UNITING THE WORLD

Davis UWC Scholars

The 2011 Report of the Davis United World College Scholars Program
2011 Annual Report

Private Philanthropy Supporting
International Understanding
through Education
Embarking on a Second Decade of Service to the World

The Davis United World College Scholars Program

By Philip O. Geier, Ph.D., Executive Director

As the Davis United World College Scholars Program embarks on its second decade of investing in tomorrow’s leaders around the world, the need has never been greater. The 21st century has brought a changed global landscape and greater challenges; threats and uncertainties haunt humanity. There are no clear or easy solutions. It is in this context that this philanthropic program invests heavily in the promise and future possibilities of scholars from around the world and at the American colleges and universities that host these scholars.

Begun in 2000 as a pilot program with five partner schools — Princeton University, Wellesley College, Colby College, College of the Atlantic, and Middlebury College — the Davis United World College Scholars Program has grown into the largest international scholarship program for undergraduates in the world. We currently support over 2,200 scholars on more than 90 partner colleges and universities throughout the United States.

Our strategic objective is to advance international understanding through education.

We built that strategy on two assumptions: that promising future leaders from all cultures should be given greater educational opportunities at American colleges and universities; and that those same American institutions of higher education could become better communities for learning if their student bodies became more internationally diverse and reflective of the real world around them.

The program and our scholars are committed to building cross-cultural understanding across campuses and ultimately throughout the world in the 21st century. The stability of our world, and ensuring America’s place in it, demand no less than an initiative this large in scale, innovative in design, and as powerful in impact.

“Embarking on a Second Decade of Service to the World”

Davis United World College Scholars Program

By Philip O. Geier, Ph.D., Executive Director

As the Davis United World College Scholars Program embarks on its second decade of investing in tomorrow’s leaders around the world, the need has never been greater. The 21st century has brought a changed global landscape and greater challenges; threats and uncertainties haunt humanity. There are no clear or easy solutions. It is in this context that this philanthropic program invests heavily in the promise and future possibilities of scholars from around the world and at the American colleges and universities that host these scholars.

Begun in 2000 as a pilot program with five partner schools — Princeton University, Wellesley College, Colby College, College of the Atlantic, and Middlebury College — the Davis United World College Scholars Program has grown into the largest international scholarship program for undergraduates in the world. We currently support over 2,200 scholars on more than 90 partner colleges and universities throughout the United States.

Our strategic objective is to advance international understanding through education.

We built that strategy on two assumptions: that promising future leaders from all cultures should be given greater educational opportunities at American colleges and universities; and that those same American institutions of higher education could become better communities for learning if their student bodies became more internationally diverse and reflective of the real world around them.

The program and our scholars are committed to building cross-cultural understanding across campuses and ultimately throughout the world in the 21st century. The stability of our world, and ensuring America’s place in it, demand no less than an initiative this large in scale, innovative in design, and as powerful in impact.

As the Davis United World College Scholars Program embarks on its second decade of investing in tomorrow’s leaders around the world, the need has never been greater. The 21st century has brought a changed global landscape and greater challenges; threats and uncertainties haunt humanity. There are no clear or easy solutions. It is in this context that this philanthropic program invests heavily in the promise and future possibilities of scholars from around the world and at the American colleges and universities that host these scholars.

Begun in 2000 as a pilot program with five partner schools — Princeton University, Wellesley College, Colby College, College of the Atlantic, and Middlebury College — the Davis United World College Scholars Program has grown into the largest international scholarship program for undergraduates in the world. We currently support over 2,200 scholars on more than 90 partner colleges and universities throughout the United States.

Our strategic objective is to advance international understanding through education.

We built that strategy on two assumptions: that promising future leaders from all cultures should be given greater educational opportunities at American colleges and universities; and that those same American institutions of higher education could become better communities for learning if their student bodies became more internationally diverse and reflective of the real world around them.

