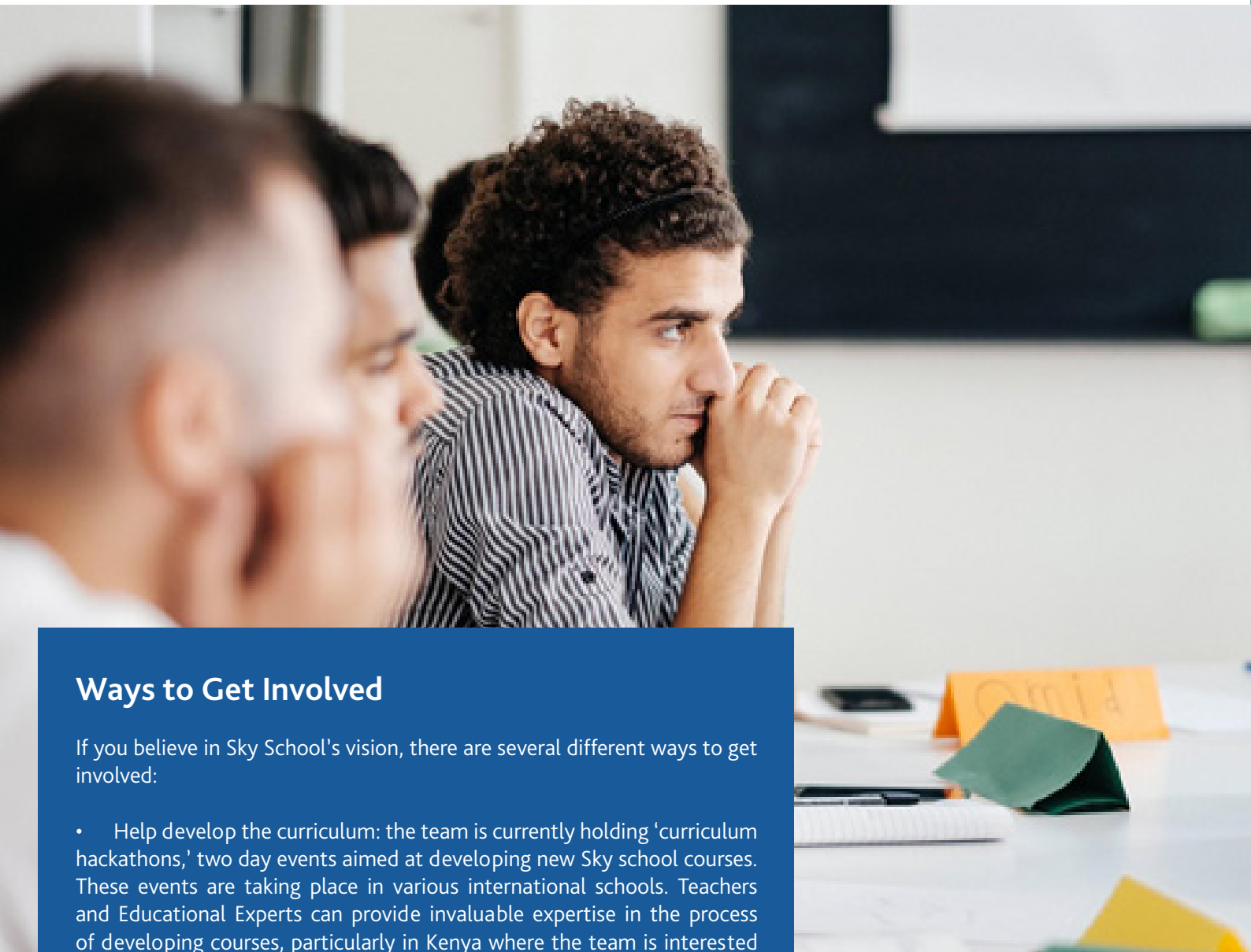
Sky School scaled up to implement 5 different modules in 2018, which took place at the Sky School Hubs in Kakuma Refugee Camp in Kenya, Amman in Jordan, Athens and the Greek Island of Chios, targeted 16-26 year olds with 10 hours available per week to study topics such as Change Making and Peace Building. All graduates are awarded Certificates of Completion by Sky School in partnership with UWC South East Asia upon completing a 10 week module.

Each Sky School Hub values the collaboration and expertise of local and international organisations in implementing their blended model of education - which combines online and offline study (6 hours in-person and 4 hours online per week) to maximise productivity and flexibility. Aula Education provides an online platform for coursework, and organisations such as URISE Initiative Africa in Kakuma Camp provide the physical location and expertise to facilitate the in-person components of each module, further contextualising the internationally-oriented syllabus.

"I would recommend this course because it gives each and every person who has failed academically or did not get a chance to further his or her study an opportunity to have an idea of how to come up with something that can change their lives" - Jacob, from Kakuma Camp



Only 13% of education funding goes towards secondary education, and 99% of refugees are unable to pursue higher education. Refugees are in desperate need of an education tailored to maximise their skills and ability, and while the road to attaining this for all displaced people may be a long one, Sky School is continually making strides towards achieving its vision: a world where all refugees and disadvantaged youth can access education that enables them to thrive and make positive change - and where their ability to do so is not compromised if they are displaced or in other ways affected by conflict.



Ways to Get Involved

If you believe in Sky School's vision, there are several different ways to get involved:

- Help develop the curriculum: the team is currently holding 'curriculum hackathons,' two day events aimed at developing new Sky school courses. These events are taking place in various international schools. Teachers and Educational Experts can provide invaluable expertise in the process of developing courses, particularly in Kenya where the team is interested in finding a school willing to host a hackathon. Watch a video about hackathons at:

<https://www.youtube.com/watch?reload=9&v=PqpLCUti78U&feature=youtu.be>

- Are you currently working with any refugee communities who would be interested in running Sky School courses? The team is always looking for new partners. You can get in touch through email at hello@skyschool.world

- The team is also looking for volunteers in a number of areas. Read more at: <https://www.skyschool.world/get-involved-1/>

*More information is available at
www.skyschool.world*

About the Sky School Founders



Polly Akhurst, (UWC Atlantic College 2004-2006) Co-founder and Co Executive Director - Sky School

Polly has longstanding experience of working with changemaker education organisations such as UWC International, Ashoka and Kaospilots. She is a working group leader and former school networks chair of the OECD's Education 2030 project, which focuses on developing competencies in learners to enable them to thrive in a changing world. Polly's background is in community engagement, strategic partnership development and communications. She is also a graduate of UWC Atlantic College and the University of Oxford.

Mia Eskelund Pedersen, (UWC Mahindra College 2005-2007) Co-founder and Co Executive Director - Sky School

Mia worked for UWC International for six years, overseeing the UWC National Committee Network, which has over 3,000 volunteers from over 150 countries. Mia specialises in project management, student recruitment, volunteer and team management and designing educational courses for social change. While studying Arabic in Syria, she co-founded the UWC Syria National Committee, and is also the co-founder of Danish Students Abroad. Mia is an alumna of UWC Mahindra College and The School of Oriental and African Studies (University of London).



