To Move the World

The Third Annual Report of the Davis United World College Scholars Program

2006
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Building International Understanding through Education
The Davis United World College Scholars Program

Philip O. Geier, Ph.D.
Executive Director

This program is about the huge potential of private philanthropy to promote international understanding in dynamic, expanding ways through the education of exceptional young people.

The Davis United World College Scholars have come this year from 118 nations, and those who graduate in the Class of 2006 — our third graduating class — are leaving behind far-reaching legacies for their schools and their fellow students.

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Davis UWC Scholars Program

T he Davis United World College Scholars Program is a major philanthropic force in promoting international understanding. This year, the program provides scholarship support for 821 current Davis UWC Scholars, from around the U.S. and the world, at a growing number of American colleges and universities. The program and these scholars are committed to building cross-cultural understanding across their campuses and around the globe in the 21st century. The stability of our world, and ensuring America’s place in it, demand no less than initiatives as large in scale, innovative in design, and powerful in impact as this.

A pilot program began in 2001 at Colby College, College of the Atlantic, Middlebury College, Princeton University, and Wellesley College. In this academic year, the greatly expanded program now includes 65 U.S. colleges and universities — including Harvard, Yale, Williams and Swarthmore on the East Coast, Oberlin, Carleton and Grinnell colleges in the Midwest, and Lewis & Clark, Redlands and Claremont McKenna in the West.

This program is about the huge potential of private philanthropy to promote international understanding in dynamic, expanding ways through the education of exceptional young people. It is our objective to see a much greater commitment by the private philanthropic sector to this very worthy purpose in the future.

Davis United World College Scholars are, indeed, outstanding students and remarkable young people. They have come this year from 118 nations, and those who graduate from the original five schools in the Class of 2006 — our program’s third graduating class — are leaving behind far-reaching legacies for their schools and their fellow students.

All the Davis UWC Scholars, at all the participating schools, are the heart and soul of this initiative. In these pages, we invite you to become acquainted with the Davis UWC Scholars Program and with its individual scholars — especially the 84 members of the graduating class of 2006.
The Davis United World College Scholars Program is different, intentionally so, from other fine efforts to internationalize the undergraduate experience. While preceding initiatives have focused more on research faculty development, curriculum changes, uses of technology, and study abroad, this program creates a much greater diversity of students on campus. And by supporting scholars from many countries who arrive on campus energized by the UWC mission of building understanding in active, personal ways, the Davis UWC Scholars Program exemplifies how diversity can contribute to a much richer education, and to a more globally engaged undergraduate experience.

Outcome studies of previous initiatives found “low levels of international competency, a decline in the number of international student requirements, few students studying foreign languages as a percentage of total enrollments, and less funding from federal and state sources.” (The Ford Foundation, “Preliminary Status Report 2000: Internationalization of U.S. Higher Education.”) These findings encouraged the Davis philanthropy to model a fresh synthesis of approaches — some new, some well-proven — to internationalizing the American college experience.

As modeled by the Davis United World College Scholar Program, these approaches include:

• Private philanthropy as an innovative force. We hope this effort will inspire others in the philanthropic sector to participate.

• Experiential learning as the essential tool for fostering international understanding.

• Diversifying the undergraduate population through international scholarships.

• Recognizing that coherent initiatives and significant clusters of scholars can make greater impact.

• Encouraging an overarching purpose while leaving each college or university to build on its own particular strengths.

In sum, the Davis United World College Scholar Program has great aspirations. Though our program is still in its early stages, we envision a growing commitment to international understanding through education in the 21st century. In time, Davis UWC Scholars will take their place beside the alumni of such esteemed scholarship programs as Fulbright and Rhodes. We embrace fully the goal of the late Senator J. William Fulbright for the public-sector scholarship program that bears his name: to “bring a little more knowledge, a little more reason, and a little more compassion into world affairs, and thereby to increase the chance that nations will learn at last to live in peace and friendship.”

The great potential of the Davis United World College Scholars Program is not simply to build and perpetuate itself; it is to motivate others, especially in the private sector, to strengthen international understanding through their personal philanthropy. Our future depends on a world of talented individuals from diverse cultures who join in commitment to international understanding.

Davis United World College Scholars will, we believe, contribute to the realization of this important goal. We hope you will, too.

from an interview with Shelby M.C. Davis by Shobana Kesava, senior broadcast journalist with 938 LIVE in Singapore, aired by the station in November 2005. An International Patron of the United World College in the United Kingdom, and Venezuela. Since the founding of the first UWC in 1962 at the height of the Cold War, these schools have provided opportunities to students from some 175 countries, representing all regions of the world. Students are selected in their home countries by volunteer committees, and receive scholarships to attend the United World College schools.

Six years ago, Colby, College of the Atlantic, Middlebury, Princeton, and Wellesley were selected by philanthropist Shelby M.C. Davis as the inaugural institutions for the Davis United World College Scholars Program. Davis offered to provide scholarships for every UWC graduate who gained acceptance and then matriculated at these pilot schools, regardless of national origin or UWC attended. This remains the case for these five inaugural schools.

Beginning with the fall 2004 student matriculation, the Davis United World College Scholars Program has greatly expanded to include an additional 60 American colleges and universities. To help these schools meet the financial needs of their scholars, Davis philanthropy contributes up to $10,000 for each scholar for every year of a four-year undergraduate degree program. All of these additional schools are also awarded a $5,000 grant each year in support of their admission outreach.

The goals of this Davis philanthropy continue to be to: • Provide scholarship support for exemplary and promising students from all cultures who have each absorbed the passion of their UWC school community for building international understanding in the 21st century.

• Build clusters of these globally aware and committed students within the undergraduate populations of selected American schools.

• Seek to transform the American undergraduate experience through this international diversity and cultural interchange — as much for the large majority of Americans on campus as for international students.

• Invite participating colleges and universities to leverage the value of this initiative to the long-term benefit of their students and faculties, their strategic planning, and their role in contributing proactively to the well-being of our volatile, highly interdependent world.

• Create a very diverse group of Davis United World College Scholars who will, during their educational experiences and throughout their lives, contribute significantly to shaping a better world.

The Davis United World College Scholars Program

Private Philanthropy for Global Understanding

What is the Davis United World College Scholars Program? It is, above all, the vision and power of private philanthropy committed to the importance of fostering greater understanding among the world’s future decision-makers — Americans and citizens of other nations.

The program provides scholarships to students, from both the U.S. and other countries, who have proven themselves by completing their last two years of high school at a group of international schools called United World Colleges (UWCs). These UWC schools are in the U.S., Canada, Hong Kong, India, Italy, Norway, Singapore, Switzerland, the United Kingdom, and Venezuela. Since the founding of the first UWC in 1962 at the height of the Cold War, these schools have provided opportunities to students from some 175 countries, representing all regions of the world. Students are selected in their home countries by volunteer committees, and receive scholarships to attend the United World College schools.

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• Create a very diverse group of Davis United World College Scholars who will, during their educational experiences and throughout their lives, contribute significantly to shaping a better world.

The Davis United World College Scholars Program
How This Works
Building World Understanding and Educating New Leaders

Since 1962, thousands of young people from 175 nations have been selected by committees in their home countries to complete the last two years of high school at one of ten United World College schools. UWC schools are in the U.S., Canada, Hong Kong, India, Italy, Norway, Singapore, Switzerland, the United Kingdom, and Venezuela. The UWC movement works to build multi-national, cross-cultural communication and understanding among all its students.

In 2000, the Davis United World College Scholars Program began providing scholarship grants to a pilot group of American colleges and universities to support United World College graduates who matriculated at these schools. This year these pilot schools — Colby College, College of the Atlantic, Middlebury College, Princeton University, and Wellesley College — are graduating their third class of Davis United World College Scholars. Based on the success of building clusters of globally minded scholars at these pilot schools over four years, Davis philanthropy chose to greatly expand both the number of campuses and scholars in the program.

Since 2004 an additional 60 American colleges and universities have been invited to join the Davis United World College Scholars Program. To these schools, the program contributes $10,000 each year for each matriculated UWC graduate, for up to four years per student. Each school also receives a $5,000 grant for admissions outreach. The total number of Davis UWC Scholars at all participating colleges and universities has now reached 821, from 118 countries. The 2006 graduating class includes 84 exceptional students from 46 nations.

With their education made possible through their own merits and the help of the Davis United World College Scholars Program, thousands of future graduates of these institutions will go on to play important, meaningful, often leadership roles in their communities, in their home countries, and in the world.

An Expanded Program
The Davis United World College Scholars Program has greatly expanded beyond its original pilot colleges and universities and now includes the following 65 institutions:

1. Amherst College
   14. College of the Holy Cross
   28. Hood College
   41. Princeton University
   54. University of Richmond
   65. Yale University

2. Barnard College
   15. College of the Atlantic
   29. Johns Hopkins University
   42. St. Lawrence University
   55. Wellesley College

3. Bates College
   16. Colby College
   30. Kenyon College
   43. San Francisco Art Institute
   56. Williams College

4. Boston Conservatory
   17. Columbia University
   31. Lafayette College
   44. School of the Art Institute
   57. Washington & Lee University

5. Brown University
   18. Connecticut College
   32. Lake Forest College
   45. Seattle University
   58. Washington University

6. Brandeis University
   19. Cornell University
   33. Lebanon Valley College
   46. Smith College
   59. Westminster College

7. Brown University Providence, RI
   20. Dartmouth College
   34. Lebanon Valley College — South Hadley, MA
   47. Skidmore College

8. Bryn Mawr College
   21. Dickinson College
   35. Macalester College
   48. St. Olaf College
   60. Widener University

9. Carleton College
   22. Earlham College
   36. Morehead State University
   49. St. Mary’s College, Indiana
   61. Westminster College

10. Claremont McKenna College
    23. Franklin & Marshall College
    37. Mount St. Joseph University
    50. Union College
    62. Wheaton College

11. Colby College
    24. Gettysburg College
    38. Middlebury College
    51. University of Hartford
    63. Whitman College

12. Colgate University
    25. Hamilton College
    39. Millikin University
    52. University of Pennsylvania
    64. Williams College

13. College of Notre Dame of Maryland
    26. Harvard College
    40. Oberlin College
    53. University of Richmond
    65. Yale University

14. College of the Holy Cross
    27. Harvard College
    41. Princeton University
    54. University of Richmond
    
15. College of the Atlantic
    28. Hood College
    42. St. Lawrence University
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    29. Johns Hopkins University
    43. San Francisco Art Institute
    56. Williams College

17. Columbia University
    30. Kenyon College
    44. School of the Art Institute
    57. Washington & Lee University

18. Connecticut College
    31. Lafayette College
    45. Seattle University
    58. Washington University

19. Cornell University
    32. Lake Forest College
    46. Smith College
    59. Westminster College

20. Dartmouth College
    33. Lebanon Valley College — South Hadley, MA
    47. Skidmore College
    60. Widener University

21. Dickinson College
    34. Lebanon Valley College — South Hadley, MA
    48. St. Olaf College
    61. Westminster College

22. Earlham College
    35. Macalester College
    49. St. Mary’s College, Indiana
    62. Wheaton College

23. Franklin & Marshall College
    36. Morehead State University
    50. Union College
    63. Whitman College

24. Gettysburg College
    37. Mount St. Joseph University
    51. University of Hartford
    64. Williams College

25. Hamilton College
    38. Middlebury College
    52. University of Pennsylvania
    65. Yale University

26. Harvard College
    39. Millikin University
    53. University of Richmond
    
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    40. Oberlin College
    54. University of Richmond
    
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    41. Princeton University
    55. Wellesley College
    
29. Johns Hopkins University
    42. St. Lawrence University
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    62. Wheaton College

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    63. Whitman College

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    50. Union College
    64. Williams College

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    51. University of Hartford
    65. Yale University

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    52. University of Pennsylvania
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    53. University of Richmond
    2. Barnard College

41. Princeton University
    54. University of Richmond
    3. Bates College

42. St. Lawrence University
    55. Wellesley College
    4. Bowdoin College

43. San Francisco Art Institute
    56. Williams College
    5. Bryn Mawr College

44. School of the Art Institute
    57. Washington & Lee University
    6. Carleton College

45. Seattle University
    58. Washington University
    7. Colgate University

46. Smith College
    59. Westminster College
    8. Colby College

47. Skidmore College
    60. Widener University
    9. Carleton College

48. St. Olaf College
    61. Westminster College
    10. Claremont McKenna College

49. St. Mary’s College, Indiana
    62. Wheaton College
    11. Colby College

50. Union College
    63. Whitman College
    12. Colgate University

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    21. Dickinson College

63. Whitman College
    22. Earlham College

25. Hamilton College
    23. Franklin & Marshall College

64. Williams College
    24. Gettysburg College

26. Harvard College
    25. Hamilton College

65. Yale University
    26. Harvard College
An Open-ended Philanthropic Commitment

Provided by Shelby M.C. Davis, financial support for the Davis United World College Scholars Program is an open-ended commitment involving tens of millions of dollars per year. All graduates of UWC schools who gain admission on their own merits to selected U.S. colleges or universities qualify for need-based scholarship support through the program.

118 Home Countries of Current Davis UWC Scholars

A World of Learners

Scholars' Home Countries and UWC Schools

Green color indicates home countries of current Davis UWC Scholars.

Ten UWC schools:

- Lester B. Pearson UWC of the Pacific (Canada)
- Li Po Chun UWC (Hong Kong)
- Mahindra UWC of India
- Red Cross Nordic UWC (Norway)
- Simón Bolívar UWC of Agriculture (Venezuela)
- Waterford Kamhlaba UWC of Southern Africa (Swaziland)
- UWC of South East Asia (Singapore)
- UWC of the Adriatic (Italy)
- UWC of the Atlantic (Wales)
- UWC-USA (Montezuma, NM, USA)
Out of Devastation ... Education

How a Civil War Survivor from West Africa, Now a Davis UWC Scholar at Skidmore, Is Helping to Make a New Future

We see an emerging leader here,” says Barbara Opitz, advisor to international students at Skidmore College, about Davis UWC Scholar Joseph Kaifala ’08 of Sierra Leone (Red Cross Nordic UWC, Norway).

To understand what that leadership might mean, listen to Joseph’s story. It’s one of the most incredible tales a young person could tell — and could survive:

With his father, a university professor teaching in Liberia, Joseph was imprisoned in 1990 by Charles Taylor’s Liberian rebels along with hundreds of fellow West African civilians. They were suspected of spying. Joseph was six.