The program and our scholars are committed to building cross-cultural understanding across campuses and ultimately throughout the world in the 21st century. The stability of our world, and ensuring America’s place in it, demand no less than an initiative this large in scale, innovative in design, and as powerful in impact.

As the Davis United World College Scholars Program embarks on its second decade of investing in tomorrow’s leaders around the world, the need has never been greater. The 21st century has brought a changed global landscape and greater challenges; threats and uncertainties haunt humanity. There are no clear or easy solutions. It is in this context that this philanthropic program invests heavily in the promise and future possibilities of scholars from around the world and at the American colleges and universities that host these scholars.

Begun in 2000 as a pilot program with five partner schools — Princeton University, Wellesley College, Colby College, College of the Atlantic, and Middlebury College — the Davis United World College Scholars Program has grown into the largest international scholarship program for undergraduates in the world. We currently support over 2,200 scholars on more than 90 partner colleges and universities throughout the United States.

Our strategic objective is to advance international understanding through education.

We built that strategy on two assumptions: that promising future leaders from all cultures should be given greater educational opportunities at American colleges and universities; and that those same American institutions of higher education could become better communities for learning if their student bodies became more internationally diverse and reflective of the real world around them.

The program and our scholars are committed to building cross-cultural understanding across campuses and ultimately throughout the world in the 21st century. The stability of our world, and ensuring America’s place in it, demand no less than an initiative this large in scale, innovative in design, and as powerful in impact.
The program reflects the huge potential of private philanthropy to promote international understanding in dynamic, expanding ways through the educational institutions which share our strategic vision and are committed to bringing greater opportunities for global engagement to all their students. The program is about using philanthropic leadership to leverage additional support for transformative impact.

We believe in the potential of each individual scholar to further develop his or her own capacity to make the world a better place. We believe that fostering personal relationships between students who are different from one another will build an effective network of future leaders committed to mutual respect. We believe that further internationalizing of the undergraduate experience in the United States will contribute to our country strengthening its capacity to lead in the 21st century.

Private Philanthropy for Global Understanding in the 21st Century

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.

Through the philanthropy of Shelby and Gale Davis, this program provides grants to partner schools for scholars from the United States and from overseas who have proven themselves by completing their last two years of high school at a group of international schools called United World Colleges. These UWC schools are located in the United States, Bosnia, Canada, Costa Rica, Hong Kong, India, Italy, the Netherlands, Norway, Singapore, Swaziland, 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 educational opportunities to students from some 175 countries, representing all regions of the world. Students are selected in their home countries by indigenous, voluntary committees, and receive scholarships to attend the United World College schools.

Eleven years ago, Colby College, College of the Atlantic, Middlebury College, Princeton University, and Wellesley College were invited to become the pilot schools in what has become the Davis United World College Scholars Program. The pilot phase ended with the graduation of the first cohort of scholars in 2004 when the Davises decided to greatly increase their philanthropic commitment to many more scholars and many more American colleges and universities. Under the leadership of former UWC–USA president Phil Geier, the program now supports over 2,200 scholars at over 90 American colleges and universities. The program, headquartered at Middlebury College, partners with these schools to meet the financial needs of these selected scholars throughout their four-year undergraduate degree programs.
The goals of this Davis philanthropy are to:

- **Provide scholarship support** for exemplary and promising students from all cultures, who have 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 American students on campus as for international students.
- **Invite partner 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 is different, intentionally so, from other fine efforts to internationalize the undergraduate experience. While other initiatives focus more on research, faculty development, changes in curricula, uses of technology, and study abroad, this program creates a much greater diversity of globally engaged students on campuses in the United States. And by supporting scholars from many countries who are 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 internationally oriented undergraduate experience for everyone on campus. The pillars on which the program stands include:

- **Private philanthropy** as an innovative and building force, intentionally designed to leverage other philanthropic investments in international education.
- **Experiential learning** — personal interaction between learners — as the essential tool for fostering international understanding.
- Diversifying the undergraduate population and campus experience through great concentrations of internationally oriented scholars to the benefit of all students.
- 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.