About the Author

Ike Njoroge (Kenya, Waterford Kamhlaba UWCSA, 2011- 2017) is a Davis UWC Scholar at Trinity College in Connecticut, USA. 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 the 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 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. He served as captain of the Waterford Kamhlaba UWCSA tennis team, was a member of the field hockey team, and enthusiastically takes part in musical performance on the piano, guitar and drums.

UWC Alumni Profiles

Dr. Wangusi presenting at the World Water Week 2018 on the technology that is helping water managers make decisions by predicting demands based on population trends among other factors.

Dr. Nathan Wangusi helping to improve access to safe water in Kenya's marginalised communities

Scaling Up Secondary Education for Refugees

Dr. Wangusi (Kenya, UWC Atlantic College, 2001-2003), is a Water Research Scientist at IBM Research Africa's lab in Nairobi, Kenya where he focuses on delivering cutting edge research in the water sector and government transformation. Dr. Wangusi joined UWC Atlantic College for his IB Diploma Programme in 2001. He found out about the opportunity to study at the United World Colleges (UWC) through a newspaper advertisement. "I quickly responded to the call for applications. The rest is history," he says.

Dr. Wangusi began his career as an Environmental Engineer with Carollo Engineering P.C. in Kansas where he designed municipal potable water and waste water systems. He was a Management Consultant with Excelsior, where he led a project with Strathmore University in Kenya in establishing agenda for their Water Governance Center and in the Department of Water Affairs and Forestry in South Africa in water resources planning.

"The UWC experience exposed me to broad value-based global education. In addition to core Sciences, I also studied Music and learnt Spanish and studied Peace and Conflict Studies. The out of class interactions during service and the diverse cultures represented on campus enhanced my understanding of other cultures and of global politics."

He worked as a technical adviser to rural communities in the South Eastern United States in capacity building in public utilities in areas such as governance, asset management, project financing and service delivery.

He is a member of the USAID funded Kenya Resilient Arid Lands Partnership for Integrated Development (RAPID) project team, where he is focused on developing decision support systems in the water ecosystem, optimizing water service processes and enhancing financial services in the water sector in marginalized communities.

Kenya is considered a water-scarce country. 84% of Kenya's land area is either arid or semi-arid areas and 41 percent of the country's 46 million people, do not have a continuous water supply service. This contributes to high chronic food insecurity and high malnutrition rates in some parts of Kenya. RAPID and IBM Research Africa have developed a cloud-based Water Management platform to help improve access to safe water in the water scarce regions such of Northern Kenya and to enhance resilient livelihoods.



Dr. Wangusi presenting IT solutions implemented by IBM for the water sector to Northern Kenya bloc governors under the Kenya RAPID program with support from the U.S. Agency for International Development (USAID)

The platform is accessible on both web and mobile phone as an app. The platform provides interactive maps of water access points, includes the geological maps of the areas and other important information.

Dr. Wangusi's work in the public sector is focused on supporting African governments improve their trade competitiveness environment through enhanced services, processes and legislation aligned to the World Bank Ease of Doing Business measures. He recently led a technical team working with the Government of Rwanda to develop the Africa Smart Cities Blueprint which will be adopted as a standard by 17 African countries.

Dr. Wangusi holds a Ph.D in in Agricultural and Biological Engineering, Water Resource Engineering and Information Systems, University of Florida, U.S.A. Dr. Wangusi was one of the first five students from UWC Atlantic College to receive a scholarship to the University of Florida. He has been the recipient of the Rotary International Ambassadorial Research Fellowship, Shelby Davis Foundation Projects for Peace Award and a National Research Foundation of South Africa Award.

He serves as a patron of the Teachers Environmental Rescue an NGO focused on tree planting among school children in Kenya.

“The ideas of social justice, a commitment to environmental conservation and the impact of that technology to transform society were imparted on me at UWC Atlantic College. I am committed to leaving a legacy of integrity, environmental awareness, issue-based politics and technology development.”



UWC Impact Stories

Leading Change in Emergency Medicine Education

Dr. Grace Waruchu Wanjiku (Kenya, Li Po Chun UWC of Hong Kong, 2000-2002,) lives in Providence, Rhode Island, where she is an Assistant Professor of Emergency Medicine at Rhode Island Hospital at Brown University. She splits her time between Providence Rhode Island and Nairobi, Kenya where she is instrumental in developing evidence-based universal emergency care. She recently received a grant from the Carnegie Foundation for the Advancement of Teaching, a U.S.- based education policy and research center.

Through this Diaspora Fellowship, she is working with Brown University in the US and the Aga Khan University in Nairobi, Kenya to develop a curriculum for a Masters degree in Emergency Medicine. She co-organized the 4th and 5th African Conferences on Emergency Medicine (AfCEM) in Kigali, Rwanda and Mombasa, Kenya respectively, in November 2018. Her particular interest is in the application of point-of-care ultrasound for patient diagnosis and management in resource-poor settings in Kenya.

Dr Wanjiku grew up in rural Kenya. After completing her O-level education in 1998, Grace learnt about UWC from a family friend. In 2000, she ended up being selected to join Li Po Chun UWC of Hong Kong and attended on a full scholarship. Dr. Wanjiku says that her UWC experience was very different from her earlier schooling, in large part due to the IB Diploma Programme at UWC, which she found "rigorous and a lot more engaging." UWC also placed more value in co-curricular and community service activities than her previous school in Kenya, and she says this experience "laid the foundation that made me a better critical thinker and problem solver." While at Li Po Chun UWC, Dr. Wanjiku best remembers travelling around Asia as part of the College's "China Week" and Project Weeks, as well as cultural celebrations and cafés, among others.

She fondly remembers and misses her classmates and friends most of all.

Dr. Wanjiku acknowledges that her UWC experience changed and shaped her life for the better. UWC gave her a deeper awareness of the world, exposure to different cultures, different approaches to problem-solving; and sharpened her innovation and conflict resolution skills.

"Attending UWC and the subsequent training I received elevated my scope considerably, and has put me in a better position to achieve my goals and to impact my community. I also think that being in the UWC environment really tuned my ear to listen, understand and respect other people's perspectives no matter how different or shocking they were to mine. This skill has really helped me as a physician who has to enter into my patients' world, listen to their stories and develop therapeutic relationships efficiently and quickly, (since I work in Emergency Medicine)."