“We were kept there, not to imprison us, but to kill us one by one,” he recalls. The only child in prison, Joseph helped the rebels throw away the bodies. He came to see death as a release from the screaming and wailing he heard from fellow prisoners night and day.

After months, he and his dad were released. They walked two weeks through jungles into Sierra Leone, where their funeral rites had already been held. People came from all over to make sure they were not ghosts. A week later in 1991, rebels with Liberian backing invaded.

Through the 10-year civil war that followed, Joseph saw child soldiers, rape, looting, house burning, the amputation of many children’s hands, the gouging-out of many others’ eyes, “and the slaughtering of thousands upon thousands of Sierra Leonians,” he has written.

“Those of us who survived live with the puzzling question: Why am I alive? That question means a lot to me.”

He not only survived, he went to school. In 2001 Joseph graduated from one of his country’s few remaining high schools, with a top-ranking academic record. He had studied many days without food. His dad had died; his mom and three siblings were in a refugee camp. He had no way to attend university.

But Joseph learned of a national UWC scholarship program and won a scholarship. At Red Cross Nordic UWC in Norway, he joined a national student campaign to work one day for a designated cause. In 2002, that cause was Sierra Leone. He traveled Norway, speaking about his home nation — and began wondering what else he could do.

With fellow UWC students, Joseph created Beatitude International to raise money for children back home: Traveling back for summers, “instead of taking my own luggage, I would take clothes, medical supplies, and stationery — writing books for children,” he says. At Skidmore College he continued the work, with a big clothing drive in 2004-05 and a campaign this year to build a library back home.

Why respond with such hope to so much devastation?

“Well ... it was a very difficult time,” Joseph says. “But it’s better to concentrate on the future, and make a better life, than to sit weeping at what has already been done.

“I had the determination that education is the only thing that would take me out of the situation I was in. I can see today that it is working — so why not concentrate on that? That’s why I deem it necessary to provide education for other children in Sierra Leone because I have seen what education can do.”

At Skidmore College, where he’s now president of the International Affairs Club, Joseph has listened carefully, connected with people, and shared his passion. Last year he made a campus presentation on the cultural issues behind the much-condemned rite of female circumcision back home: Attending were so many students, faculty, and administrators that the program had to be moved to a larger auditorium.

“He really works things through,” student advisor Opitz says. “If you meet him and you see his wonderful smile and nature, you’re just drawn to him. I think everyone senses from him that he has a unique sense of leadership — so faculty are working with him on developing that.

“He’s a young man who recognizes opportunity. He also recognizes the necessity of his education — so that when he sees that opportunity, he can seize it.”
As colleges and universities across the United States strive to internationalize their curricula and communities to prepare students for a globalizing world, Colby College in Maine has won high-profile recognition for making huge strides — thanks, in key measure, to the Davis UWC Scholars Program.

Colby was chosen by a juried, nationwide process as one of five U.S. schools to receive the 2005 Senator Paul Simon Award for campus internationalization. Named in honor of the late U.S. senator from Illinois, the award came with a spotlighting feature article on Colby in Internationalizing the Campus, 2005, a publication by NAFSA: Association of International Educators.

The school’s in-depth profile is headlined “Philanthropy Brings the World to Colby’s Door.” Its theme is that the school’s energetic efforts, since 2000, to make the most of being an original participant in the Davis UWC Scholars Program have been pivotal in Colby’s transformation toward global learning and awareness.

The program’s offer to fund the education of UWC graduates accepted at Colby “has enabled the Maine college to attract scores of students from the network of United World Colleges,” writes report author Christopher Connell, former national education writer for the Associated Press.

“Without question, the Davis UWC Scholars have made Colby a better place,” says the report, for which Connell spent several days on the Waterville campus interviewing teachers, students, and administrators. “The faculty cannot stop talking about them — about how they raise the level of intellectual discourse in classes from advanced calculus to international relations to religion.”

“The conversation with students has been just phenomenal,” said chemistry professor Dasan Thamattoor, quoted in the report. Davis UWC Scholars “make our American kids think in terms they’d never thought of,” noted Sandy Maisel, the William R. Kenan, Jr. Professor of Government and co-director of Colby’s new Goldfarb Center for Public Affairs and Civic Engagement.

Founded in 1948 to “champion the cause of international education and exchange” (and originally titled the National Association of Foreign Student Advisors), NAFSA convened a jury of top administrators from five American campuses to sort through submissions from across the nation. Selected along with Colby were Colgate University, Howard Community College in Maryland, the University of Kansas, and UCLA.

"Part of our purpose is to help these students — but part of it is also to fertilize American students with international viewpoints. Having students from all over the world at American universities, with the mission the UWCs have given them to be citizens of the world, is a very useful cross-fertilization — both in and out of the classroom. That’s what I’m trying to do: educate both sides.”

Shelby M.C. Davis, Donor
When David Bartsch, a 1974 graduate of Williams College who was its first United World College alumnus to enroll, learned about the Davis UWC Scholars Program and read a previous edition of To Move the World, he knew this was something he wanted to build on. “I was stimulated by it,” says Bartsch, who today is senior investment manager at Genworth Financial (formerly GE Financial). “I saw the difference that this program can make on campus — and with Shelby Davis giving so much, I thought it was important that others step forward and leverage the initiative that he has created.”

That’s what he did. In 2005, Bartsch funded the new Bartsch UWC Student Internships at Williams. The program makes it possible for current Williams students who are UWC grads to undertake summer internships “that involve giving back, either in the U.S. or in their home countries,” Bartsch explains.

Students propose work plans to be carried out on their own or through a non-profit, say the terms of the gift. Each internship must “seek to improve the quality of life in a local, regional, national, or international community of their definition.”

“In short, I want UWC students to feel empowered to lead through action and personal example,” Bartsch sums up.

Among the first to benefit was Nela Vukmirovic ’08 from Montenegro (Li Po Chun UWC, Hong Kong). Last summer, Nela went home to work with the Ministry of Education and Science in Montenegro.

One of two republics created from the former Yugoslavia, Nela’s country is in a transitional period where it is focusing, among other efforts, on education reform — and she was able to participate. Her work included negotiating with the World Bank and organizing the distribution of its funds allotted for equipping 47 elementary schools with books designed and adapted for equipping

47
elementary
schools
with
books
designed
and
adapted
for

reform
project.

“I wanted an internship where I would be part of a system helping in something that will change the future for the better,” Nela reported to the college. “I was able to see the politics of running and managing things from the very top.”

At the kickoff event for the Bartsch UWC Student Internships at Williams College is David Bartsch (center) with, from left: UWC graduate Solomon Makgoeng ’06 of Swaziland, Davis UWC Scholars Nela Vukmirovic ’08 of Montenegro (Hong Kong UWC) and Haydee Lindo ’08 of Jamaica (UWC of India), and Daumantas Mockus ’07, a UWC graduate from Lithuania.
Anthony Abakisi
ghana
UWC of the Atlantic, Wales
Colby College

“Majoring in economics and mathematics at Colby College definitely changed the way I view the world,” writes Anthony Abakisi. “Having enjoyed my courses, I hope to continue to graduate school to study either finance or math. 

“However, the most impact Colby has had on me has been through the friends I have made. I am glad to have met a diverse group of both American and international students, who will continue to influence my life long after Colby.

“My UWC experience made me the kind of person I am today. I have learned to be open-minded and appreciative of different personalities. UWC also gave me the interpersonal and academic skills to succeed at work.”

Seamus Abshere
USA
UWC USA Princeton University

“In my fifth semester I participated in a seminar about the French sociologist Pierre Bourdieu,” writes Seamus Abshere. “Questions that I had been formulating in my mind ever since I started college were answered in the seminar and the book ‘Pierre Bourdieu’ by Pierre Bourdieu. 

“I was a program assistant for International Student Orientation, helping new students to adapt to their new life at Middlebury College. Also, as a student consultant at the Computer Helpdesk, I helped members of the Middlebury College community with the computing problems and questions. As a member of the Middlebury Open Queer Alliance, I helped raise awareness of gay, lesbian, bisexual, and transgender issues in our community and beyond.

“I’m hoping to get a job as a programmer somewhere in the U.S. when I graduate. I am not sure what I want to do in the long run, but my college experience has showed me to always be on the lookout for new and different opportunities.”

Olakunleko M. Augustus
Nigeria
UWC USA Middlebury College

“Like many former UWC students, I want to change the world!” writes Olakunleko Augustus, who double-majored in Chinese and economics. “I hope to do so through a career in alternative energy resources. I hope to help the developing world recognize the use of renewable, clean energy as a means of developing in a smart, meaningful way, as well as show the developed world recognize the use of renewable, clean energy as a means of modernization in Morocco.

“The amazing commitment to work that I have witnessed and observed throughout Princeton and UWC — about culture, economics, and society in general — coalesced into new and harder questions, and I spent my last three semesters at Princeton learning to be an anthropologist.

“Long before, UWC had taught me the power of personal example. Therefore, as a new anthropologist and a former computer scientist, I spent my junior summer as logistics coordinator for the Princeton chapter of Engineers Without Borders. I acquired construction materials and food, liaised with authorities, hired transportation, and all the while maintained our Web site with hundreds of photos to reassure parents and inspire the chapter’s next generation.

“Among my summer internships, I worked at a dog shelter and veterinary clinic in Romania. In New Zealand, I interned at the Wildlife Ward of the Massey University Veterinary Teaching Hospital. These internships reinforced the fact that conservation medicine is the path I need to follow; no matter how difficult or — as many tell me — financially uninteresting.”

Oliver A. Alonso
Argentina
UWC of the Atlantic, Wales
Middlebury College

“At the beginning of my sophomore year I auditioned for a musical produced by the Middlebury College Musical Theater,” writes Gonzalo Alonso, who majored in computer science with a minor in physics. “Since then, I’ve been involved in musical theater every semester (except when I was abroad). For always enjoyed music and performing, but being on stage in character has been a great experience. It has helped me develop a sense of self and identity within the Middlebury College community and beyond.

“I was a program assistant for International Student Orientation, helping new students to adapt to their new life at Middlebury College. Also, as a student consultant at the Computer Helpdesk, I helped members of the Middlebury College community with the computing problems and questions. As a member of the Middlebury Open Queer Alliance, I helped raise awareness of gay, lesbian, bisexual, and transgender issues in our community and beyond.

“I’m hoping to get a job as a programmer somewhere in the U.S. when I graduate. I am not sure what I want to do in the long run, but my college experience has showed me to always be on the lookout for new and different opportunities.”

Maria Banica
Romania
Red Cross Nordic UWC, Norway
Wellesley College

“My spring semester in New Zealand was the experience that affected me the most and in the best way,” writes Maria Banica, who majored in biology. “I will always be grateful to Wellington for allowing me to reach what had been a dream ever since UWC. Also, people like Mary Allen and Simone Helley from the Biology Department endowed me with self-confidence in seeing myself as a competent scientist.

“I’m hoping to become a wildlife veterinarian, and get involved in conservation programs. I would love to return to New Zealand for some time; eventually I plan on going home to Romania and use the knowledge and skills acquired abroad to join the wildlife conservation efforts that are so prioritized in a developing country.

“Among my summer internships, I was involved in a dog shelter and veterinary clinic in Romania. In New Zealand, I interned at the Wildlife Ward of the Massey University Veterinary Teaching Hospital. These internships reinforced the fact that conservation medicine is the path I need to follow; no matter how difficult or — as many tell me — financially uninteresting.”

Selma Bellahayat
Argentina
UWC of the Atlantic, Wales
Princeton University

“The summer of my freshman year, I interned at the Peace-Workshop Coopers office in my hometown, Córdoba,” writes Selma Bellahayat. “I was later able to study in Paris for a year, where I gained invaluable insight into European politics and the European agenda toward its southern neighbors. I had a chance to access irreplaceable resources regarding EU-Moroccan relations, which served as a basis for my senior thesis, investigating the opportunities for modernization in Morocco.

“I ultimately aper to return to my native country, and apply the skills and knowledge I have acquired to help improve the political and economic situation. My country faces major challenges. It is in desperate need of foreign investment to enable it to adjust to the upcoming dismantlement of trade barriers with the EU and improve its image within the world community. It is in this context that I intend to pursue a career.

“As an Moroccan, I see the need for improvement as a personal goal I must fulfill for the future of my country, and it is the cause to which I want to dedicate myself.”

Lihi Ben Shitrit
Israel
Red Cross Nordic UWC, Norway
Princeton University

“At Princeton I chose to major in Near Eastern studies, focusing on politics and gender,” writes Lihi Ben Shitrit. “The wonderful faculty and endless resources available to students here allowed me to pursue my interests in a way that would not have been possible back home! With Princeton funding I spent my freshman summer at Middlebury College, in an Arabic immersion program, then traveled the next summer to Egypt to further learn Arabic and the Egyptian dialect.

“I have had a chance to work with inspiring professors here. I greatly enjoyed working as a research assistant to Professor Julie Taylor, studying the ‘Islamization’ of authoritarian regimes in Muslim countries. I’ve also had the opportunity to study under Professor Anmary Jaoul, and with her guidance to write my senior paper about Palestinian women’s political participation.

“In the future, I would like to pursue the knowledge of the Middle East and the skills I’ve gained at Princeton not only academically but also in the world of policy-making — which directly impacts my life and the lives of all of us coming from the Middle East.”

“Shirley M. Tilghman, President Princeton University

“We are enormously indebted to Shelby Davis for helping us to extend the benefits of a Princeton education to so many talented international students. The Davis UWC Scholars arrive with many different perspectives on the world, and contribute their unique knowledge and experience to making Princeton a much more interesting and cosmopolitan place in which to live and learn.” - Shirley M. Tilghman, President Princeton University
I have always fostered an interest in development, and this has of interaction with Cubans; I was living a dream through their eyes. hospitality and kindness of the people. I was embarking on a voyage political science. “Cuba confounded my expectations, through the path of life.”

At college I have helped run the International Relations Council, and apparent. library for street children in Malawi. I felt the impact was immediate consider as my most significant achievement the establishment of a worked voluntarily in Bangladesh, Pakistan, and Malawi. I would have been a great focus of my time at college. In the past years I have enjoyed being part of the vibrancy of college life. I see myself a "fighter for social improvement. I want to mark a footprint in my enjoyed being part of the vibrancy of college life. I see myself a strong passion takes me home."