The Davis United World College Scholars Program is at once practical and aspirational. In due course, this private philanthropic investment in furthering international understanding through education will take its place beside 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 an outstanding scholarship program. It also motivates others — the scholars, the partner schools, and other donors. It is creating greater international diversity and programming on American campuses. It is equipping U.S. students, either as Davis UWC Scholars themselves or through their interaction with Davis UWC Scholars, with the skills and attitudes to keep America effectively engaged with the rest of the world. Our future depends on a world of talented individuals from diverse cultures who share a commitment to international understanding.
Building International Understanding and Educating New Leaders

1. Since 1962, thousands of young people from 175 nations have been selected by committees in their home countries to complete their last two years of high school at one of 13 United World College schools. UWC schools are in the United States, Canada, Bosnia, Costa Rica, Hong Kong, India, Italy, the Netherlands, Norway, Singapore, Swaziland, the United Kingdom, and Venezuela. The UWC movement works to build multinational, cross-cultural communication and understanding among all its students.

2. 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 matriculate at these schools. These pilot schools — Colby College, College of the Atlantic, Middlebury College, Princeton University, and Wellesley College — are graduating their eighth class of Davis United World College Scholars in 2011. Based on the success of building clusters of globally minded scholars at these pilot schools, Davis philanthropy chose to greatly expand the number of campuses and scholars in the program.

3. As of 2011 there are 91 American colleges and universities in partnership with the Davis United World College Scholars Program. For partner schools, the program provides annual grants in support of need-based scholarships for each matriculated UWC graduate for up to four years of undergraduate study. The total number of Davis UWC Scholars at all these partner colleges and universities has now reached 2,265 from 143 countries. The 2011 graduating class includes 438 exceptional students from 103 nations. To date, the program has supported 3,591 scholars.

4. With their education made possible through their own merits and the help of the Davis United World College Scholars Program and its partner schools, Davis UWC Scholars will go on to play important, meaningful, often leadership roles in their communities, in their home countries, and in the world. And the partner schools will have become more globally engaged and more internationally diverse educational communities.
### 143 Home Countries —
2,265 Current Scholars