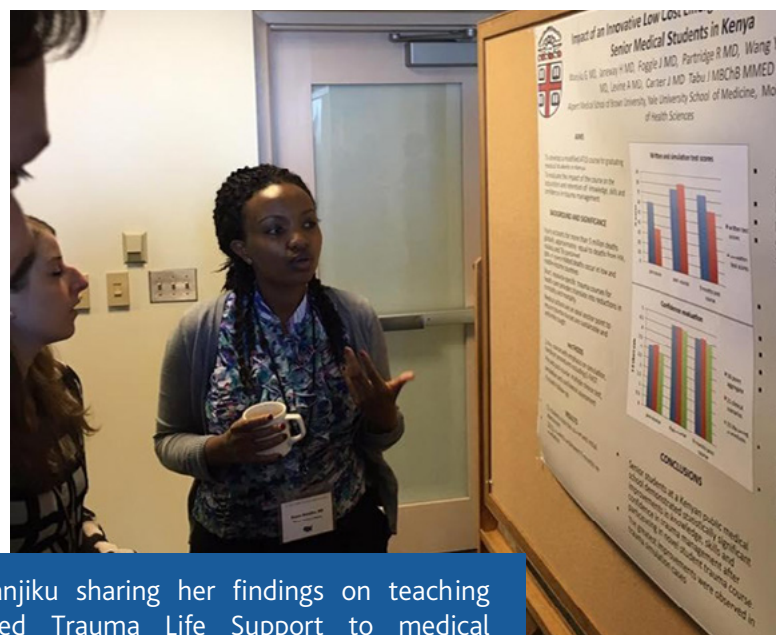
After graduating from Li Po Chun UWC, Dr. Wanjiku received a Davis UWC Scholarship to attend Wellesley College in the USA, where she studied Biochemistry and French cultural studies and received “unparalleled support” in every aspect of her college career. Academically, she had an amazing young female Cell Biology professor and research mentor who helped shape her professional career. Outside of the sciences and being pre-med, Grace was able to study abroad in Copenhagen for a semester and in France for a 3-week winter session. Despite the challenges international students sometimes face abroad, at Wellesley Grace was a part of a tight-knit community of international students (mostly UWC alumnae) who provided built-in social support. She was also linked to wonderful host parents who provided her a home away from home and who became a second family. Dr. Wanjiku proceeded to obtain her medical degree from Yale University School of Medicine in 2011, after which she served as a Resident Physician at Rhode Island Hospital while receiving more training at the Warren Alpert Medical School of Brown University. She celebrates the privilege of having had the chance to travel the world, meet people from all corners of the globe, receive a world-class education and achieve her dream of being a doctor and training at exceptional global university centres such as Yale and Brown.



Dr. Wanjiku (centre) making rounds at the ICU, Kenyatta National Hospital, Nairobi, Kenya. Teaching doctors how to use a chip-based, smartphone-connected portable ultrasound device (April 2018).

Dr. Wanjiku travels regularly to Kenya. In March 2015, along with other physicians from the Emergency Department at Brown University and in collaboration with faculty from the Surgery Department of Moi University School of Medicine (MUSM), Dr. Wanjiku helped to develop a trauma course adapted for graduating medical students at MUSM. She plans to return to Kenya to help train doctors in Emergency Medicine. She also hopes to continue developing more innovative ways to provide point-of-care ultrasound training and support for healthcare workers in remote healthcare facilities in rural Kenya. She started, and hopes to continue developing, a programme to train graduating medical doctors on the management of acutely injured patients.

Read more about work Dr. Wanjiku and her team doing at the Emergency Medicine Kenya Foundation:
www.emergencymedicinenkenya.org



Dr. Wanjiku sharing her findings on teaching Advanced Trauma Life Support to medical students in Kenya.

UWC Impact Stories


Fighting Health Care Access Inequality

Dr. Eddah Waruiru Mburu (Kenya, UWC South East Asia, 2007-2009) is currently pursuing a PhD in Cancer Epidemiology at the University of Minnesota in the USA. Already holding a Master's degree in Public Health from the same university, Waruiru's work is currently focused on ways to establish effective cancer registry systems in resource-limited settings, specifically in Africa. Currently, there are only 25 cancer registries on the African continent collecting data on cancer, which Waruiru says is preventing patients from receiving much-needed care.

Waruiru is passionate about public health, and seeks to use the global education and experience she received at UWC and beyond to advance access to quality healthcare around the world. "Growing up in Kenya, I knew there were disparities in health care access – the wealthy attended private hospitals while those not as well off sought care at public hospitals." While Waruiru's family mostly attended government hospitals when they needed care, at UWCSEA Waruiru had access to private quality healthcare services. During her time as a UWC student, she also had the opportunity to volunteer for a public clinic in Singapore as part of the IB Creativity, Activity and Service (CAS) component, and witnessed the disparity between different levels of care.

"I found this same kind of inequality in the United States," says Waruiru: "most people had no access to quality healthcare - which is a human right. I am privileged in that in both Singapore and the United States I have been able to access quality healthcare. But how can I enjoy this privilege when millions of people cannot?"

Throughout the course of her education and career, Waruiru's public health projects have focused on strengthening health care systems and reducing health care access inequalities in Low and Middle Income Countries (LMICs). These projects included assessing effectiveness and implementation of paediatric tuberculosis diagnostics in Kenya, providing recommendations for management of different types of malaria in children and examining the impact of brucellosis on the Ugandan economy. Countries



"Without accurate cancer burden information, it is challenging to convince the government and insurance companies to invest in and cover all aspects of cancer prevention and treatment."

Waruiru credits her UWC education for instilling in her the values of personal responsibility and service, which fuel her work in public health. Her time at UWC also inspired her to dream of a more just world – a world where everyone has access to quality healthcare - and gave her the confidence in her capability to make this dream come true.

"UWC gave me the confidence to carry out research in different parts of the world, present those findings to governments and come up with ways to make the recommendations a reality. Confidence to seek funding to build a library and facilitate health workshops in Eastern Uganda. Confidence in my ability to interact with diverse people and express my ideas without fear."

Together with the courage to make an impact and the inspiration to help those less fortunate, Waruiru's UWC experience also gave her the powerful driving force of gratitude.

"Something I always think about is the fact that so many people have invested both financially and emotionally in my education," she says. "I have never met most of this individuals yet they trusted in my abilities and potential. How can I give up when I have a whole army behind me? How can I not give back when thousands of people gave for me to realize my full potential? To whom much is given, much is expected. This is what keeps me going."



UWC Impact Stories

Leading Change in Emergency Medicine Education

By Kamene (Kenya, Pearson College UWC, 2017-2019)

In July 2018 nine students of Pearson College UWC in Canada and one teacher Mr. Geoffrey Tindyebwa travelled to Mukangu, a village in Murang'a, Kenya to volunteer and to help build a school as part of the Kumbuka Universal Learning Experiences (KULE) Foundation. KULE is one of over 30 Creativity, Activity and Service (CAS) projects Pearson College UWC committed to making a difference in the lives of the less privileged. The project partners with Kenyan rural community groups to contribute towards improving the quality of life in Mukangu Village. The current projects include building a 4 classroom nursery/primary school in the village, supporting an orphanage that KULE helped to rehabilitate in the past and 'volunteering' in a care center for children at risk and the elderly. Kamene, a second year student at Pearson College UWC was among the students on the trip.

The foundation has in the past helped rehabilitate an orphanage, built a water tank for children and established a chicken farm and purchased two milk cows so the children could have access to fresh milk. Volunteers have also helped build a large library, six permanent houses for destitute families, a bus shelter for commuters and helped salvage a road that links one part of the village to another. They have helped create a platform for the female students in the area to discuss issues not often spoken about publicly there - issues such as personal hygiene and menstruation, consent, sexual relations, gender-based violence, HIV, and AIDS.