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I'd like to work in the area of securities market regulation in the job environment after graduation. "Working with the Land Research Action Network and Food First gave me experience in working in the non-profit and advocacy sector. I worked with the Center for Integral Economics as well for any senior project research. "With each year that passes I realize more and more the importance of having studied at a United World College. By utilizing the alumni networks, I have been able to make connections with professionals working in international development and economics, who have served as invaluable resources and mentors to me.”
Learning — and Building — without Borders

A New Princeton Group Makes an Impact in Peru

There was, last year, a mountain village in Peru that lacked sanitation facilities, where the villagers were troubled that their children kept getting sick. At the same time there was a new chapter of Engineers Without Borders at Princeton University, started by Sebastien Douville ‘06 (Canada, UWC Wales), that was ready to take on its first project.

In August, the two came together. Seven Princeton engineering and anthropology students — including Douville and fellow Davis UWC Scholars Seamus Abshere ‘06 (USA, UWC-USA) and Maria Bettina Miguez ‘06 (Uruguay, UWC-USA) — spent three weeks working with the residents of Huamanzaña, Peru, to build three new structures that are likely to last lifetimes.

Those include, says Seamus, “a reinforced sewage pit that was built like a fortress, connected to a brick building with four toilets and a shower, and a little uphill from that, a water tower with a 1,000-liter tank. We built them on public school grounds,” to reduce diarrhea and enable kids to stay healthy and in school.

Douville started the EWB chapter in 2004, and within a year saw membership grow from nine students to 84. He wanted to find ways to learn hands-on; he also wanted to share the experience he’d had, at UWC, of working with people from differing backgrounds on projects for positive change.

In Huamanzaña, the students quickly discovered that they wanted to find ways to learn hands-on; they also wanted to share the experience they had, at UWC, of working with people from differing backgrounds on projects for positive change. In Huamanzaña, the students quickly discovered that they needed the villagers’ help.

“They were better at doing the things we wanted to do,” says Bettina. “We thought we’d be leading,” Sebastien adds. “It became much more of a team effort.”

A more subtle challenge was inspiring the villagers to keep using their new facilities. “Bettina created a jingle to help them remember at what points they should go over to our structure and wash their hands,” Seamus says. “She set it to the tune of ‘The Macarena.’”

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This summer, the EWB chapter plans projects in Ethiopia, Kenya, and Huamanzaña again. In Peru, says Seamus Abshere, “We had the same food, the same water problems, the same climate conditions as the villagers. It was just a good work experience. I don’t want to call it spiritual — it was just a good month’s work.”

Davis UWC Scholars Class of 2006

Sebastian Douville
Canada
UWC of the Atlantic, Wales
Princeton University

“My experience as founder and president of Engineers Without Borders (EWB) at Princeton affected me in ways I have yet to fully articulate completely,” writes Sebastien Douville, whose concentration was mechanical engineering. “EWB-Princeton is an incredible and dedicated coalition of anthropologists, engineers, and others that undertake technological projects around the world. Our first project, a sanitation system and water-storage facility in Huamanzaña, Peru, was a resounding success in August 2005.

“Leading this group was indeed demanding, yet extremely rewarding. It has led to a long-lasting introspection and has transformed, more than anything I have ever done before, the way I see the world and our potential to change it for the better.”

In line with his passion for sustainable and clean technologies, Sebastien continues: “My partner and I are developing into a startup business, Axios Energy, whose project that focuses on making the production of biofuel cost-competitive. Biofuels are incredibly environmentally-friendly and could reduce our dependence on fossil fuels. Our business will shape the future of this emerging market, based on our innovative technology that reduces costs on large scales.”

Nikhil D’Sa
India
Mahendra UWC, India
College of the Atlantic

“The educational ethic and academic atmosphere at COA has influenced my aspirations and goals,” writes Nikhil D’Sa, whose studies focused on education and psychology. “COA provided me with an intimate community that was not only interested in getting to know me for my passions but also helping me see them to fruition.

“With a few friends from high school, I helped set up Adhuny Initiative for Children, a non-governmental organization in Pune, India that provides a home with educational and vocational opportunities for six street children. Then, after the December 2004 tsunami, I worked with friends to establish the Global Outreach and Awareness Taskforce, a new student organization that works to raise awareness of local and international issues, and gives students an avenue to get involved.

“I hope someday to teach at the collegiate level. I am interested in how at-risk adolescents develop morally and how they cope with stress and find the resilience to pull through. It would be fantastic if I were given the opportunity to condense the plethora of hypothetical theories on adolescent development into a more practical, usable model.”

Adil D’Sousa
New Zealand
Pearson UWC, Canada
Colby College

“I hope to be a good person, and I’m not sure how the college experience fits into that goal,” reflects Adil D’Sousa, who pursued an independent major at Colby, focusing on comparative literature, with minors in Russian and Chinese. “But I do think the experience of studying and living together with people I would otherwise never meet was a valuable experience, because it showed me my own imperfections. A class on Marxist theory taught me the ways in which we intellectualize our experience so that none of what really matters gets solved. The class was good not just for the professor and texts, but for the discussions we had about the inadequacies of academic, community-based, and personal discourse on ‘the hill.’

“My UWC experience made me believe that ideology does not always have to be self-serving — that pursuing an ideology can be a powerful weapon in the flux of modern life. I think that most of all it gave me hope that other peaceniks, contrarians, and left-wing radicals (like the person I like to think I am) exist.”

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Those include, says Seamus, “a reinforced sewage pit that was built like a fortress, connected to a brick building with four toilets and a shower, and a little uphill from that, a water tower with a 1,000-liter tank. We built them on public school grounds,” to reduce diarrhea and enable kids to stay healthy and in school.

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In line with his passion for sustainable and clean technologies, Sebastien continues: “My partner and I are developing into a startup business, Axios Energy, whose project that focuses on making the production of biofuel cost-competitive. Biofuels are incredibly environmentally-friendly and could reduce our dependence on fossil fuels. Our business will shape the future of this emerging market, based on our innovative technology that reduces costs on large scales.”

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"My UWC experience definitely opened my eyes more toward concentration in biochemistry. "It felt good to be able to be a part of teamwork, good sportsmanship, and ibuprofen. I've also been a Women's Ultimate Frisbee team has given me a new appreciation sure I'm only beginning to understand. Playing for the Princeton University home to Kenya and provide my services where they are needed most.”

"I hope to become a pharmacist, and to take my experience back with me, no matter how small. Doing research in chemistry with the world, and I am much more open now to different experiences. Having spent there, I made a connection with a region of the world that I never knew existed, and propelled me on a path so foreign to what I had known before that it is hard to look back and speculate how I would have been without such an experience,” writes Page Ellen Dykstra, who studied at Princeton's Woodrow Wilson School of Public and International Affairs. "During my college years, my time studying in South Africa was formative for me in ways I'm sure I'm only beginning to understand. Playing for the Princeton Women's Ultimate Frisbee team has given me a new appreciation for teamwork, good sportsmanship, and ibuprofen. I've also been a member and president of the Human Values Forum."

"Fundamentally, I hope to live my life in a way that fulfills me and contributes to the betterment of other people's lives as well. Currently, I would like to accomplish three goals by pursuing a career in the international non-governmental organization sector, working with conflict resolution and development. I plan on taking a couple years after graduation to get some experience as these fields before returning to graduate school."

Frank H. Fung
Hong Kong
Li Po Chun UWC, Hong Kong
Colby College

"A year of studying in Britain taught me a lot," writes Frank Fung, who majored in physics. "It was not until I broke away from the Colby bubble and took up new challenges that I realized how well we are taken care of, here, as well as how good the quality of education is at Colby. What accompanies the studying-abroad experience is the chance of traveling in different places, which serves as a boon that brought me face-to-face with new friends and cultures."

"Through my UWC experience, I learned that the spirit of international understanding should go further than understanding — there are ways I can make a difference, and there are plenty of ways I cannot. When I can make a difference, I should not hesitate; when I try my best to place respect and empathy above anything else."

"Concerning my future career, I enjoy keeping doors open. The most important thing liberal education has taught me is to be versatile while pursuing professionalism. I believe that this should be a lifelong project."

Cybill Ancajas Gayatin
Philippines
UWC of the Adriatic, Italy
Colby College

"In my sophomore year, I took a government class, 'The Politics of War Crimes Tribunals,’ taught by Professor Kenneth Rodman,” writes Cybill Gayatin, who double-majored in economics and German. "I had always considered a career in criminal law, but the class made me realize that human rights law may be what I would most enjoy and find the most rewarding.

"By allowing me to act in several productions and to go on the CBB [Colby Bangs, and Brosoloni] London Theater Program, Colby turned acting from a hobby to a passion for me. Now, part of me desires to do something big and great for my country and humanity — go into foreign service and diplomacy or become a human rights lawyer. Another part wants to pursue my love for the arts. I guess that's the beauty of a liberal arts education: I get to pursue both passions. I don't see why I can't do that after college.

"Before UWC, my goal was to change the world. Now, I realize that to change the world, home might be a good place to start."
There are many ways in which the Davis UWC Scholars Program has transformed our campus, but none perhaps more salient than the story of generosity it brings to our consciousness. It is through memorable stories that one generation moves on to the next, and the Davis UWC Scholars feel the palpable gratitude our Davis UWC Scholars feel for the amazing gift of their education moves on in their own unique way.

I have been deeply involved in activism over my four years in, which I have found commitment to issues of civil rights for all targeted groups,” writes Taffie Gwitimah, who majored in philosophy and sociology at Colby.

“UWC intensified my passion for local and global justice issues, and my mentors here, especially Tom Berger and Tamae Prindle, have taught me to who I am, but also a sense of respect and understanding of who others are. What the UWC movement strives for goes far beyond the classroom. Through college, I found something fulfilling that I truly enjoy — teaching. I hope to someday impact others the same way my mentors here, especially Tom Berger and Tame Prindle, have inspired me.”

Taffie Gwitimah
Zimbabwe
UWC of the Atlantic, Wales
Colby College

Maua Hermo
Tanzania
UWC-USA
Wellesley College

“Working in Mary Allen’s lab the past two years and a half-years has been a challenging and rewarding experience,” writes biology major Maua Hermo. “I feel blessed because I can hopefully continue to weave my love of biology into research which will be beneficial to people, especially my country.”

“Another activity of great effect in my undergraduate life was GumbiTown. I remember being introduced to this type of dance at UWC, and I was so excited to find that at Wellesley African women have been dancing a similar dance. Leading this group in my junior year was very rewarding, because we got to perform in our first Annual African Show organized by the Wellesley African Students Association. I was also involved with Sister International, another amazing support group for international students.

“My lifelong goal is to work in the public health sector to be able to prevent disease and to eradicate those that plague my country. College has introduced me to various ways in which I can apply my knowledge and dreams of making a difference in areas where it is needed most.”

Maua Hermo

Jun-Wei Hiew
Malaysia
UWC of South East Asia, Singapore
Colby College

“When I first came to Colby, I had only a vague idea of what I really wanted out of life;” writes Jun-Wei Hiew, who became a mathematical sciences major, with a minor in Japanese. “From my friends I learned to keep an open mind, as inspiration may come from the most unlikely sources. It’s really only through a liberal environment such as here that I could have had the opportunity to go abroad, learn and play the Japanese Taiko drums with an actual Taiko group, talk to the most unlikely people about the most unlikely subjects, and in doing so discover a whole different side to myself.

“From UWC come not only a sense of pride and recognition as to who I am, but also a sense of respect and understanding of who other people are. What the UWC movement strives for goes far beyond the classrooms. Through college, I found something fulfilling that I truly enjoy — teaching. I hope to someday impact others the same way my mentors here, especially Tom Berger and Tame Prindle, have inspired me.”

Jun-Wei Hiew

Ameera A. Hilary
Jordan
UWC of the South East Asia, Singapore
Wellesley College

“My experience in research last summer was incredibly valuable for me,” writes mathematics major Ameera Hilary. “With Professor Alecia Sontag in the Math Department, I worked in the field of circle packing and discrete analytic functions. The reading and experimentation that I did gave me a richer understanding of what mathematical research entails. As a result, I am even more determined to pursue graduate school in a math-related field.

“I came to Wellesley knowing that I liked math, but not sure that it would be my major. In my first year I started to like math even more because of all the encouragement and support I received from the department. In particular, professors Sontag and Miriam Bernstein have had a huge impact on me. It is because of their warmth, support, and dedication that I decided to follow their paths.

“My UWC experience influenced me greatly. I learned how to become a part of an integrated system, how to think big and aim high. I learned that I want to be in a place where I can have an impact, where I can make a positive change.”

Ameera A. Hilary

Sikhululekile Hlatshwayo
Zimbabwe
Pearson UWC, Canada
Wellesley College

“I have been actively involved with WASA, the African Students’ Association,” writes Sikhululekile Hlatshwayo, who majored in mathematics and physics.

“The charity project I have been most involved in is Colouring in the Heart. College organizations would buy colouring books, student organizations would buy these colouring books and then decorate the inside of the cover, with a happy message or festive drawings. These gifts were then delivered to Boston Children’s Hospital. It was something small, but hopefully it made a difference in the lives of the children.”

Sikhululekile Hlatshwayo

Sahaladdin Sami Saleh Hussein
USA
UWC of the Atlantic, Wales
College of the Atlantic

“I have enjoyed forming a student group, called VUM, which directly translates to Venus, whose studies focused on information technology in human ecology.

“The group assesses community members in technology and software topics, and promotes technology learning to improve quality of life. We hope it will remain a tradition that fulfills ideals COA members value greatly such as to serve your community well.

“I tried to do my best in my college career I engaged in performances, student organizations, and community service, and exchanged perspectives with other members in the college believing in enrichment through community collaboration. I do not propose to change the world it is more important to have positive impact on our local surroundings.

“I hope to have my own IT consulting firm someday. This is possible because at COA, I had the freedom to engineer my education based on my interests and passion. When you really accept the challenge to educate yourself and mold in college, it becomes a duty you must fulfill; such commitment truly impacts students’ maturity and how they develop as they proceed in life.”

Sahaladdin Sami Saleh Hussein

Shahed Hussain
USA
UWC of the South East Asia, Singapore
Wellesley College

“While I have not yet had my own IT consulting firm, I have joined the Web Development Committee and I enjoy matching people’s skills to jobs that fit them. As with private banking, it’s mostly about forming good relationships, and I think I have the skills and personality for that line of work.

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Shahed Hussain

Claire Marie Minh-Khe Hua
USA
UWC of the South East Asia, Singapore
Wellesley College

“At this point, I neither want to be an executive recruiter or a private banker,” writes Clare Marie Minh-Khe Hua, who majored in international relations and Chinese language and literature. “I enjoy matching people’s skills to jobs that fit them. As with private banking, it’s mostly about forming good relationships, and I think I have the skills and personality for that line of work.