Numbers indicate how many scholars are from that country

<table>
<thead>
<tr>
<th>Country</th>
<th>Scholars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afghanistan</td>
<td>12</td>
</tr>
<tr>
<td>Albania</td>
<td>24</td>
</tr>
<tr>
<td>Algeria</td>
<td>6</td>
</tr>
<tr>
<td>Angola</td>
<td>11</td>
</tr>
<tr>
<td>Argentina</td>
<td>11</td>
</tr>
<tr>
<td>Australia</td>
<td>10</td>
</tr>
<tr>
<td>Azerbaijan</td>
<td>10</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>14</td>
</tr>
<tr>
<td>Barbados</td>
<td>4</td>
</tr>
<tr>
<td>Belarus</td>
<td>10</td>
</tr>
<tr>
<td>Benin</td>
<td>8</td>
</tr>
<tr>
<td>Bermuda</td>
<td>5</td>
</tr>
<tr>
<td>Bolivia</td>
<td>14</td>
</tr>
<tr>
<td>Bosnia and Herzegovina</td>
<td>115</td>
</tr>
<tr>
<td>Botswana</td>
<td>10</td>
</tr>
<tr>
<td>Brazil</td>
<td>10</td>
</tr>
<tr>
<td>Bulgaria</td>
<td>20</td>
</tr>
<tr>
<td>Burkina Faso</td>
<td>5</td>
</tr>
<tr>
<td>Cambodia</td>
<td>16</td>
</tr>
<tr>
<td>Cameroon</td>
<td>4</td>
</tr>
<tr>
<td>Canada</td>
<td>51</td>
</tr>
<tr>
<td>Cayman Islands</td>
<td>1</td>
</tr>
<tr>
<td>Chile</td>
<td>10</td>
</tr>
<tr>
<td>China</td>
<td>74</td>
</tr>
<tr>
<td>Colombia</td>
<td>26</td>
</tr>
<tr>
<td>Costa Rica</td>
<td>22</td>
</tr>
<tr>
<td>Croatia</td>
<td>25</td>
</tr>
<tr>
<td>Cuba</td>
<td>1</td>
</tr>
<tr>
<td>Czech Republic</td>
<td>13</td>
</tr>
<tr>
<td>Denmark</td>
<td>8</td>
</tr>
<tr>
<td>Democratic Republic of Congo</td>
<td>8</td>
</tr>
<tr>
<td>Dominica</td>
<td>2</td>
</tr>
<tr>
<td>Dominican Republic</td>
<td>10</td>
</tr>
<tr>
<td>Ecuador</td>
<td>15</td>
</tr>
<tr>
<td>El Salvador</td>
<td>2</td>
</tr>
<tr>
<td>Estonia</td>
<td>16</td>
</tr>
<tr>
<td>Ethiopia</td>
<td>5</td>
</tr>
<tr>
<td>Finland</td>
<td>16</td>
</tr>
<tr>
<td>France</td>
<td>16</td>
</tr>
<tr>
<td>Georgia</td>
<td>28</td>
</tr>
<tr>
<td>Ghana</td>
<td>18</td>
</tr>
<tr>
<td>Greenland</td>
<td>2</td>
</tr>
<tr>
<td>Guatemala</td>
<td>13</td>
</tr>
<tr>
<td>Haiti</td>
<td>14</td>
</tr>
<tr>
<td>Honduras</td>
<td>8</td>
</tr>
<tr>
<td>Hungary</td>
<td>65</td>
</tr>
<tr>
<td>India</td>
<td>185</td>
</tr>
<tr>
<td>Indonesia</td>
<td>19</td>
</tr>
<tr>
<td>Iran</td>
<td>5</td>
</tr>
<tr>
<td>Iraq</td>
<td>13</td>
</tr>
<tr>
<td>Ireland</td>
<td>10</td>
</tr>
<tr>
<td>Israel</td>
<td>13</td>
</tr>
<tr>
<td>Italy</td>
<td>10</td>
</tr>
<tr>
<td>Japan</td>
<td>15</td>
</tr>
<tr>
<td>Jordan</td>
<td>24</td>
</tr>
<tr>
<td>Kazakhstan</td>
<td>12</td>
</tr>
<tr>
<td>Kenya</td>
<td>27</td>
</tr>
<tr>
<td>Korea</td>
<td>4</td>
</tr>
<tr>
<td>Latvia</td>
<td>9</td>
</tr>
<tr>
<td>Lebanon</td>
<td>6</td>
</tr>
<tr>
<td>Libya</td>
<td>10</td>
</tr>
<tr>
<td>Lithuania</td>
<td>11</td>
</tr>
<tr>
<td>Macedonia</td>
<td>8</td>
</tr>
<tr>
<td>Madagascar</td>
<td>3</td>
</tr>
<tr>
<td>Malaysia</td>
<td>4</td>
</tr>
<tr>
<td>Malawi</td>
<td>12</td>
</tr>
<tr>
<td>Netherlands</td>
<td>26</td>
</tr>
<tr>
<td>Netherlands Antilles</td>
<td>2</td>
</tr>
<tr>
<td>New Zealand</td>
<td>6</td>
</tr>
<tr>
<td>Nicaragua</td>
<td>13</td>
</tr>
<tr>
<td>Niger</td>
<td>4</td>
</tr>
<tr>
<td>Nigeria</td>
<td>17</td>
</tr>
<tr>
<td>Norway</td>
<td>18</td>
</tr>
<tr>
<td>Pakistan</td>
<td>13</td>
</tr>
<tr>
<td>Palestine</td>
<td>28</td>
</tr>
<tr>
<td>Panama</td>
<td>9</td>
</tr>
<tr>
<td>Paraguay</td>
<td>18</td>
</tr>
<tr>
<td>Philippines</td>
<td>9</td>
</tr>
<tr>
<td>Poland</td>
<td>18</td>
</tr>
<tr>
<td>Portugal</td>
<td>12</td>
</tr>
<tr>
<td>Republic of Korea</td>
<td>7</td>
</tr>
<tr>
<td>Romania</td>
<td>14</td>
</tr>
<tr>
<td>Russia</td>
<td>29</td>
</tr>
<tr>
<td>Rwanda</td>
<td>10</td>
</tr>
<tr>
<td>Senegal</td>
<td>15</td>
</tr>
<tr>
<td>Serbia</td>
<td>12</td>
</tr>
<tr>
<td>Sierra Leone</td>
<td>11</td>
</tr>
<tr>
<td>Singapore</td>
<td>31</td>
</tr>
<tr>
<td>Slovakia</td>
<td>9</td>
</tr>
<tr>
<td>South Africa</td>
<td>13</td>
</tr>
<tr>
<td>Spain</td>
<td>20</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>18</td>
</tr>
<tr>
<td>St. Lucia</td>
<td>1</td>
</tr>
<tr>
<td>St. Vincent &amp; The Grenadines</td>
<td>2</td>
</tr>
<tr>
<td>Sweden</td>
<td>67</td>
</tr>
<tr>
<td>Switzerland</td>
<td>14</td>
</tr>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>5</td>
</tr>
<tr>
<td>Turkey</td>
<td>30</td>
</tr>
<tr>
<td>Uganda</td>
<td>26</td>
</tr>
<tr>
<td>Ukraine</td>
<td>8</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>30</td>
</tr>
<tr>
<td>United States of America</td>
<td>67</td>
</tr>
<tr>
<td>U.S. Virgin Islands</td>
<td>1</td>
</tr>
<tr>
<td>USA</td>
<td>196</td>
</tr>
<tr>
<td>Uzbekistan</td>
<td>7</td>
</tr>
<tr>
<td>Venezuela</td>
<td>23</td>
</tr>
<tr>
<td>Vietnam</td>
<td>24</td>
</tr>
<tr>
<td>Yemen</td>
<td>3</td>
</tr>
<tr>
<td>Zimbabwe</td>
<td>23</td>
</tr>
</tbody>
</table>