“Through KULE and with the help of a grant from Go Make a Difference, a UWCx initiative, I had a chance to take part in the Vijana Imara project; a project that aims to promote sex education, consent and demystify myths on feminine hygiene. Having had little to no awareness on such topics before Pearson College UWC, I was excited to share what I had learned from Pearson College with young girls in Muranga. I had a chance to have conversations surrounding traditions and femininity with fellow teenagers. I was actually excited to be able to bring the UWC values home through KULE.”



Vijana Imara (Resilient Youth) is a project started in 2017 by Shamim, (Kenya, Pearson College UWC 2015-2017) an Oldham Scholar at the University of Richmond, (USA), and Hannah (Namibia, Pearson College UWC, 2015-2017), with a grant they were awarded by Go Make a Difference

“After spending three weeks in Muranga, I became more proud of my country not only because of the rich traditions we have, but also the enthusiasm that comes with preserving our own culture while still embracing new ideas. At the same time, I am grateful to have got the opportunity to be part of the UWC movement as it has been integral in broadening my thinking on cultural issues”, Kamene said.



KULE seeks to promote international and intercultural understanding out of the classroom and across borders. KULE Foundation International was founded by Geoffrey Tindyebwa, who taught at Kahuhia Girls High School in Murang'a and later St Mary's School, Nairobi before joining Pearson College UWC in Canada where he has been a teacher of English Language and Literature since 1995. KULE hopes that students from other UWCs can join KULE, either by participating directly in our activities or by helping with fundraising.

For further information about Pearson College UWC please visit: www.pearsoncollege.ca

A Life in The Day

Ivy Tirok, (Kenya, UWC Maastricht, 2017-2019), a second-year IB Diploma Programme student from Kenya, writes about how life at UWC Maastricht in the Netherlands has shaped the way she sees the world.

The nature of a typical day in my life as a UWC student has changed from the moment I became a part of the movement to now. When I was accepted to join the United World College Maastricht, in the Netherlands, I was elated. I had heard great things about UWC and I eagerly anticipated being a part of this global community. My mother accompanied me to the campus on the 28th of August 2017. It was my first time travelling abroad. My father often told me that diligence in his education led to his first trip abroad. He challenged me to strive for the same.

At first, it was difficult to adjust to the school environment. As the only residential Kenyan student, I often felt lonely. I could not speak to anyone in my native Kiswahili language, let alone be in the comfort of my culture. I had become a minority: where the hue of my skin made people stare at me and sometimes treat me differently. Nevertheless, the community at UWC Maastricht with its 140+ nationalities, formed my strongest support system. On the first day of class, my teacher of English asked our class to write an essay to introduce ourselves and to expound the methods that were best suited to our learning process. She was genuinely interested in getting to know each member of the class.

Writing has been my way of coping with the challenges that I face. This was another way through which I dealt with the micro-aggressions that I occasionally encountered. I recall the indignation I felt during the feast of Sinterklaas, a tradition in the Netherlands that celebrates St. Nicholas, the patron saint of children. My discontentment fuelled me to write a poem about the experience of Africans studying abroad. When I submitted it to the school newspaper, I received a lot of positive feedback as students informed me that they could relate to the ideas I expressed in the poem. This was a poignant moment in my UWC experience as I realized the power of words in sparking conversation and change. It led me to become a writer for the school newspaper where I continuously spin authentic stories geared at challenging and inspiring my fellow students.



Engaging in the African-Caribbean Culture Week was yet another influential experience I had in UWC. Together with UWC Maastricht students from Zambia, Swaziland, Sierra Leone, the Cayman Islands, Barbados and others, I had the opportunity to facilitate workshops on elements of the cultures of Africa. Such workshops helped us to break down stereotypes about Africa within the UWC community. We danced, played local instruments, sang, cooked, performed and entertained our audiences. It is difficult for me to fully articulate the stupendous nature of the African-Caribbean Culture Week.

During my free time, I contributed to the organization of the International Peace Conference, (IPC). The conference is a three-day youth-led conference for nearly 400 participants of over 100 nationalities who take part in a wide variety of workshops around peace-building and conflict resolution. Its commitment to create a space where controversial issues can safely be shared and discussed actuated me to apply for the finance and logistics team. I sought out sponsors, created a budget and supervised a smooth flow of the symposium. The other team members and I, invited revolutionaries, like Khalid Albaih, as speakers for the conference. Overseeing the International Peace Conference at UWC Maastricht come to fruition, was a fulfilling way to end my first year as a UWC student.

I am now in my second year and rigour of the IB Diploma Programme and workload has intensified. I wake up at 7 am and prepare for school which starts at 8 am. In an attempt to have a healthier lifestyle, I have substituted most of my meals with green smoothies and fruit salads. At the end of the school day, I regularly go to a local fitness centre. This keeps me active and in good form for the rigorous IB curriculum.

about the effects of Kenya Power and Lighting Company's (KPLC) monopoly power in the Kenyan energy market. KPLC is the company which transmits, distributes and retails electricity to customers throughout Kenya. This topic challenged and honed my critical thinking skills in the immediate context of my home country. Through the Economics classes, I continuously gain a better understanding of politics in Kenya. This enabled me to engage in conversations with my mother about the future of the Kenyan economy. I want to study Economics and Computer Science at university. These two majors will give me a foothold to effectively contribute towards the development of my country.



My first class today is Economics. I really enjoy this subject. Throughout the course of study, Economics students are required to write three reports based on different strands of the syllabus. My first report on microeconomics was





I am free during the next session of my schedule today. In my first year, I would use this time to read or cycle to the nearby shopping centre. However, I have multiple upcoming deadlines. Consequently, I spend my free period in the library, refining my Extended Essay. My essay is on the progression of African literature and the influences that shape African authors. Researching on my topic has been an insightful and delightful experience as I get to read literary pieces ranging from Chinua Achebe's 'Things Fall Apart' to NoViolet Bulawayo's 'We Need New Names'. My Extended Essay journey has been significant to my personal life; it has led me to reflect on what being an African author means. Creativity, Activity and Service (CAS) are a core part of the IB Curriculum and the UWC experience that regularly prompt personal reflection. My life as a UWC student is not limited to the campus but it

also extends to the local community. This year, my service is volunteering at the Salvation Army. Every Wednesday, my peers and I prepare meals using home recipes. So once in awhile, I get to have chapati with chicken stew or ugali with kachumbari. After cooking, we interact with the Salvation Army community. My service brings together both Dutch people and immigrants living in Maastricht. It has taught me to see the individual beyond the passport they carry.

Being a UWC student has made me realize that the world is much smaller than I thought and that peace, understanding, and a sustainable future are possible for all nations. It has taught me that diversity is not about our differences. We are more alike than we are unlike. My UWC experience, with its highs and lows, has been uniquely transformative for me.