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Dana Chapman Walsh, President
Wellesley College

“A Toast to the Davis UWC Scholars”

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Shahed Hussain

28
2006 Davis United World College Scholars

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2006 Davis United World College Scholars
Building the Skills to Move the World

Like so many other Davis UWC Scholar, Emilia Tjernström of Sweden (Red Cross Nordic UWC, Norway) came out of her United World College experience wanting to change the world. What distinguishes Emilia, a graduating senior at Colby College, is how deeply thoughtful, systematic way she has mined Colby’s learning to the real world. “I would like to use the value of this, either in making music or in teaching and writing books about different aspects of music and how it acts in the context of history, politics, and social hierarchies,” she says.

“I entered Wellesley planning to major in international relations,” writes Krista Kattenava. “Luckily in the first semester I joined the Yanvalou Drum and Dance Ensemble and met Professor Gerdes Fleurant, now professor emeritus. He taught me about the culture and music of Haiti and the African diaspora and gave me guidance in ethnomusicology — the study of music in a cultural context. This gave me courage to consider my real interests, and pursue further the study in ethnomusicology. I changed my major to Latin American Studies with a concentration in music, spent my junior year in Brazil studying music, and am currently applying for grad school programs in ethnomusicology.

“I plan to specialize in the music of Brazil. Along with Yanvalou, Kostal, who double-majored in chemistry and economics has left me interested in development economics and developing economies, and I hope to have an opportunity to study these areas more deeply.”

Diana Kombe
Tanzania
UNC of the Atlantic, Wales
College of the Atlantic

“College has opened doors for me to explore my ambitions and think of the impact I want to have in the world,” writes Diana Kombe. “I have been able to design independent studies and tutorials, not only fulfill my pre-medical requirements but also to go further into how to apply knowledge in the real world, which to me is the real essence and usefulness of knowledge.

“I want to be a doctor in international medicine and provide humanitarian and medical aid in needy areas of the world. As an intern at the Jackson Laboratory, a leading institution in biomedical and genetics research, I was part of the quest to find cures for human diseases attributed to genetics through meaningful research. I hope to continue to be involved in biomedical research. “UWC opened my mind and eyes to the world, and made me realize the unique ability that broader individuals have to make the world take notice of issues they deem important. I changed from being a dormant recipient of knowledge to an inquisitive person, who learn and applies information to the real world.”

Khushnum Kharas
India
Middlebury
UWC of the Atlantic, Wales

“I have had the chance to be involved with a number of diverse and motivating groups, activities and programs during my time at Middlebury,” writes Khushnum Kharas. “I have also been actively involved with the South Asia Club since my freshman year; this has been a great opportunity for me to create awareness on campus about issues that are important to me. Another rewarding experience was being appointed a member of the Middlebury Academic Judicial Board. I have had a chance to serve my college community in this capacity.

“I hope to continue my education at a graduate level, and soon head back to school for a master’s degree. My course work in economics has left me interested in development economics and developing economies, and I hope to have an opportunity to study these areas more deeply.”

Polina Labovskaya
Russia
Woodford Kambalda UWC, Tanzania

“My experiences at Woodford Kambalda, United World College of Southern Africa, have directly influenced my interests and goals throughout my time at Wellesley College,” writes Polina Labovskaya, who majored in economics. “Being part of an international community in Swaziland challenged my preconceptions of Africa and instigated an interest in African economics, leading me to take courses on African development in the Economics and Political Science departments at Wellesley College.

“My junior year abroad at Lancaster University, UK, introduced me to different perspectives on African regional issues. This solidified my growing interest in the concept of institutions and their effect on economic development — something I intend to study further in graduate school.

“Outside academia, I have maintained a very international circle of friends, many of them UWC graduates. Although I am the lone Woodford Kambalda graduate at Wellesley the integration of the UWC network and our shared experiences has widened my circle of friends throughout my time in the United States.”

Kris Kang
Canada
Li Po Chun UWC, Hong Kong
Princeton University

“And she is ready, it seems clear, to do more. observes fellow senior Davis UWC Scholar Tomasz Zajaczkowski of “She has been able to implement UWC ideals in her daily life,” human rights,” she says. “I want to attend medical school and study public (reproductive) health, hopefully working to slow the spread of sexually transmitted diseases, particularly in places where their rampant spread continues unabated. I’ve worked in what seems like a million hospitals, watched, learned, practiced skills. I am drawn to the notion of providing care on such a fundamental level.

“For public health, I’m not sure that I’m ready. I’m sure that I will. I grow it’s potential to do so much — or even just a little bit that might end up meaning so much — that draws me in this direction.”

Kris Kang
Canada
Li Po Chun UWC, Hong Kong
Princeton University

“Maybe UWC opened my mind? My eye? I am sure now that it instilled in me a confidence knowing that the world holds more than one might ever know, and that each one of those unknowns could change your life,” writes Kris Kang, who majored in molecular biology at Princeton. “So when I think about it, everything is effectively infinite: the places to meet, the potential for relationships, the places to see or the mountains to climb, the books to read, the things to learn.

“I want to work with people. A lot of kids leave college and go into consulting. To work with people that are affected by whatever I do.”

Rabat, Morocco, working with city street children on a farm where they grew, sold and used crops.

“My experiences at Waterford Kamhlaba, United World College of Southern Africa, have directly influenced my interests and goals throughout my time at Wellesley College,” writes Polina Labovskaya, who majored in economics.

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"I feel there is a lot of pressure on internationals and minorities at Colby to represent a particular perspective, inside and outside of classes," writes Jia-Ling Loo, who double-majored in anthropology and religious studies. "It is almost as if people think they know how we feel. I think my greatest contribution is dismantling that myth. Because we come from a certain region of the world or a certain racial background doesn’t necessarily mean we know more about certain things or believe in them. I hope I have helped in creating a diversity of voices and opinions at Colby.

"Participation in various research projects, namely on the Mid-Maine Homeless Shelter, has cemented a deep interest in policy work. Making friends with people from Waterville has provided me with an invaluable experience of life in another country. I intend to pursue a graduate degree either in anthropology or public policy, but for now I am considering taking a nine-month diploma on political economy in the UK. Four years of college is too short because there’s too much to learn!"

"I am so thankful to COA for having enabled me to study for a full academic year at the London School of Economics," writes economics major Artan Loxha. "At LSE, I sharpened my technical knowledge and gained exposure to an international student society. My internship at the Central Bank of Kosovo strengthened my understanding of monetary policy. I helped co-author a working paper on assets and challenges of the use of euro outside the Economic and Monetary Union."

"As COA co-author and implemented a project that established Kosovo’s first ever Web-based advertising company, which seeks to help under-represented small and medium-sized firms in climbing the advertising ladder through affordable rates."

"I am pointing toward a career in government macroeconomic policy. After my master’s degree studies I plan on working with a leading consultancy group to advise national governments on economic policies. My UWC experience trained me to overcome the daily prejudices that so often blur reality and truth; the experience at COA has given me time to stop, think, and, above all, read lots and lots of books.

"I have developed a crush on the life of the academic and think I would like to find myself a professor someday. This is both selfish and partly not. There is a quote by John Steinbeck that inspires me and gives me hope that a life spent pursuing ideas can be a worthwhile one: ‘In The Gap’ (1971), he writes: ‘Need is the stimulus to concept, and concept to action. By formulating ideas that address real problems, academics can be an important force for bringing about social change.’"

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“Dartmouth College is privileged to participate in the Davis United World College Scholars Program, which is so effectively addressing the critical need to promote better understanding across the boundaries of nations and cultures. This fall, we were delighted by the increase in the number of Davis UWC Scholars we welcomed to campus. They are leaders whose perspectives enrich us all. What a wonderful program this is!”

James Wright, President
Dartmouth College

Nayantara Mukherji
India
Mahendradatta UWC, India
Wellesley College

“In true UWC spirit, I have tried to be involved in the college community,” writes international relations major Nayantara Mukherji. “Whether touring with the Wellesley Choir, being head dorm resident, and on the boards of the International Club and WMHB, the Colby radio station. But in all these I have taken a metacognitive abilities and classroom self-assessment. My research took me to one of problem-solving using computers. I was skeptical of the undercurrent of my plans and actions. Eventually I hope to go into partnership with my younger brother to start something exciting, unique, and positive. In the short term, however, I am looking to acquire the practical skills I will need to make this happen.”

Amanda Muscat
Malta
Pearson UWC, Canada
College of the Atlantic

“I have been working towards a career in public health,” writes Amanda Muscat. “I am mostly interested in international health and development, especially the integration of traditional medicine with western medicine. This arose after I spent two weeks with a traditional Mayan curer, Doña Mariana, and her family in the Yucatán Peninsula, Mexico. My independent project for COA’s Yucatán program involved compiling a list of medicinal plants and their uses. Through conversations with Doña Mariana I tried to understand the classification of the plants into ‘hot’ and ‘cold’. I also accompanied Doña Mariana on home visits and observed her curing patients. Doña Mariana’s dedication to her work, and her need to help others, touched me and encouraged me to consider how her healing methods could be incorporated in modern health techniques — on one hand, not allowing this worthy knowledge to disappear, but at the same time ensure that health care standards are raised and maintained. The need for overall improvement of health services in Central and South America has empowered me to follow this course of study.”

Caroline M. Mwaniki
Kenya
Pearson UWC, Canada
Wellesley College

“Studying abroad in England had the most profound influence on my college career,” writes Caroline Mwaniki. “I was a neuroscience major on a premed track and changed my major to French cultural studies. My study-abroad experience opened my mind to the meaning and value of a liberal arts education, and challenged me to choose a major based on my passions and interests. I was awarded two Wellesley stipends to fund summer internships. In Cape Town, South Africa, I worked with pregnant women and mothers affected by HIV/AIDS, while in Boston I worked on a project related to cancer-screening disparities among minority populations. My desire to solve social problems developed while in UWC and has continued to grow through my years at Wellesley. UWC expanded my world beyond my comfort zone in Namibia. I have met amazing people from different countries, with whom I have formed fulﬁlling friendships. I also learned that there are different paths to achieve one goal, and plan to spend the next few years doing graduate research as an extension of my independent study on immigration problems in contemporary France.”

Bhupendra Singh Nagpure
India
Mahendradatta UWC, India
College of the Atlantic

“I am part of a team that is working on cell membrane research at the University of Maine, Orono,” writes Bhupendra Singh Nagpure, who focuses on physics and mathematics at COA. “I cannot believe I’m performing experiments that have never been done before, and I hope to take this first step to create a new expression of fluorescent probes such as Perylene and Rhodamino DOPD. “One of the great advantages that I have had is with the Alternative Spring Break, where students can volunteer for local and national projects. My favorite was painting a school for homeless children in Bangor, Maine. I also worked on the Cumberland Trail in Tennessee. At COA, being a teacher’s assistant, I have often had to use my ‘non-geeky’ side to elucidate scientific concepts — and trust me, it’s challenging! “I have grown up from being a shy boy to an outgoing person. Coming from a small village in India to the United States has been a long but wonderful journey UWC and COA have provided me with the best friends and best teachers, who inspire me each day.”

David Ng
Australia
Li Po Chun UWC, Hong Kong
Colby College

“I hope to live a life of meaning, and to bring meaning to the lives of others,” writes David Ng, who majored in mathematical sciences with a minor in East Asian studies. “Thanks to my UWC experience, I have become more open-minded and more aware of my potential to better our world. And through my Colby experience I am endowed with the tools and confidence to turn my dreams into reality.”

“When I first met Shelby Davis during freshman year, he shared his belief that one should spend their life ‘learning,’ ‘earning,’ and most importantly, returning back to our communities and the world. I took these words to heart and they have remained a very strong undercurrent of my plans and actions. Eventually I hope to go into partnership with my younger brother to start something exciting, unique, and positive. In the short term, however, I am looking to acquire the practical skills I will need to make this happen.”

Christoph Giang Nguyen
Germany
UWC of South East Asia, Singapore
Colby College

“Although impressions and influences are numerous, my impressions of the London School of Economics, and my time spent there on my junior year abroad, are the most influential right now,” writes Christoph Nguyen, who majored in economics and international studies at Colby. “UWC showed me a world that I could not have fathomed back in Germany. Colby has undoubtedly furthered my drive towards success, whatever that elusive term may entail. This is however a mixed blessing, since with rising standards and expectations, it is easy to lose sight of one’s own humble beginnings.”

“With all this I will take I do not know exactly, although I hope it includes a career in academia — but I hope I can maintain a sense of perspective amidst the easy assumption that success can be equated to a high-powered and well-paid career.”
Thupten Norbu
Tibet
Mahendra UWC, India
College of the Atlantic

"Attending the World Summit on Sustainable Development in 2002 influenced my decision to take courses at College of the Atlantic," writes Thupten Norbu, who focused on sustainable development in human ecology at COA. "I realized how important it is to sustain the environment while improving the living condition. I took courses that would enhance my understanding of economic development and environmental sustainability."

"As a Tibetan refugee, I used part of my Davis scholarship to educate myself about the conflict between Tibet and China, so that I can be involved in solving the conflict peacefully. I tried to make friends with Chinese students, scientists, and diplomats. We need to understand each other. I also initiated a fund-raising campaign to support a Buddhist monastery that plays a critical role to local communities in Sikkim, a remote Himalayan area."

"I would like to be able to be a liaison between traditional and modern, rural and urban, east and west, and developed and underdeveloped communities — to imagine a peaceful and sustainable world."

I would like to return to India.

Anjana Rajbhandary
Nepal
UWC of the Adriatic, Italy
College of the Atlantic

"Coming to College of the Atlantic was one of the best decisions I have made in my life," writes Anjana Rajbhandary, who majored in psychology. "Being at COA has enriched my life with experiences, memories, and special people. I found my love for psychology and the passion to work towards ending child prostitution. I couldn’t have made it through COA without my advisor Ken Hill, who was always there to listen and guide, and my best friend Emily Blare."

"I am really interested in the subject of child prostitution in Southeast Asia, where the problem is the biggest. I would like to use what I know and learn more from interacting with officials and professionals who work in that field to report every day and try to help make a difference in the lives of some children. My dream would be to work as an ECPAT (End Child Prostitution, Child Pornography and Trafficking of Children for Sexual Purposes) volunteer at all the areas which are deeply rooted with that problem and try to change the situation for better."

I would like to become a teacher.