Spotlight on

Waterford Kamhlaba UWC
of Southern Africa

We are all of the earth, which does not see difference of colour, religion or race. We are 'Kamhlaba' - all of one world.

His Majesty King Sobhuza II (1967)

Waterford Kamhlaba United World College of Southern Africa, (UWCSA) is a remarkable and pioneering secondary school based in Mbabane, Swaziland is not-for-profit. For over 50 years it has provided exceptional opportunities for academic achievement, personal growth and leadership development for students from across southern Africa and beyond. Founded in 1963 with just 16 students, as Southern Africa's first multiracial school, Waterford Kamhlaba UWCSA has successfully demonstrated that students thrive and excel in a non-racial environment, educated side by side on equal terms. The school has grown to accommodate over 600 students, and its earliest ideals of courage, leadership, equality, personal responsibility and academic excellence remain at its core.

In its early days, Waterford Kamhlaba UWCSA educated former South African president Nelson Mandela's daughters, the children of Archbishop Emeritus Desmond Tutu and anti-apartheid activist and African National Congress stalwart Walter Sisulu, President Ian Khama of Botswana, among others. Today, many of the school's

students are all too familiar with Africa's current challenges: poverty, conflict, HIV/AIDS and a damaged society with a high proportion of orphaned young people.

Waterford Kamhlaba's Education programme is specifically designed to produce graduates who are global citizens and who can make a positive impact on the world. Students are selected on the basis of academic excellence and extra-curricular potential, with scholarship support vital to ensuring that the opportunity extends to those who would not otherwise be able to attend. The academic programme is rigorous, building on UWC's pioneering role in creating the International Baccalaureate to establish a curriculum which rewards academic and societal excellence in equal measure.

Through the generosity of American philanthropist Shelby Davies, students of limited financial means are able to attend US universities on full scholarships. A Waterford Kamhlaba UWCSA education therefore unlocks access to tertiary education without cost for its most disadvantaged students.

Mission

Waterford Kamhlaba UWCSA strives to lay the foundation for its students to become responsible citizens who have the skills, knowledge and sense of purpose to provide leadership in both Africa and the world.

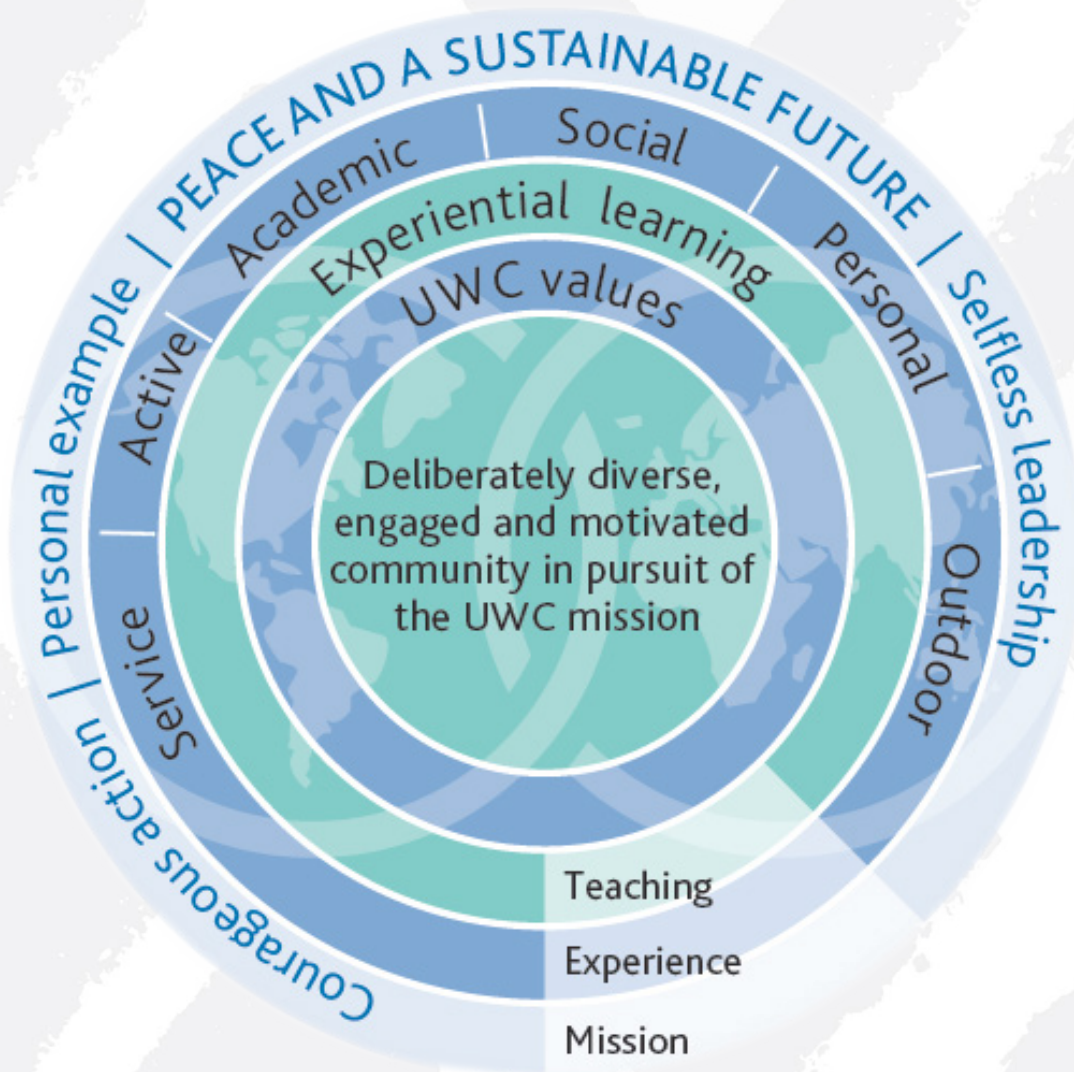
We passionately believe that all young people must be given access to education of the highest standard to enable them to realise their potential. Waterford Kamhlaba UWCSA is proud to deliver that opportunity to disadvantaged yet talented African

students through its Scholarship Programme.

Waterford highly values its socio-economic and cultural diversity. In 1967 His Majesty King Sobhuza II, Ngwenyama of Eswatini, granted Waterford the title "Kamhlaba", eloquently describing Waterford's culturally rich and diverse community thus: "We are all of the earth, which does not see differences of colour, religion or race. We are 'kamhlaba' – all of one world."

UWC Educational Model

This aspirational mission of the school is realised through the implementation of the UWC Educational Model, which incorporates the UWC Mission.