Yerzhan Rashev
Kazakhstan
Red Cross Nordic UWC, Norway
Middlebury College

"College for me was about a number of things combined; my friends, my teachers, the nature around me, the long nights, the coffee and the music, and people who inspired me all the time," writes Yerzhan Rashev, who majored in economics. "It was the freedom of choice and opportunity, the diverse outlook on small things and the world globally, and the feeling of being surrounded by the most intelligent people that made me truly happy throughout these years."

"My UWC experience opened my eyes to many things. It was a defining period of my life that helped me to accept any challenge, and to explore so many different ideas in this mad world."

"During the second year of college, I joined and actively participated in a number of student organizations, such as the Global AIDS Campaign, Environmental Quality and Dialogues for Peace."

"During the last years I developed an interest in theory and application in the field of microeconomics and also the ideal learning environment."

"I don’t have specific plans for the future. I am very interested in my thesis topic that explores the innovation process among Chinese enterprises, and hope to eventually develop expertise in the field of industrial organization and environmental economics. Perhaps one day I will help corporations and NGOs make strategic decisions that are economically viable and socially responsible. And then maybe I will become a teacher."

Martin Rajcan
Slovakia
Mahendra UWC, India
Middlebury College

“One of the most rewarding experiences at Middlebury was my job at the college’s Rohatyn Center for International Affairs,” writes economics major Martin Rajcan. “I researched topics such as immigration issues in London, transitional justice in Eastern Europe, and game-theoretical approaches to conflict resolution. Having been involved in planning and managing events at the center, I was fortunate to witness many fascinating lectures, symposia, and conferences."

“My years at UWC were formative. I learned to appreciate difference, to work well with people, and to be more self-aware. At UWC, my friends and teachers inspired me greatly — each in their own unforgettable way. Aside from all the fun we had together, it was also the ideal learning environment."

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Sushank R. R. Rishyasringa
India
UWC of the Atlantic, Wales
Princeton University

"After my sophomore year, I undertook, under the university-awarded Martin Dale Summer Fellowship, an expedition to Ladakh, an ancient Tibetan Buddhist kingdom in India, to investigate thousand-year-old artistic tradition and film my experiences,” writes economics major Sushank Rishyasringa. "The journey was highly challenging, and the reward did not only come at the completed film’s public screening at Princeton. It was there at every step — when I completed the climb to a remote monastery, concluded a riveting religious debate with a monk, and finally broke through to some inner meaning of a magnificent work of spiritual art. The experience showed me how it is possible to accomplish something improbable or daunting with some creativity, perseverance, and faith."

"I would like to work where I can effect change, through economic development or social improvement in my home country, where these challenges are at a critical point. But I also want to be able to indulge my creative and adventurous passions — music, writing, travel, filmmaking. The lesson I’ve learned here at Princeton is that life has a lot of surprises, and many of them are good ones.”
I have tried to be active on campus through my involvement in organizing activities through numerous student clubs' organizations, such as the International Clubs,' writes economics major Marie-Jeanne Sène. "Over the past three years, I have also served in one of the assistant coordinators of the Office of Multicultural Affairs. Among other things, we promote campus activities and run a mentoring program for minority students."

"My UWC experience definitely contributed in shaping me into who I have become at this point. It has molded me into a very tolerant and open-minded person, making it easier for me to rise up to my daily life challenges."

"I am hoping to get an MBA in the next five years, then start a career in the financial services industry. I want to develop a strong professional track before moving back to Senegal, where I hope to take on a leadership position that will allow me to use the skills and ideas I have acquired over the years to make a difference in my country."

"I feel I have created a strong foundation of ideas and perspectives, as one of my most valuable features, a person is that I have an ease to get along with people, and listen to them. I think that was built upon during my two years at UWC, and also have in Middlebury."

"I believe that college has prepared me academically well to start my most fortunate experience at COA, "Mary-Louise Sene, who majored in Spanish and international studies. "This and receiving several scholarships made me resolve to study diligently, in order one day be able to give back."

"Although I owe so much to many people, other students, faculty and staff at the college who have stood by me, the most important must be my best friend. She has told me I am: full of smiles, understanding and humorous. And I will heed her advice to 'take risks' if needed."

"My study abroad experience in Japan taught me that communication depends upon language ability, sensitivity, and openness. To communicate effectively we have to know what we want to say and then express it as clearly and as simply as possible, and we also have to be prepared to listen to others."

"I hope to become a historian for East and Southeast Asia so that I may be able to provide information about the regions that have influenced my personal growth. My liberal arts training prepares me for a career in academia, publishing, public works, or private enterprise, and I am happy to make a contribution to these fields."

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"The highlight of my college time was a study abroad program at Oxford," writes physics major Melanie Strycharska. "I felt happy and settled in a laboratory environment, which made it obvious that a career in research was the right path for me. And having done research at Oxford, Princeton, and in Stockholm, for the first time I felt that I know something. Even if it is a tiny bit of a very large picture, I have a basis to build on."

"While my UWC experience inspired me to dream and taught me that one never can give up, Princeton made me understand that I cannot possibly try to achieve everything. I want to get involved in medical research, it is something that I feel passionate about, and know that I can put all of my heart into."

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"Meanwhile there are many other ways in which the UWC experience enables me to affect my environment. Even seemingly insignificant interactions with friends change their views about life — and we meet so many people every day that there is a huge potential for inspiring and broadening horizons."
Tiyona Taylor
USA
Pearson UWC, Canada
Princeton University

“My internship in Cambodia through the Solidarity Center was one of the most influential experiences I had during my Princeton tenure,” writes politics major Tiyona Taylor. “To see and work with union workers who were putting their lives on the line to demand fair treatment and working rights was eye-opening.

“I hope to be heavily involved with helping people. I would like to work for the UN. I have been heavily involved in Community House, a campus volunteer group serving on the executive board, as a project mentor and a volunteer. Also through my sorority, Delta Sigma Theta Sorority, Inc., I have done everything from teaching students and adults how to finance a home and invest wisely, to tutoring and mentoring, to concerns about minority voting issues.

“All of UWC, whenever I hear about things like the tsunami or the earthquake in Pakistan, there is always a thought that, ‘Hey, I have friends there who could have been affected.’ That urges me to look outside my little bubble, and act to help in any way I can.”

Tyonna Taylor
USA
Pearson UWC, Canada
Princeton University

“Thomas Tietenberg’s course on Environmental and Resource Economics changed my life,” writes economics major Emilia Tjernström. “I realized some of the ways economics can be used tangibly to change things. Another mentor has been Philip Brown, Colby’s philosophy tutor, writer for the Colby Student.”

Optat Herman Tenga
Tanzania
Waterford Kamkwamba UWC, Swaziland
Middlebury College

“Studying abroad in France has been one of my highlights of my undergraduate career,” writes Optat Tenga, who double-majored in economics and French. “I have always had a penchant for looking at things from a global perspective. Traveling to Europe redefined both my Middlebury career and the paths of my future career.

“I have tried, I am trying. I will try to think, as always, BIG, and I usually think ecologically and socially as well.”

Emilia Tjernström
Sweden
Red Cross Nordic UWC, Norway
Colby College

“Hamilton College is even stronger because of the Davis United World College Scholars who have chosen to join us. They embrace the inclusiveness they learned at their UWCs, and demonstrate political and social sensitivity while working to bring various social groups together. They are a vital part of our international student cohort, and they help our ‘mainstream’ students understand the value, as well as the difficulties and challenges, of living and working together in our increasingly global society.”

Joan Hinde Stewart, President
Hamilton College
Patrick Uwihoreye
Rwanda
UWC of the Atlantic, Wales
College of the Atlantic


Mutu Vengesayi
Zimbabwe
UWC of the Atlantic, Wales
Colby College

“My college experience has shaped my career path and goals, with the discovery of skills and inclinations I never thought were a part of me before,” writes Mutu Vengesayi, who majored in economics, with concentrations in international economics and philosophy, and also played on Colby’s rugby team. “In essence, college has been important in discovering who I am, which I believe is the first big step in establishing myself in life. I was involved in a wide variety of activities and initiatives here — but it was through getting to know people, and interacting on a personal level, that I believe I played a role in shaping views and attitudes.”

The UWC years laid the groundwork for the person I am today. Many of the views and opinions that I have conceptualized and embraced during my college years were engendered during my UWC years. “I hope to work in business for a few years, then return to graduate school. After this, I hope to be involved in some aspect of policy formulation and implementation.”

Dominique Van de Sompel
Belgium
Mahendra UWC, India
Princeton University

“During my junior year, I studied at Oxford University the first year that mechanical engineers participated in the exchange program,” writes Dominique Van de Sompel, whose major concentration was in mechanical and aerospace engineering. “I chose to model the heat transfer and damage accumulation in human skin tissue under different burn conditions, a project which turned out to be immensely rewarding.”

“I had the opportunity to work with plastic surgeon Dr. Tam Yoon Kong from the Stope Mareldie Hospital in Ayrshire and to make a significant contribution to his research by determining the burn conditions that yielded a specified degree of damage to a given skin tissue sample — knowledge which was essential to the research. I felt that my project was making a real contribution to his research by determining the burn conditions that yielded a specified degree of damage to a given skin tissue sample — knowledge which was essential to the research.

“I have really enjoyed my stay at Colby, as well as the year abroad. The experience I had in the Canadian UWC has opened doors to a bigger and brighter future for me, and boosted up my courage to step forward and to want more in terms of education.”

The New Mexico campus also exposed her, Maia continues, to “wonderful young people, vibrant and filled with so much enthusiasm for life and for making a positive impact on our world today.”

Those who know her describe Maia in much the same terms. She found an outlet for her energies in Gumboot, a college troupe that dances in the rubber Wellingtons that South African miners wore. Forbidden from talking, the miners stamped and slapped their boots to communicate — and a unique art form was born.

At Wellesley, “the best part about Gumboot dance is the energy that oozes out from a group of power-filled, energetic, shouting women,” Maia says. When the group performed at the African shows, “People would come out and say, ‘How do you guys do that? I want to join!’”

Maia’s biology research experience shifted her professional ambitions from becoming a doctor to helping prevent diseases. At home, she says, “every day, outbreaks are happening. Right now there is cholera in Dar es Salaam.”

“College has introduced me to ways I can apply my knowledge and my dreams of making a difference — where it is needed most.”

Dancing — and Learning — for Life

At Wellesley College, Maia Herme ’06 of Tanzania (UWC-USA) grew as excited about doing microbiology research as she did about dancing in the “gumboot” style, originated by South African gold miners, for the annual shows hosted by the Wellesley African Students Association.

“I hope to continue this dance wherever I go,” she says. “I can already imagine myself performing while letting my 2D electrophoresis gel run in labs. Who said there were boundaries to where I could perform?”

“My lifetime goal is to work in the public health sector, to be able to prevent disease and eradicate those that plague my country — diseases which are mostly due to inadequate environmental sanitation as well as inadequate resources.

“It’s a gigantic task,” she adds. Her two years at UWC-USA “literally opened doors to a bigger and brighter future for me, and boosted up my courage to step forward and to want more in terms of education.”

Studying at UWC enabled me to learn about lives of people in many parts of the world, to see how they handle daily issues and most importantly to reconsider and reevaluate my own values,” writes Tomas Vorobjov.

“At COL, being exposed to more and more material in computer science and mathematics helped me see my future to be in a graduate school doing research in mathematical applications to cryptography and computer security. Besides the classes related to math and computer science, my major and main interest, I have been glad to have the opportunity of expanding my knowledge in other areas of academies — African music, Italian women’s literature of the 20th century, economics, etc.”

“Tomas Vorobjov
Slovakia
UWC of the Atlantic, Italy
Colby College

“Studying at UWC enabled me to learn about lives of people in many parts of the world, to see how they handle daily issues and most importantly to reconsider and reevaluate my own values,” writes Tomas Vorobjov.

“At COL, being exposed to more and more material in computer science and mathematics helped me see my future to be in a graduate school doing research in mathematical applications to cryptography and computer security. Besides the classes related to math and computer science, my major and main interest, I have been glad to have the opportunity of expanding my knowledge in other areas of academies — African music, Italian women’s literature of the 20th century, economics, etc.”

Tomas Vorobjov
Slovakia
UWC of the Atlantic, Italy
Colby College

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“My lifelong goal is to work in the public health sector, to be able to prevent disease and eradicate those that plague my country — diseases which are mostly due to inadequate environmental sanitation as well as inadequate resources.

“It’s a gigantic task,” she adds. Her two years at UWC-USA “literally opened doors to a bigger and brighter future for me, and boosted up my courage to step forward and to want more in terms of education.”

The New Mexico campus also exposed her, Maia continues, to “wonderful young people, vibrant and filled with so much enthusiasm for life and for making a positive impact on our world today.”

Those who know her describe Maia in much the same terms. She found an outlet for her energies in Gumboot, a college troupe that dances in the rubber Wellingtons that South African miners wore. Forbidden from talking, the miners stamped and slapped their boots to communicate — and a unique art form was born.

At Wellesley, “the best part about Gumboot dance is the energy that oozes out from a group of power-filled, energetic, shouting women,” Maia says. When the group performed at the African shows, “People would come out and say, ‘How do you guys do that? I want to join!’”

Maia’s biology research experience shifted her professional ambitions from becoming a doctor to helping prevent diseases. At home, she says, “every day, outbreaks are happening. Right now there is cholera in Dar es Salaam.”

“College has introduced me to ways I can apply my knowledge and my dreams of making a difference — where it is needed most.”
Blake Williams
USA
UWC of the Atlantic, Wales
Middlebury College

“The most significant event during my college career was joining the United Nations Marine Corps,” writes Blake Williams, an English major. “After my sophomore year, I enlisted and went to basic training at Parris Island. The experience taught me discipline and self-reliance, and combined with the wonderful experiences that I had at college, gave me a balanced and exciting world view. “It is my dream to gain enough influence in the Marine Corps to effectively use my experiences both at UWC Atlantic and Middlebury to bring about change within the Corps. I firmly believe there is a lot of ignorance and perhaps some prejudices in the military that could be eradicated by knowledge of other countries and cultures, such as I have witnessed in my education over the past five years. “I think I have matured dramatically over the last couple of years, and I most certainly have Middlebury College to thank for that. After being here and in the UWC program, I can honestly say that I think the combination is one of the most valuable education opportunities that exists.”