UWC Mission

UWC makes education a force to unite people, nations and cultures for peace and a sustainable future

UWC Values

International and intercultural understanding | The celebration of difference
 Personal responsibility and integrity | Mutual responsibility and respect
 Compassion and service | Respect for the environment
 A sense of idealism | Personal challenge | Action and personal example

Spotlight on

Waterford Kamhlaba UWCSA alumni

"...The graduates of Waterford Kamhlaba UWCSA and other UWCs based in Africa have had the superb opportunity of developing their intellect, skills and leadership capacity to a world-class level, both at UWC and then through opportunities for further study. In a continent where high-level skills are in relatively short supply, our graduates have and exercise profound capacity and responsibility to strengthen governance, civil society, commerce and industry, medical and educational provision throughout Africa"

- *Laurence Nodder, Rektor UWC Robert Bosch College, Germany and Past Principal, Waterford Kamhlaba UWCSA, Eswatini*
"His Majesty King Sobhuza II (1967)



Lieutenant General Seretse Khama Ian Khama
Botswana, Waterford Kamhlaba UWCSA 1966-1970
Former President of the Republic of Botswana

"For Waterford Kamhlaba UWCSA – our school – was much more... It was a beacon of multiculturalism, of decency and hope for all the peoples of Southern Africa and the world. Thus that was how the second part of the school name "Kamhlaba" came about, given by King Sobhuza for its appropriate meaning, "The World." Not without reason did Archbishop Tutu describe Waterford as 'this jewel of Africa' and not without reason too has Nelson Mandela so warmly expressed his gratitude to Waterford for the education which it has given to his family. I am also grateful to my parents for making the decision to send my brothers and I to this amazing school"

Treasure Maphanga, Swaziland, WK UWCSA 1978-1983 **Director, Trade and Industry at African Union Commission**

"UWC opened up horizons that I would never have dreamt possible. Exposure to different countries and way of thinking – shaping and giving meaning to the idea that people can work together irrespective of where they come from. It challenged my mind set and world view. What remains with me to this day is the real sense of community that we experienced at UWC. It was remarkable. At a UWC, you can be a part of something yet you are not forced to conform – it was always left open to the individual student to find out what their contribution could be and what their role was in this changing environment."





**Matthew Parris, (United Kingdom, WK, 1964-1968
British Political Writer, Broadcaster and former
Member of Parliament**

It is fair to say that after many false starts I have become a successful and established writer and broadcaster. In a way I owe everything to Waterford Kamhlaba UWCSEA. The Headmaster, the late Michael Stern, as well as the late Tony Hatton, Robert Roseveare and Deon Glover motivated and educated me to the point where I could apply to the best universities. Without this, the rest of my career would not have followed. But Waterford also taught me about the brotherhood of man and my faith in this big idea has guided me all my life.

Photo Credit: BBC

**Ediz Tiyanan, (Turkey, Waterford Kamhlaba
UWCSA, 2003 – 2004, Dartmouth 2004-2009)**

Ediz is a Washington International correspondent for TRT World, Turkey's international, 24-hour English-language news channel. In a region engulfed in violence, Ediz covered two wars in Gaza, the civil wars in Libya, and most recently the civil war in Syria.

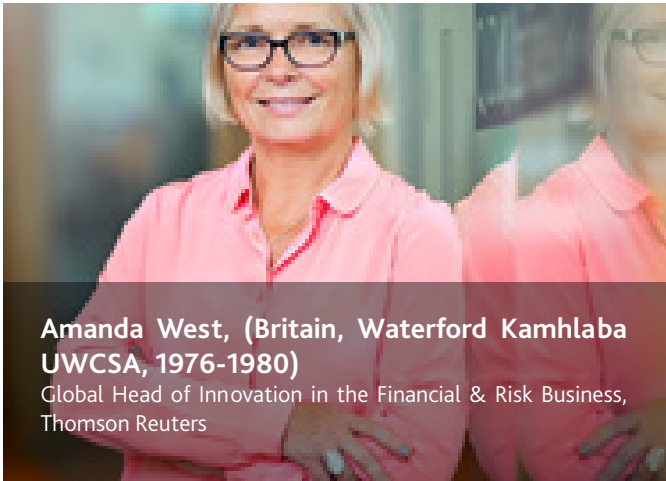
I remember talking to our Principal at the graduation ceremony as if it was just yesterday “Now you go anywhere in the world, whatever you do, you said you’re ready to do it.” I may have missed what they told me in time. But years later, I noticed how the UWC experience influenced my life and how deeply it affected my life ... At Waterford Kamhlaba UWCSA, the world map had become my home, people were my family and their problems were mine! My recollection of asylum seekers who escaped from the civil wars of Africa at the Mpaka refugee camp where I volunteered while I was there gives me the strength and inspiration I need, when I go back to collecting human stories from around the world as a news reporter!

“I’m inspired,” Ediz writes, “by stories of compassion transmitted through empathy — which is only possible by tearing down language barriers.”



Spotlight on

Waterford Kamhlaba UWCSA alumni



Amanda West, (Britain, Waterford Kamhlaba UWCSA, 1976-1980)

Global Head of Innovation in the Financial & Risk Business, Thomson Reuters



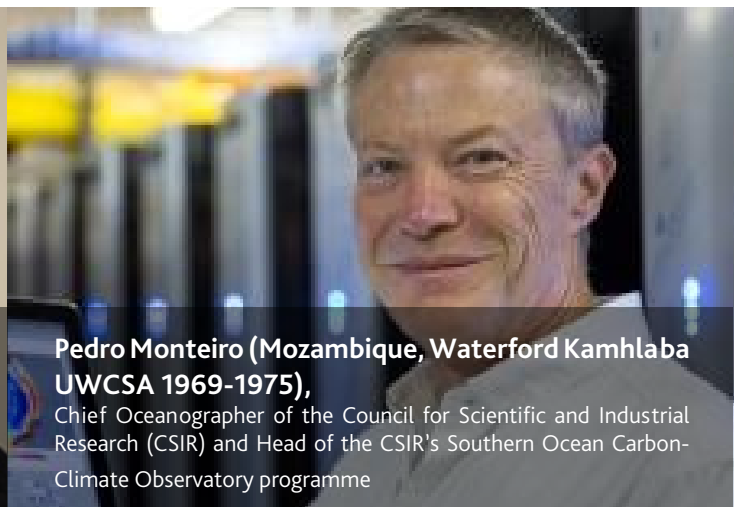
Dr. Matshidiso Rebecca Moeti, (Botswana WK 1970-1972)

Regional Director, World Health Organization Regional Office for Africa



Thulani Gcabashe, South Africa, WK 1970-1974

WChairman, Standard Bank (Stanbic) Group



Pedro Monteiro (Mozambique, Waterford Kamhlaba UWCSA 1969-1975),

Chief Oceanographer of the Council for Scientific and Industrial Research (CSIR) and Head of the CSIR's Southern Ocean Carbon-Climate Observatory programme



Lindiwe Sisulu, (South Africa WK 1972-1973)

Minister of International Relations and Cooperation, South Africa



Sandile Hlophe, WK 1984-1989

Partner: EY Africa Leader, Government & Public Sector

Stories Celebrating the
Global UWC Community

Meet the 2018 - 2020 UWC Kenya Students

21 students from Kenya joined the Class of 2020. They started UWC adventure in August 2018 (Waterford Kamhlaba UWCSEA starts in January 2019). 17 of these students were selected through the UWC Kenya National Committee and 4 were selected directly by Waterford Kamhlaba UWCSEA. They joined over 2000 first year students selected in over 150 countries worldwide. Over the next two years, they will study the IB Diploma Programme on campuses worldwide across 4 continents.