Demeske A. Woudmagegna
Ethiopia
UWC of South East Asia, Singapore
Colby College

“The problem of poverty has always bothered me; mostly because I come from a poor country, Ethiopia,” writes Demeske Woudmagegna, who double-majored in mathematics and economics at Colby. “My country seems to be heading in the right direction by implementing mechanisms that would help a faster market flourish. However, the reformation of the economic system seems to be very slow. Our reason for this stagnation is a lack of human capital — and with the good education I have received from Colby College, I am sure I can positively contribute to my country’s economic endeavors. “At Colby I have taken anthropology, philosophy, chemistry, biology, physics, mathematics, and economics courses, and I believe they all in some way affected my development. The speakers that come here, the 1- versus college games, the help sessions I conducted as a teaching assistant, the conversations with Colby students, the decision-making activities as an executive member of the International Club, and especially the private readings that ranged from the Older Path to the Case for Faith all have contributed to who I have become now.”

Pinar Yurekli
Turkey
UWC-USA
Wellesley College

“When I first came to Wellesley I was hoping to become a chemical engineer,” writes Pinar Yurekli. “But here I realized that my passion lies in economics, and saw how economics along with politics shapes the lives of people. With my education in economics I hope to have an impact on humanity. I am extremely grateful to Wellesley for having such a wonderful department. “I volunteered with Life Empowered Awareness Project (LEAP), in which we helped middle school girls develop their courage and self-confidence through self-defense training. As women, we have to protect ourselves for most of our lives — and those skills that I was able to pass on through LEAP will have a positive impact on the future of those young women. “Being an economics major interested in finance, I am considering working in Wall Street for a few years. I am also planning to go to graduate school in an economics-related field, after which I am planning to go back to Turkey and be involved in politics. With my Wellesley experience I built solid groundwork for future leadership positions.”

Rami W. Zahiran
Palestine
UWC of the Adriatic, Italy
Colby College

“Being friends with people from different religions and ethnicities is definitely the major experience that has affected my life,” writes Rami Zahiran, who majored in chemistry at Colby with a concentration in biochemistry. “I believe I made a difference by being a member and then president of the Colby Muslims Group. We have done our best to educate other students on the reality of Islam, and tried explaining the fake stereotypes. I believe we have created a positive image about Islam. “Living in the great bubble of the UWC experience made me appreciate others for who they are; and accept them no matter where they come from. It also made the academic transition to college much easier. This helped most of us know what we want to do in the future, from the many opportunities arrived. “I have been extremely lucky to receive an undergraduate education in the United States. Because of the help that was given to me, I believe that after finishing medical studies I will spend time back where I have come from, to help those who did not have the opportunities I received.”

Pinar Yurekli
Turkey
UWC-USA
Wellesley College

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Tomasz Zajaczkowski
Poland
UWC-USA
Colby College

“For a long time I have struggled with figuring out how to spread the values developed in me during the years at UWC, and how to lead a stable personal life at the same time,” writes Tomasz Zajaczkowski, who double-majored in economics and mathematics and international studies at Colby. “Through my years at Colby, study abroad program, various internships, and summer activities, I have realized there are many ways in which I can contribute to my country’s economic endeavors. “My goal is to work in the U.S. for a few years, go to grad school, and gain some more experience. However, at all times I want to remember where I come from and that I am a unique asset to my country. Helping my country develop and improve does not require giving up all my opportunities — it is rather grabbing each of these opportunities, and then sharing with others the fruits of it. “As Mr. Shelby Davis said during a visit at Colby, the natural order in life is fear; earn, return. It is clear that the more we learn, the more we can return.”

Selin Arslan
Thailand
Li Po Chun UWC, Hong Kong
Colby College

“My UWC experience taught me to become more tolerant and accepting of different lifestyles, mentalities, and cultures,” writes Adelajda Zorba, who majored in biochemistry and French at Colby. “It made the transition into university life much easier. I also urged me to re-evaluate decisions and set if they were in fact right, and not primarily dictated by the environment I lived in. “It is mainly thanks to these considerations that I changed my field of study — a luxury that is largely offered by liberal arts colleges — from international studies to biochemistry. Through research I discovered the thrill of learning and sharing in an altruistic scientific world. Thanks to Colby, I had the privilege of interacting in several labs within the U.S. and outside of it (France, England, Japan), and I was comforted to find in all of them the same genuine interest for science and discovery. “I hope to further pursue biochemistry during graduate school. After, I am strongly considering being part of academia. I would feel truly honored if I could impact the life of my students the way some of my teachers at Colby have influenced my dreams.”

Mao Zheng
China
Li Po Chun UWC, Hong Kong
Colby College

“Many small events, projects, courses, and mentors in both my physics and economics disciplines have sculpted my values and ideas,” writes Mao Zheng, who double majored in physics and economics. “I am impressed by the simple, straightforward, very down-to-earth style of many of my physics professors and peer students. On the other hand, economics really taught me to face real-life numbers and ‘authority’ claims with a critical mind. “UWC certainly prepared me well for college. The IB courses and UWC learning environment closely simulate the teaching at college setting, in a country different from my motherland. The multicultural environment in UWC eliminates culture shock at the beginning of college and the open-mindedness and cultural understanding is a lifelong treasure: “Needless to say, I would like to make my life as useful to others as possible. At the very least, should opportunity permit, I’d like to pass my opportunity to go to UWC doing at least one or two kids in the next generation, and contribute to the self-propelling force of UWC.”
The Undergraduates

The following pages list the undergraduate Davis United World College Scholars — the members of the Classes of 2007, 2008, and 2009. The scholars are listed alphabetically by class. Each scholar’s name is followed by his or her home country (or countries), UWC school, and present college or university.

Class of 2007

Huseyin Akturk
Turkey
Waterford Kamhlaba UWC of Southern Africa
Colby College

Aleksandra Aljakna
Estonia
Red Cross Nordic UWC
Middlebury College

Muayad Almahariq
Palestine
Lester B. Pearson UWC of the Pacific
Middlebury College

Anton Altement
Estonia
Red Cross Nordic UWC
Middlebury College

David A. Amedu
Sierra Leone
UWC of South East Asia
Colby College

Sangeeta K. Asre
Fiji
Lester B. Pearson UWC of the Pacific
Middlebury College

Dulguun Baasandavaa
Mongolia
Lester B. Pearson UWC of the Pacific
Connecticut College

Maria Lis Balocchi
Argentina
UWC of the Adriatic
College of the Atlantic

Babatunde Bamigboye
Nigeria
UWC of the Atlantic
Colby College

Carmen Bedard-Gautrais
Canada
Lester B. Pearson UWC of the Pacific
College of the Atlantic

Tamara Bogovic
Serbia-Montenegro
Waterford Kamhlaba UWC of Southern Africa
Middlebury College

Magdalena Bokiej
Poland
Red Cross Nordic UWC
Middlebury College

Anita Buragohain
India
Mahendra UWC of India
Colby College

Mauro Carballo
Uruguay
Lester B. Pearson UWC of the Pacific
College of the Atlantic

Marco Casas
Venezuela
Waterford Kamhlaba UWC of Southern Africa
Middlebury College

Rodney Tavanda Chabikwa
Zimbabwe
Li Po Chun UWC
College of the Atlantic

Maria Charles
India
Mahendra UWC of India
Wellesley College

Kunda Chinku
Zambia
Waterford Kamhlaba UWC of Southern Africa
College of the Atlantic

Dhruv Chaudha
India
Mahendra UWC of India
Colby College

Petrina Chan
Hong Kong/Canada
Li Po Chun UWC
Wellesley College

Dhruv Chadha
India
Mahindra UWC of India
Colby College

Petrina Chan
Hong Kong/Canada
Li Po Chun UWC
Wellesley College

Gilberto Cuadra Hernandez
Nicaragua
UWC-USA
College of the Atlantic

Bar T. Cuong
Bulgaria
UWC of the Adriatic
Colby College

Dumisani Dimani
Sweden
Waterford Kamhlaba UWC of Southern Africa
College of the Atlantic

Tshekey Daurji
Bhutan
Mahindra UWC of India
College of the Atlantic

Nidhi Eipe
India
Mahindra UWC of India
College of the Atlantic

Chui Ying Fong
Hong Kong
Li Po Chun UWC
Middlebury College

Vivek A. Freitas
India
Mahindra UWC of India
Colby College

Gjergji Gaji
Albania
UWC of the Adriatic
Colby College

Adelina L. Grozdanova
Bulgaria
UWC-USA
Princeton University

Naima Haehner
Switzerland/Germany
UWC of South East Asia
Middlebury College

Adam S. Herling
USA
UWC of the Atlantic
Princeton University

“The United World Colleges give us the opportunity to educate across cultural and political boundaries. The quality and caliber of students benefiting from the Davis UWC Scholar awards continue to impress me every year. They excel in the classroom, and often provide leadership to a variety of student organizations. It is exciting to watch U.S. and international students share and interact as they learn about each other’s cultures from around the world.”

M. Elton Hendricks, President
Methodist College
Nagi embraced the challenge — and to Dr. Weatherford, it was happy that I'm part of that."

"Now, people are rethinking the 'barbarian' Genghis Khan — one of the best sellers in Mongolia. I saw his book. I asked, 'How's it going?' They told me it's in bookstore. I was surprised. I thought it would be a failure."

"I think that this boy is a great inspiration to all of us. I hope that he will continue to do the same things that he has done so far."

Class of 2008

Nadine Abdullah Lebanon

Sanjeeva Abeyasekera Sri Lanka

Awo Aboagye Ghana

Amity B. Weiss USA

Angela Stimson USA

Antonietta Woodard USA

Benedetta Dallapiazza Italy

Bethany Goodchild USA

Christina Pflaum USA

Cynthia Jeffries USA

Dheeraj Suresh India

Ezra Boghosian USA

Felix Pruneda-Senties Mexico

Geeta Kalra USA

Genghis Khan and the Making of the Modern World

"The whole class just stopped," Weatherford says. "That this boy had won this scholarship, that he had found his way here and he was helping teach this class — and he'd come from a district the size of Minnesota that often had no electricity!"

"The next summer, Nagi did internships for the Red Cross, in St. Paul and Washington, D.C., then donated his earnings toward the printing of Genghis Khan and the Making of the Modern World in Mongolian. Back home for a visit, he says, "I went around, checking bookstores. I saw his book. I asked, 'How's it going?' They told me it's one of the best sellers in Mongolia."

"Now, people are rethinking the 'barbarian' Genghis Khan — what he did for the original globalization," Nagi reflects. "I'm really happy that I'm part of that."
“UWC graduates are remarkably comfortable with diversity. They exhibit an ease in dealing with others that enriches every aspect of campus life. Carleton is an increasingly diverse campus, and UWC students are leaders in demonstrating how diversity can strengthen and enliven a learning community.”

Robert A. Olen, Jr., President
Carleton College

Awad D. Addo
Ghana
Red Cross Nordic UWC
Princeton University

Julie Tatiana Agayou
Colombia
UWC of the Atlantic
Carleton College

Tamim Alkibi
Lebanon
Red Cross Nordic UWC
Hamilton College

Zain Omar Ali
Bangladesh
UWC of the Atlantic
Carleton College

Nima Alidoust
Iran
Lester B. Pearson UWC of the Pacific

Margaret Allam
Sudan
UWC of the Atlantic
Westminster College

Felix Kivabona Amanonka-Dikwuo
Ghana
UWC-USA
Carleton College

Nurahan Almanov
Kazakhstan
Red Cross Nordic UWC

Karolis Balciunas
Lithuania
UWC of the Atlantic
Harvard College

Ned Balagyan
India
Mahinda UWC of India
Westminster College

Shauna Aminath
Maldives
Lester B. Pearson UWC of the Pacific
Carleton College

Dechan Angmo
India
Mahinda UWC of India
Carleton College

Dafna Ashkimazi
Israel
UWC-USA
Wellesley College

Ali Ashab
Malaysia
Mahinda UWC of India
Westminster College

Rina P Ayob
Malaysia
UWC-USA
Princeton University

Anga’aefon Bain-Vete
Angola
Lester B. Pearson UWC of the Pacific
McMaster University

Abdul Basith
Bangladesh
Lester B. Pearson UWC of the Pacific

Bazil Beckett
Belize
UWC of the Adriatic

Monica Balan
Romania
UWC of the Adriatic
Middlebury College

Monica Balan
Romania
UWC of the Adriatic
Middlebury College

Karolis Balciunas
Lithuania
UWC of the Atlantic
Harvard College

Ajit Balkwade
India
Mahinda UWC of India
Westminster College

Angela Barnett
USA
Lester B. Pearson UWC of the Pacific
Colby College

Hamar S. Bar-Zakay
Israel
Li Po Chun UWC

Aminas Bektessov
Kazakhstan
Mahinda UWC of India
Westminster College

Eric Berntssorff
Denmark/USA
Lester B. Pearson UWC of the Pacific

Isha Berry
India
UWC of South East Asia
Harvard College

Audrey Boddin
USA
UWC-USA
Cornell University

Kristine Bowman
Guatemala
UWC-USA
Harvard College

Nienke Boer
The Netherlands
Waterford Kamhlaba UWC of
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Audrey Boddin
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UWC-USA
Cornell University

Kristine Bowman
Guatemala
UWC-USA
Harvard College

Nienke Boer
The Netherlands
Waterford Kamhlaba UWC of
Southern Africa

Audrey Boddin
USA
UWC-USA
Cornell University
U.S. Colleges Distribution by Class Year

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<th>2007</th>
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*In addition there were 43 graduates in the class of ’04 and 77 graduates in the class of ’05, making a cumulative total of 941 graduates.*

NOTE: The eight newly admitted schools listed on page 11 are not included above as they will be matriculating their first Davis UWC Scholars in fall 2006.
The Undergraduates

Katio Manthe
Botswana
Lester B. Pearson UWC of the Pacific
Macalester College

Kennedy Mairng
Sudan
UWC of the Adriatic
Macalester College

Kethens Martin
USA
UWC of the Atlantic
Earlham College

Alicia Louise Martinez
USA
UWC of the Atlantic
Colorado College

Paniniya Masranangs
Thailand
Lester B. Pearson UWC of the Pacific
Smith College

Seifalana Matambo
Botswana
Li Po Chun UWC
Carleton College

Cheryl McClurg
South Africa
Waterford Kambalda UWC of Southern Africa
Middlebury College

Martin McIntyre
USA
UWC of South East Asia
St. Lawrence University

Mehlish Mehrani
Canada
Lester B. Pearson UWC of the Pacific
Westminster College

Hameeduddin Mehr
Afghanistan
Lester B. Pearson UWC of the Pacific
Westminster College

Gautam Mehta
India
Mahindra UWC of India
Middlebury College

Araceli Mendiluce Munoz-Rayes
Bolivia/Spain
UWC-USA
Oberlin College

Lucia Mendozza
Peru
UWC-USA
Hood College

John Mumo
Kenya
UWC-USA
Lafayette College

John Mulaire
Kenya
UWC-USA
Lafayette College

Moustapha Minto
Senegal
UWC, of the Adriatic
Dickinson College

Takari Mohan
India
Mahindra UWC of India
Washington College

Vladimir Morar
Romania
UWC, USA
Connecticut College

Daphne Morrison
Canada
Lester B. Pearson UWC of the Pacific
Middlebury College

Jessica Movles
India
UWC-USA
Macalester College

Makhtee Miptoi
Laeotia
UWC-USA
Macalester College

Muhammad Muhayim
Kenya
Waterford Kambalda UWC of Southern Africa
St. Lawrence University

Elisabeth Ndour
Senegal
UWC-USA
Colby College

Nanu Munemura
Japan
UWC-USA
Macalester College

Adalina Mustafa
Kosovo
UWC, of the Adriatic
Earlham College

Tobutu B. Musumal
Zambia
UWC-USA
Colby College

Rupesh Nath
India
UWC-USA
Hood College

Talat Nasser
Canada
Lester B. Pearson UWC of the Pacific
Dartmouth College

Ivan Obarski Lopez
Philippines
Li Po Chun UWC
Colby College

Udokulukuu Obodo
Nigeria
Lester B. Pearson UWC of the Pacific
Macalester College

Brendan O'Connor
USA
UWC-USA
John Hopkins University

Adasobi Oryewa
Niger
UWC of the Adriatic
Princeton University

Sefalana Matambo
Botswana
Li Po Chun UWC
Middlebury College

Bamidele T. Otomeyewa
India
UWC of the Atlantic
Princeton University

Batmaraamnldt Ongoshwar
Mongolia
Red Cross Nordic UWC
Princeton University

Aashithi Padmanabhan
India
UWC of South East Asia
Harvard College

Hector Pascual Alvarez
Spain
Li Po Chun UWC
Macalester College

Petko P. Plachkow
Switzerland
Waterford Kambalda UWC of Southern Africa
Princeton University

Diego Ponco de Leon Barido
Mexico
UWC of the Atlantic
Macalester College

Nina Porst
Denmark
Red Cross Nordic UWC
Middlebury College

Ana Kamila Quijano
Philippines
Lester B. Pearson UWC of the Pacific
Earlham College

Nondumiso Qabale
South Africa
Waterford Kambalda UWC of Southern Africa
Middlebury College

Karel Raba
Czech Republic
UWC-USA
Earlham College

Clara Rachevsky
Israel
UWC-USA
Macalester College

Faria Rahman
Bangladesh
Mahinda UWC of India
Middlebury College

Sana Sabri
India
Mahinda UWC of India
Methodist College

Edgars Sabirs
Latvia
UWC-USA
Macalester College

Miju Nenez
Senegal
UWC, of the Adriatic
Waterford College

Stijn Ortega Coppin
Venezuela
UWC-USA
Colby College

Kin Fung Ng
Hong Kong
Li Po Chun UWC
Middlebury College

Brett A. Nitchka
Canada
Li Po Chun UWC
Princeton University

Joo Ree Kang Richards
North Korea
UWC-USA
St. Lawrence University

Brendan O'Connor
USA
UWC-USA
St. Lawrence University

Kithinji C. Muriira
Kenya
UWC of South East Asia
University of Richmond

Bamidele T. Otomeyewa
India
UWC of the Atlantic
Princeton University

Patraronp Nittakom
Thailand
UWC, of the Atlantic
Franklin & Marshall College

Shiakat Rabbani
Pakistan
Mohindra UWC of India
Middlebury College

Vladimir Rashkov
Bulgaria
Red Cross Nordic UWC
Princeton University

Mija S. Varstis
Albania
UWC, of the Adriatic
Mustain College

Sana Sabri
India
Mahinda UWC of India
Methodist College

Nordh S. Ross
Latvia
UWC-USA
Macalester College

Srinivasan Savar
India
UWC-USA
Macalester College

Marika Schillie
Germany
UWC-USA
Harvard College

Guntis Shulmanis
Latvia
UWC-USA
Macalester College

Julie Simpson
Australia
UWC of the Adriatic
Middlebury College

Brendan O'Connor
USA
UWC-USA
St. Lawrence University

Korkut Soydas
Turkey
UWC-USA
Macalester College

Julie Simpson
Australia
UWC of the Adriatic
Middlebury College

Jyotsna Shivannadan
India
Mahinda UWC of India
Whitman College

Sao G. Shonnar
Palestine
UWC-USA
Princeton University

Deepak Shrestha
Nepal
UWC-USA
Macalester College

Robles
Carlos Roberto Siekavizza-
Colby College

Joo Ree Kang Richards
North Korea
UWC-USA
St. Lawrence University

Brendan O'Connor
USA
UWC-USA
St. Lawrence University

Korkut Soydas
Turkey
UWC-USA
Macalester College

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Middlebury College

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India
Mahinda UWC of India
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Palestine
UWC-USA
Princeton University

Deepak Shrestha
Nepal
UWC-USA
Macalester College

Amir Shurrab
Palestine
UWC of the Adriatic
Middlebury College

Petko P. Plachkow
Switzerland
Waterford Kambalda UWC of Southern Africa
Princeton University

Diego Ponco de Leon Barido
Mexico
UWC of the Atlantic
Macalester College

Nina Porst
Denmark
Red Cross Nordic UWC
Middlebury College

Ana Kamila Quijano
Philippines
Lester B. Pearson UWC of the Pacific
Earlham College

Nondumiso Qabale
South Africa
Waterford Kambalda UWC of Southern Africa
Middlebury College

Karel Raba
Czech Republic
UWC-USA
Earlham College

Clara Rachevsky
Israel
UWC-USA
Macalester College

Faria Rahman
Bangladesh
Mahinda UWC of India
Middlebury College

Sana Sabri
India
Mahinda UWC of India
Methodist College

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Latvia
UWC-USA
Macalester College

Miju S. Varstis
Albania
UWC, of the Adriatic
Mustain College

Sana Sabri
India
Mahinda UWC of India
Methodist College

Nordh S. Ross
Latvia
UWC-USA
Macalester College

Srinivasan Savar
India
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Macalester College

Marika Schillie
Germany
UWC-USA
Harvard College

Guntis Shulmanis
Latvia
UWC-USA
Macalester College

Julie Simpson
Australia
UWC of the Adriatic
Middlebury College

Jyotsna Shivannadan
India
Mahinda UWC of India
Whitman College

Sao G. Shonnar
Palestine
UWC-USA
Princeton University

Deepak Shrestha
Nepal
UWC-USA
Macalester College

Amir Shurrab
Palestine
UWC of the Adriatic
Middlebury College

Carlos Roberto Siekaviza-
Robles
Guatemala
Red Cross Nordic UWC
University of Richmond

“This Davis UWC Scholars that have met during my travels and that enroll at our conservatory are truly some of the most remarkable human beings I have come across in my 17 years in college admissions. They are intellectually curious, worldly, care deeply about the environment in which we live, have political savvy, and follow their dreams, no matter what obstacles are put in front of them. Our school is a better place having these students here.”

Haley Shiffer, Dean of Enrollment Services
The Boston Conservatory

54
2006 Davis United World College Scholars

The Undergraduates

2006 Davis United World College Scholars

55
The Undergraduates

Brian Rosenberg, President
Macalester College

“The Davis United World College Scholars make extraordinary contributions to the culture and community at Macalester. If we are truly to educate students for informed and responsible global citizenship — as I believe we must — then the presence of such students on American campuses is essential. The rewards to them, to the rest of our students, and to our colleges are enormous.”

Brian Rosenberg, President
Macalester College
The process of globalization is unstoppable. As young professionals enter an international workforce, they will need both a first-rate education and the appreciation of human diversity that comes from regular interaction with people from a multitude of cultures. These are exactly the goals that the Davis UWC Scholars Program promotes to such great effect.

Philip A. Gustabch, President
Skidmore College

Mariel Harding
USA
UWC of the Adriatic
Whitman College

Austin Harris
USA
UWC of the Atlantic
Earlham College

Raneen Haasna
Jordan
UWC of the Atlantic
Lake Forest College

Andrea Herrera Moreno
Mexico
UWC of the Atlantic
Colorado College

Ing Wei Hew
Malaysia
UWC of South East Asia
Wellesley College

Stephen Hubbard
USA
UWC-USA
Earlham College

Katie Huan
Canada
Li Po Chun UWC
Brown University

Wing Chun Eric Hui
Hong Kong
Li Po Chun UWC
Princeton University
2006 Davis United World College Scholars

The Undergraduates

Westminster College
Waterford Kamhlaba UWC of Southern Africa
Kateule
Princeton University
Burkina Faso
Justin Wend-Boma Karfo
UWC of the Atlantic
Kanupriya Kapoor
Methodist College
UWC of the Adriatic
Belarus
Dzmitry Kanunnikau
Earlham College
UWC of the Adriatic
Czech Republic
Lucie Kalousova
Wellesley College
Red Cross Nordic UWC
Zandile Kabayadondo
Princeton University
UWC of the Adriatic
Sebastian Octavius Jones
USA
UWC of the Adriatic
Zandle Kabayadondo
Zimbabwe
Red Cross Nordic UWC
Lucie Kalousova
Czech Republic
UWC of the Adriatic
Dzmitry Kanunnikau
Bolivia
UWC of the Adriatic
Kanupriya Kapoor
India
UWC of the Atlantic
Allan Kisomma
Uganda
UWC of the Adriatic
Kanupriya Kapoor
Kenya
UWC of the Atlantic
Joshua Todd Knight
USA
UWC of the Atlantic
Jeffrey Koh
Canada
UWC of the Atlantic
Henry Kapka
Zambia
Waterford Kamhlaba UWC of Southern Africa
Westminster College
Ncamiso Khanyile
Swaziland
Red Cross Nordic UWC
University of Richmond
Rashna Khara
Afghanistan
Mahinda UWC of India
Middlebury College
Yahow Khoi
Malaysia
Li Po Chun UWC
University of Virginia
Gcinile Khoza
Swaziland
Waterford Kamhlaba UWC of Southern Africa
Westminster College
Elena Khramova
Russia
Red Cross Nordic UWC
Sandile Khumalo
Swaziland
UWC-USA
Princeton University
Princeton University
Tashfin Samul Huq
Bangladesh
Mahinda UWC of India
Princeton University
Ana Ila
Croatia
Red Cross Nordic UWC
Wellesley College
Meghan Jennings
USA
UWC-USA
University of Virginia
Fern A. Jeremiah
Malaysia
Mahinda UWC of India
Colby College
Chensin Jiang
Hong Kong
UWC of the Adriatic
Princeton University
Sebastian Octavius Jones
USA
UWC of the Adriatic
Princeton University

2006 Davis United World College Scholars

The Undergraduates

Whitman College
Sierra Leone
Henry Kpaka
Dartmouth College
Li Po Chun UWC
University of Virginia
Wellesley College
Red Cross Nordic UWC
Princeton University
Tashfin Samul Huq
Bangladesh
Mahinda UWC of India
Princeton University
Ana Ila
Croatia
Red Cross Nordic UWC
Wellesley College
Meghan Jennings
USA
UWC-USA
University of Virginia
Fern A. Jeremiah
Malaysia
Mahinda UWC of India
Colby College
Chensin Jiang
Hong Kong
UWC of the Adriatic
Princeton University
Sebastian Octavius Jones
USA
UWC of the Adriatic
Princeton University

When a group of Davis UWC Scholars at Middlebury College decided they needed to spark more awareness and discussion of global issues on campus, they got creative. First, they gave their project a catchy name: We Owe the World. Second, along with bringing in challenging speakers and screening documentary films, they chose an eye-catching place to post brief summaries of international developments and debates. Bathroom walls. And stalls.

“We’ve had a lot of comments on that!” says Cheryl McClurg ‘08 of South Africa (Waterford Kamhlaba UWC of Southern Africa), who edits We Owe the World’s occasional newsletter. “Students were saying it’s very interesting.”

“We encourage our members to submit articles on issues that they are passionate about, and want the Middlebury community to know about,” adds Nandrunosumo Qwabe ‘08 of Swaziland (Waterford Kamhlaba UWC of Southern Africa), who was the group’s president this year. Other key participants include Adrianne Qubaia ‘07 of Jordan (UWC-USA) and Tamara Boggeci ‘07 of Serbia-Montenegro (Waterford Kamhlaba UWC of Southern Africa).”

United World College students come to campus attuned to international debates and concerns. “Coming from UWCs, that’s our lives,” says Cheryl. “We grow up wanting to know and to help.” This year, the group hosted a WOW panel discussion called “Middlebury Brought to Middlebury included Kinnie Weeks, a Libyan who is an internationally known child rights activist. Weeks gave a lunchtime lecture on children’s issues in Africa today, focusing on AIDS orphans and child soldiers.

“We draw staff, students, and faculty — there was quite a big crowd,” Cheryl says. At a demanding school, We Owe the World has struggled some to build interest and stay with the work. “It does get difficult,” says Cheryl. “but there’s a dedicated few students who really believe in what we’re doing. We want to create awareness.”

“Through the lectures and the newsletter that we write,” adds Nandrunosumo, “WOW keeps my hope in caring and passion alive.”

Middlebury College Scholars Say “We Owe the World”
"We are delighted to be one of a handful of elite institutions participating in the Davis United World College Scholars Program. As a global campus, Dickinson attracts students from all over the world. The distinctive scholars who come to us from United World College campuses bring unique backgrounds and an intense desire to learn that make our community a more vibrant and exciting place."

William G. Durden, President
Dickinson College
An American Scholar Strikes a Chord

A merican Davis UWC Scholar Justin Turkus ’08 (UWC-USA) is a rock musician and singer who studied Arabic this year at Haverford College, and would like to build a career that blends rock music and activism.

Imagine the possibilities.

“It’s what I’m passionate about,” Justin says. “I’d like to do music and activism. Ideally, I’ll be able to synthesize them. Bono [of the Irish group U2] is an ideal example of that.”

Justin, whose home is in rural Califon, New Jersey, is a modest, relatively reserved young man who gets things done. Just ask Allison Castel, the international program coordinator for Haverford’s Center for Global Civil Society. Justin has worked at the center almost since the day he started college. He chose Haverford partly because he had heard good things about the center, which coordinates learning opportunities and internships that promote global understanding.

“I definitely wanted to be part of that,” he says.