Here, the students share their inspiration, hopes and aspirations.



Daisy Akoth

UWC Maastricht, The Netherlands

Daisy Akoth is currently attending UWC Maastricht in the Netherlands. She found out about the UWC from her elder brother who worked in a trailblazing organization "She Leads Africa" that was co-founded by a UWC Atlantic College alumnus.

"I found out more about UWC on social media mostly from watching YouTube videos and from the UWC website. However, I got to know that I can apply through the national committee from a Facebook post updated on the UWC Kenya timeline. Social media does indeed change lives! I previously attended Kapsabet Girls' High School in Nandi county, where I completed the Kenya Certificate of Secondary Education. It is from that school that I attribute growing passion for Physics, Feminism and Computer science. Coming to UWC Maastricht has given me a global platform to further explore my passions and grow as a holistic human being. Here I am always looking forward to my Physics classes and discussions over gender equity with people from different parts of the world. I also enjoy food, dance and music. My career aspiration is somewhere in the field of Science Technology Engineering and Arts and Mathematics, (STEAM). I believe that STEAM is the future and I would like to help define how that future will look like. In addition I am interested in education advocacy in Kenya and Africa. Every child regardless of circumstances should have access to a life changing education that focuses on equity, sustainability and peace. Education is one among many ways to empower, inspire and give the world direction".

Keirav Shah

UWC Changshu China

Keirav Shah describes himself as a Kenyan of Indian heritage. He heard about UWC from her sister, Keiyah Shah, (Kenya, UWC Costa Rica, 2009-2011)

"Upon coming to UWC Costa Rica and starting the IB diploma Programme, I can easily say that this is an experience like no other, particularly when surrounded by people of such diverse cultural backgrounds, completely different upbringings and unique ethnicities from all over the world. Never have I ever been so exposed to people from many other countries. Being in an environment with so much cultural diversity significantly enhances one's educational experience. I hope to pursue a career in engineering. I hope to invent new ways of eco-friendly engineering to help in attaining a sustainable future. Finally, I would just like to state that on coming here, one needs to have an open mind and try to be social as possible. Everyone here is amazing and there is a certain positive energy that seems to flow through UWC Costa Rica students. One that I've never felt anywhere else before!

Shanice Mutahi

Waterford Kamhlaba UWCSA, Eswatini

My appreciation of the IB Diploma Programme comes from its inquiry approach to learning, critical thinking and experiential learning outside the classroom to build an all-rounded and socially aware individual. The wide range of subjects and more expansive learning broad-base is what drew me to the system. Extensive exposure, research and IDEA- based learning, as well as the independence I would receive as a student in paving the path to my desired destination were my main deciphering factors. I look forward to exploring our rich and diverse African Cultures at Waterford Kamhlaba UWCSA. I hope to use the opportunity to explore effective steps that could be taken to not only cautiously solve, but try to completely eradicate the various challenges encountered and in time lead and follow through on the movement to a self-sufficient and sustainable Africa.

Aliya Daya

UWC Thailand, Thailand

My first impression of UWC Thailand was that it was incredible, I still couldn't believe I was out of Kenya and in an entirely foreign country. I was met with friendly faces throughout the orientation week and making friends with people who came from around the world was easier than I had expected because our differences was what brought us together. I am getting to experience a number of cultures first-hand and the diversity is amazing. A UWC education is more than just about academics. It is helping me become the best version of myself as well. UWC Thailand focuses on mindfulness as it helps people create a balanced mind and healthy body which I think is unique. I am inclined to pursue a career in Cultural and Linguistic Anthropology. I think Cultural and Linguistic Anthropology helps inspire change in different ways. It explores different cultures and developments of societies"

Before attending UWC Thailand Aliya attended The Aga Khan Academy, Nairobi.



Martha Wanjiru, UWC Atlantic College, United Kingdom

Martha joins Atlantic College UWC in Wales from Daraja Academy in Nayuki, a school that UWC South East Asia (Singapore) visits every February as part of their Global Concerns programme. Martha hopes to pursue a career in electronic engineering.

“On my first day at Atlantic college UWC (AC), I really loved how welcoming the second years were and their willingness to help us feel comfortable as we start our two years adventure at AC. The students and staff are all from all over the world which create a diverse international community ready to work together to make the world a better place for all.”



Alida Rahemtulla UWC Mahindra College, India

I heard about UWC from a UWC alumnus who attended UWC Mahindra College. She spoke highly about UWC and opportunities it offers to students. When I did my research, what I found about UWC motivated me to apply. Before joining UWC Mahindra College (MUWCI) in India, I attended the Aga Khan Academy, Nairobi where I completed both my MYP and IGCSEs. My UWC school experience so far has been to an extent reflective of my former school experience and I feel my former school prepared me well.

At MUWCI, however, we have more opportunities to discuss international issues that are relevant in our world today. MUWCI feels more friendly in the manner in which we interact in classes and environment around us. MUWCI is a place where I have been encouraged to learn new skills, such as playing the piano. It is a space where I can pick up old skills, like swimming training. And most importantly it is a place to grow existing skills, like the ways in which we interact and articulate our views. It is a place where I feel at home. MUWCI has taught me to embrace diversity and shown me all that I love about my country. Being Indian-Kenyan in a school in India has made me closer to the journey my ancestors took. It has made me connect with my home and heritage in a special way... and that forever my home will be Kenya.



Bilha Ontiriah, Li Po Chun UWC of Hong Kong, Hong Kong

Bilbah or Billie as her friends call her, attended Shree Cutchi Leva Patel Samaj school before joining Li Po Chun UWC of Hong Kong. She plans to become a Veterinarian and an activist for the environment, human rights and animals.

On arrival at Hong Kong International Airport we were met by second years at the airport and had a mini dance at the airport. Schooling here is quite interactive it literally forces you to engage in conversations to learn more and incorporates outdoor experiential education in the learning process. I never knew life at UWC could be this interesting. I had my first typhoon experience within the first month! Who knew I would ever get to witness that first hand!"

Boniface Mutembei comes from Meru county in Kenya and went to Ikuu Boys High school in Chuka before joining UWC Robert Bosch College in Germany. He hopes to pursue a career in cardiology.

I have great interest in issues related to International health, promotion of peace and conservation of the environment. Therefore, when my aunt sent the application UWC application form me, I knew that this would be my opportunity to take my favourite subjects and to hear the perspectives of other students from all over the world. Hearing testimonials from students from all over the world as they affirm the necessity of sustainability and the need to conserve the environment during the fortnightly Global Affairs forums at UWC Robert Bosch College is one of the most fulfilling experience for me so far. The open intercultural exchanges that take place during discussions between students is an affirmation that indeed education is the ideal force that unites people, races and cultures. While my high school experience gave me a national exposure UWC RBC gives a global exposure because each day is a challenge to live the UWC values. My experience so far has showed me that as an individual I cannot change the whole world, but I can only transform my immediate environment. Therefore, it is my desire to be an instrument of change in my society and to be the role model to my generation.