This year, when Castel needed a database to synthesize records of student applications to various funding sources, Justin took on the project. He didn’t know how to create a database, but that didn’t faze him.

“He said, ‘Do you have a book about it? Let me sit with it for a couple of days,’” Castel recalls. Then, she says, Justin consulted with others on campus and built the resource.

“He’s one of those people who’s very focused,” she observed. “Idefinitely wanted to be part of that,” he says.

Imagine the possibilities.

Joshua Davis UWC Scholar Justin Turkus ’08 (UWC-USA) is a rock musician and singer who studied Arabic this year at Haverford College, and would like to build a career that blends rock music and activism. Imagine the possibilities.

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Imagine the possibilities.
Ripples Around the World

The Davis UWC Scholars Program is an investment in leadership — and graduates of the first two classes have already begun, in many cases, to make a positive impact on the world.

This section reports on the graduates of 2004 and 2005 as they have started to shape their lives and their life’s work. In a variety of nations and settings, former Davis UWC Scholars are engaged in graduate studies and research, in the private sector, in education, and in public and nonprofit service.

These early updates often hint at the leadership roles that many program graduates aim to fulfill and to create, in a wide variety of fields, during the years to come.

Davis UWC Scholars who were members of the program’s first and second graduating classes, in 2004 and 2005, are doing some impressive things these days. From New York to China, from Peru to South Africa, alumni are involved — often with some of the world’s most prestigious and effective organizations — in business, in graduate studies, in education and research, and in public and nonprofit work.

Here are brief reports on everyone who checked in this year with their alma maters, or on whom we were otherwise able to gather information. Alumni news is organized alphabetically within three sections, according to where the graduates are working: in business; graduate studies, education and research; and public agencies and nongovernmental organizations.

If you are a graduated Davis UWC Scholar and would like to be featured in the 2007 yearbook, to correct or update your current listing for next year, or to provide news about a fellow alum, we’d like to hear from you!

Please e-mail your information to Jane Schoenfeld, program coordinator, at jane@davisUWCscholars.org.

Graduates Working in Business

Said Al-Nashashibi (Middlebury ’05) is living in New York City and working for CIBC World Markets.

In Bar Mills, Maine, Victor Amarilla (College of the Atlantic ’05) is working at Snell Family Farm, where he was “looking forward to planting first-ever rows of strawberries this spring.” Victor adds that he’s “intending to become a certified K-12 Spanish teacher within a year or so, preparing for the Praxis exams.”

Nurlan Assilbekov (Colby ’04) is an analyst at Barclays Capital in New York City.

Ana Barfield (Princeton ’04) is working at Coudert Brothers LLP in Shanghai, China.

Employed at MediaWORKS Enterprise in Bangor, Maine is Ranjan Bhattarai (College of the Atlantic ’04). He’s a design associate there.

Mahdi Bseiso (Colby ’04) is an investment banking analyst at Banc of America Securities in New York.

“I am now working as an analyst for Envision Consulting, a unit of IMS Health,” reports Sambardhana Chitrakar (Wellesley ’05). “Our primary function is to advise the health-care industry and pharmaceutical companies on federal regulations.”

After working for McKinsey & Company in Boston for a year, Stania Dratvova (Wellesley ’04) returned to Europe to contribute, she says, “to the reshaping of the corporate environment at home.” She is working in the Prague office of a leading private equity firm. “Being closer to home allows me to work closely with the UWC selection committee in Slovakia, and mentor students from my former high school. I enjoy being back very much!”

Peter Fabian (Princeton ’04) is working at Multimap in London.

Cristina Gomez (Middlebury ’05) lists her current employment as FTI Consulting in Boston.
Our Davis United World College Scholars are having an impact on our campus that goes far deeper than the diversity of their international backgrounds. From day one, these talented students have embraced the full range of opportunities St. Lawrence University has to offer by becoming activists within student and community volunteer organizations, by pursuing the most rigorous academic schedules, and by challenging their U.S. peers to be better-informed and more participative global citizens.

Daniel F. Sullivan, President St. Lawrence University

Darshan Shrestha (Middlebury ’05) is living in Stamford, CT and working for BTS USA, Inc., as an associate consultant. Anna Wlodarzycz (College of the Atlantic ’04) is working in Washington, D.C. for Viveable LLP, a law firm that is listed as one of the top 100 in the U.S. by The American Lawyer magazine.

Graduates in Ongoing Studies, in Education, or Doing Research

Salma Anam (Wellesley ’04) was married in Bangladesh in January ’06, and is living in Washington, D.C. where we understand she plans to continue her studies. “The Watson Fellowship has taken me to do many different places, experiences, and people!” writes Paulina Ponce de Leon Bartolo (Wellesley ’05). She has traveled, or will travel to Peru, Sri Lanka, the Dominican, Mal, and Madagascar, to focus on “how development organizations are using appropriate energy technologies to enhance development of marginalized and isolated off-grid communities.”

As a master’s degree student in film production at Boston University, Rohan Chitrakar (College of the Atlantic ’04) traveled to Myanmar (Burma) to “be involved in making a documentary about a British soldier’s accounts of WWII while helping construct the Leda Road (Burma Road),” he writes. “The story is told through his daughter, a two-time cancer survivor. She will be leading the journey to some of the regions where her father and other soldiers suffered hardship and defeated the Japanese.”

Kido Kidolezi (Middlebury ’05) is living in Boston, and working as an analyst for Arria Group. Atluni Ho (Middlebury ’05) is living in New York City and working for CBIC World Markets.

Samir Mastaki (Middlebury ’05) is working as an analyst for Morgan Stanley in New York City.

Joseph Okeyo (Colby ’05) is an analyst for Citigroup in New York.

Recently married, Anna Revchoun (College of the Atlantic ’05) has settled with her husband in New York City. She’s working at the Perry Rubenstein Gallery in the city.

Natasha Shevde (Middlebury ’04) lives in Stamford, CT and works as an account coordinator for Synapse Group. “I’m currently living in Boston,” reports Sardar Shokatayev (Middlebury ’04). “I’m a senior consultant (it sounds a lot more pompous than it is) with Lexcon, an economic consulting firm. I am considering doing an MBA in a year or two, although secretly I’m hoping to break away from the corporate world and do something more UWC-like.”


Nishad Jayasundara (College of the Atlantic ’05) is doing research at a university in Bremen, Germany.
Santiago Salinas (College of the Atlantic ’05) is studying evolutionary ecology as a Ph.D. student at the University of Toronto.

Mihaela Senek (College of the Atlantic ’05) is in the Msc./Ph.D program in human biology at the University of Copenhagen.

Denis Shublika (College ’05) is a mathematics teacher at Hebron Academy in Hebron, Maine.

Rehan Sikri (Middlebury ’05) completed his Middlebury studies in autumn ’05.

Abdelqader Sunrein (Middlebury ’05) is a graduate student at Northwestern University.

Nina Therkildsen (College of the Atlantic ’05) is working toward a joint master’s degree in ecology and environmental policy at the University of Roskilde, in Denmark.

Karim Thomas (Princeton ’04) is at Harvard Business School.

Adelina Voutchkova (Middlebury ’04) has joined Professor Robert Crabtree’s research group in the Yale Chemistry Department. “After only a few months’ work, Adelina has a superb result that has led to a publication in the most prestigious chemistry journal, the Journal of the American Chemical Society,” writes Prof. Crabtree. “She devised a new method for producing an important class of catalyst, useful in the ‘green chemistry’ work.”

Hua Wang (College of the Atlantic ’04) is a graduate student in city planning at MIT.

Alumni Working for Public Agencies or Nongovernmental Organizations

Nicholas Matutu (Colby ’04) is a program analyst in Washington, D.C. with IFES, an international nonprofit organization that supports the building of democratic societies.

Joanna Opot (Middlebury ’05) is working with the World Resources Institute in Washington, D.C.

Ly Tran (College ’05) is interning with an NGO in Peru called ProPeru Service Corps. Based in the town of Cusco in the Andes, she works on a variety of projects, ranging from teaching kindergarten classes to helping women in a small village to gain economic independence by making and selling handicrafts. Ly has been planning to return soon to her native Vietnam, where she would like to continue her work in social science, particularly with women and children.

Applying to the Davis UWC Scholars Program

The Davis UWC Scholars Program annually reviews those institutions selected for participation in the program. It welcomes letters of request for consideration from the presidents of American colleges and universities explaining in some detail why their schools would be good candidates for the program.

Essential to any applicant school is its alignment with the program’s key goal of internationalizing the American undergraduate experience through building clusters of globally aware students, particularly graduates of the UWC schools worldwide.

Letters may be submitted at any time during the academic year, but no later than May 31, so that decisions can be rendered each year in August.

The Davis UWC Scholars Program makes grants only to institutions and not directly to any individual student. Grants are in support of need-based scholarship awards to eligible graduates of the United World College schools worldwide who matriculate at the selected schools.

For assistance and/or to learn more, please contact:

Jane Schoenfeld
Assistant to the Executive Director
Davis UWC Scholars Program
Adirondack House
Middlebury College
Middlebury, VT  05753
Tel: (802) 443-3180
Fax: (802) 443-3230
E-mail: info@davisUWCscholars.org
Each autumn, a dinner or luncheon function at the original five colleges in the Davis UWC Scholars Program has given students there a chance to meet the couple who have made their college education possible.

“I feel as grateful to you as to a real parent,” Davis UWC Scholar Ioana Literat ’09 of Romania (Pearson UWC, Middlebury College) wrote recently to Shelby and Gale Davis. “And I can only hope, just like a parent, that one day I can make you proud of me.”

The encounters are always heartfelt between the Davises and these young people from all over the world. Many students arrive in traditional dress from their home cultures — and they often strive to let Shelby and Gale know how much the Davis UWC Scholarships mean to them and their lives.

The students at Middlebury have found a keepsake way of doing that. Each of the past two years, they have presented the Davises with a binder full of letters, notes, and cards from the Davis UWC Scholars on campus. Some glimpses into these letters suggest the enormous impact that Davis UWC Scholarships will continue to have — not just for the recipients, but often also for their home communities and nations.

Upper left: Donor Shelby M.C. Davis and Princeton President Shirley Tilghman; upper right, Shelby Davis with Davis UWC Scholars at Middlebury College. Center left, Shelby and Gale Davis with all the Davis UWC Scholars at Princeton; center right, Gale and Shelby Davis. Bottom, Shelby with Davis UWC Scholars at Middlebury (left) and Princeton.

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The students at Middlebury have found a keepsake way of doing that. Each of the past two years, they have presented the Davises with a binder full of letters, notes, and cards from the Davis UWC Scholars on campus. Some glimpses into these letters suggest the enormous impact that Davis UWC Scholarships will continue to have — not just for the recipients, but often also for their home communities and nations.

Upper left: Donor Shelby M.C. Davis and Princeton President Shirley Tilghman; upper right, Shelby Davis with Davis UWC Scholars at Middlebury College. Center left, Shelby and Gale Davis with all the Davis UWC Scholars at Princeton; center right, Gale and Shelby Davis. Bottom, Shelby with Davis UWC Scholars at Middlebury (left) and Princeton.

They also hint at how much the students and their appreciation have come to mean to Shelby and Gale Davis. “I am so glad I had the chance to meet you because you inspired me,” wrote Nondumiso Qwabe ’08 of Swaziland (Waterford Kamhlaba UWC) this year. “During the dinner, you came over to join our table and I remember looking at you expecting a ‘stern’ face — and instead your face was covered with a warm smile. I was touched by your humbleness. Your generosity is a constant reminder that it only takes passion to impact another person’s life.”

“It’s as if we have children, now, all over the world. And they’re such amazing young people!”

“Isn’t That Amazing?”

“For both Gale and me, meeting these young people is such an incredible experience,” Shelby Davis comments. “It’s as if we have children, now, all over the world. And they’re such amazing young people!”
The Power of Private Philanthropy

Private philanthropy can be transformative. Through the Davis United World College Scholars Program, talented individual students and outstanding educational institutions are being transformed by the philanthropic investments of Shelby and Gale Davis. Their long-term goal is to create greater international understanding among future generations of the world’s decision-makers, by bringing together a growing number of promising students from diverse cultures and supporting their undergraduate educations at selected American colleges and universities.

If you are inclined to invest your own philanthropy in a college or university of your choice, in the program shown here or in the United World Colleges, we encourage you to do so. Your investment can help change the world. For assistance, please contact:

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The Chance to Make a Difference

Our Middlebury scholar is Amro Shurrab ‘08 (UWC of the Adriatic), whose family comes from the Gaza Strip in Palestine. He described to the Davises the recent transformation in his own heart and mind, and his resulting hope that he can make a positive difference in “one of the bloodiest and longest conflicts in history,” the Israeli-Palestinian struggle.

“Amro wanted to build the knowledge and education he would need — but the annual cost of a Middlebury education is equal to five years of his family’s income.”

“However,” Amro wrote, “your kind-hearted involvement and generous contribution allowed me to pursue the kind of education that matches my aspiration, pushing me forward to achieving the dream of taking part in changing our reality into a more prosperous, flourishing, and peaceful future.

“Accept my earnest gratefulness and respect.”

“It makes you feel good, to have made something and be giving back,” says Shelby Davis. “That’s what money is for — to use for something good, and to feel good about what you’re using it for.”

“I’m now beginning to concentrate on economics, and immediately after graduation I’m planning to make sure that Lesotho benefits from your generosity,” wrote Thabo Malakane ’08 (Mahindra UWC) of Lesotho, a member of the Basotho ethnic community. “On behalf of my family, Basotho nation, and myself I want to say THANK YOU VERY MUCH a million times.”

“I hope you know that you are making a difference in the lives of numerous people tomorrow; by investing in one individual today,” wrote Sathyavani Sathisan ’07 of Singapore (UWC of the Adriatic). “And on behalf of all those individuals who are going to go out there and light the candles in others’ lives, I want to thank you.”

“I hope you know that you are making a difference in the lives of numerous people tomorrow,” wrote Sathyavani Sathisan ’07 of Singapore (UWC of the Adriatic). “And on behalf of all those individuals who are going to go out there and light the candles in others’ lives, I want to thank you.”

“I’m trying to stimulate the leaders of the future to make a difference, through the grounding in education that I’m helping to give them. When I started my business career, I took my own history lesson from Princeton: I learned how leaders make a difference.

“I have had as much fun building this program as I did building my business,” Shelby Davis muses. “In both, I banked on leadership — and these students are already providing it. They’re off and running, they’re incredibly vital, and they’re making a difference.”
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