Boniface Mwenda UWC Robert Bosch College Germany



IMAGE
PLACEHOLDER

Sarafina Rule UWC Changshu China China

Sarafina Rule describes as a Kenyan with an Australian and Scottish heritage. She joins UWC Changshu China from Aga Khan Academy, Mombasa.

I wanted a new school that would give me the opportunities to challenge myself and grow as an individual. UWC Changshu China is unique for its valued-based, socially conscious education. It really brings out the YOU in you. I am currently taking subjects I'm extremely passionate about. I initially wanted to study architecture, but what I do know now is that I want to use the knowledge and experiences gained from UWC Changshu China to help people and understand the real essence of a country's culture. During the short period I have been here, I have discovered more about myself than I thought I ever could. I've built strong connections with my fellow Kenyans as well as people from all over the globe! The campus and the surrounding culture is extremely beautiful."



Michelle Osiro UWC South East Asia, Singapore

Michelle Osiro first heard about the United World Colleges from one of her friends who is currently at Waterford Kamhlaba UWCSA in Eswatini. Prior to joining UWC South East Asia in Singapore, she attended Alliance Girls' High School, a public girls only national school in Kenya.

"I found out that UWC ass more than just a family of schools. It is an opportunity for me to discover myself. Once I arrived at UWC South East Asia, Dover Campus, the first and most amazing thing I experienced was the warm welcoming spirit of the school fraternity, from the most understanding and compassionate house parents, to its beautifully diverse student body. At UWC has a room for almost any talent one would like to nurture, whether it's playing the piccolo trumpet or bullet journalling for those crazy about organisation. Ultimately, I would like to pursue a career in engineering and sustainability. I hope to be able to generate systems that are efficient and eco-friendly while also helping to create employment opportunities and empowering people with similar knowledge and the space to create



Michelle Muli

Waterford Kamhlaba UWCSA,
Eswatini

In life, growth is often encouraged by challenges, for it is only during hardships when our characters are able to truly develop. I love a good challenge – as a growing teenager who strives to come out with the best of what I can from the worst of situations, I've learned to face trials and tribulations with as much grit as I can muster. No longer do I conform with a 'why me' attitude – I sport a poker face and say 'try me.'

Hence, with my new view of life came the search for a place where I could take on new challenges that would catalyse my personal growth – and Waterford Kamhlaba seemed to be the perfect spot. After having attended my cousin's graduation ceremony a few years back, I fell in love with the school the minute I saw it. It both scared and excited me with its diverse environment and world-changing policies. It was something much bigger than what I was and what I knew, and I desired – more than anything – to be a part of such. This is why I was so motivated to apply for Waterford – because it is, to me, home to a global greatness that I want to contribute to.

I will be joining Waterford Kamhlaba UWCSA from the International School of South Africa (ISSA) situated in Mafikeng. ISSA is, as its motto states, 'a world under one roof' – but for me, it has always somewhat been too small of a world. The school has very much helped me grow into maturity and I am very much grateful for the friends I have made in both the students and the teachers. However, ISSA seems to be too much of an introverted society, probably because it is a big school in a small, debilitating town.

I am yet to fully experience life in Waterford Kamhlaba UWCSA but, from the little I have seen of it, I can tell that it is a school that truly lives up to its mission and values. What attracts me the most is its global outreach and its aspiration to create influential leaders within Africa and around the rest of the world. Waterford Kamhlaba, as a United

World College, is – in my eyes – the epitome of the idea of being the change you want to see.

With this in mind, I am hoping that Waterford Kamhlaba UWCSA can help me in my pursuit of Artificial Intelligence as a future career, for this is where the world is heading, and so, this is what I choose to embrace. In doing so, I would like to advance Africa and the world with what I hope will be a creative interface between technology and humanity while also keeping in touch with my artistic and poetic nature. I understand that this will be a difficult challenge – however, it is a challenge that I am willing to face for the growth of myself, as an individual, and the world as a whole.

So, with that being said, I can confidently proclaim – challenge accepted.

Felista Obasi

UWC Adriatic College, Italy

My name is Felista Obasi and I am 17 years old. Currently, I am attending school at the United World College of the Adriatic, in Italy and before I came here I completed my Kenya Certificate of Secondary Education at the Maryhill Girls High School where I did very well in the national examinations.

I had the option to proceed to university, therefore when I informed my friends and family of my desire to join the UWC Adriatic College, they couldn't understand. In trying to explain my desire to them, the words of the great philosopher Robert K. Frost came to my mind, "Two roads diverged in a wood and I took the one less travelled, and that has made all the difference." That is how I view my UWC experience so far, a decision that has monumentally changed my life. I have learnt more about various places in the world by speaking to people who live in those countries more than I would have just sitting at home and googling about them.

Everyday here I am challenged to be the very best version of myself by all those around me, in class, during the Creative, Action and Service activities, even in the school cafeteria and rooms as we try to make our school and world as sustainable as possible.

After UWC I hope to go on and study medicine and go into a field of research, I believe UWC is giving me all the tools to go after my dreams and to make the world a little paradise while I'm at it.

Natalie Kamau

UWC Dilijan, Armenia

Barev! You've just learned your first Armenian word! My name is Natalie and I am currently attending UWC Dilijan, Dilijan a small town in Armenia. I was first introduced to UWC through my mother; she had a friend who was familiar with UWC Red Cross Nordic in Norway. I read more about UWC- saw the values, the missions, the cultural diversity through all the pictures and what I read on the websites. The motivation behind applying to UWC was unequivocally the opportunities that all UWC schools offered. Education and extracurricular activities is a natural setting here one that every student embraces, for example; slavery studies is something I would have never thought of studying but is one of the most exciting and intricate courses taught that is not part of the IB Diploma Programme.

After UWC, I plan on studying medicine, I believe it is a hard course and would expect nothing less, but taking the IB DP I think will help me gear up for the challenge ahead. Not only academically but in extracurricular activities too, becoming a better public speaker, become more open-minded and many more attributes that I will discover along the two years of IB.



STEP UP.
DISCOVER
A NEW WORLD.
MAKE A DIFFERENCE!

The UWC Kenya National Committee invites students who are completing or have successfully completed their KCSE, IGCSE or MYP to apply for a place for a transformational educational experience at one of 17 UWC international residential schools and colleges in 17 countries across 4 continents, starting August 2019. Limited partial and full scholarships available for deserving applicants

"UWC inculcated in me the values of social responsibility and community engagement. It ignited my passion for leadership in the field of International Development. It also convinced me that the role of education is not simply to enhance one's potential of earning more in life, but of being a more conscientious, compassionate, socially aware and politically active member of society,"

Nungari, (UWC Atlantic College, 2004-2006)



To apply to join a school in 2019,
please visit: <http://uwckenya.org>

To find out more about UWC please
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