---

**Davis United World College Scholars Program**

---
The Program’s Partner Colleges and Universities in the U.S.

1 Agnes Scott College, Decatur, GA
2 Amherst College, Amherst, MA
3 Bard College, Annandale-on-Hudson, NY
4 Barnard College, New York, NY
5 Bates College, Lewiston, ME
6 Boston Conservatory, Boston, MA
7 Bowdoin College, Brunswick, ME
8 Brandeis University, Waltham, MA
9 Brown University, Providence, RI
10 Bryn Mawr College, Bryn Mawr, PA
11 Bucknell University, Lewisburg, PA
12 Carleton College, Northfield, MN
13 Claremont McKenna College, Claremont, CA
14 Clark University, Worcester, MA
15 Colby College, Waterville, ME
16 Colgate University, Hamilton, NY
17 College of the Atlantic, Bar Harbor, ME
18 College of the Holy Cross, Worcester, MA
19 College of the Holy Cross, Worcester, MA
20 College of Notre Dame of Maryland, Baltimore, MD
21 Colorado College, Colorado Springs, CO
22 Columbia University, New York, NY
23 Connecticut College, New London, CT
24 Cornell University, Ithaca, NY
25 Dartmouth College, Hanover, NH
26 Denison University, Granville, OH
27 Duke University, Durham, NC
28 Earlham College, Richmond, IN
29 Franklin & Marshall College, Lancaster, PA
30 Georgetown University, Washington, DC
31 Gettysburg College, Gettysburg, PA
32 Grinnell College, Grinnell, IA
33 Hamilton College, Clinton, NY
34 Harvard College, Cambridge, MA
35 Haverford College, Haverford, PA
36 Hood College, Frederick, MD
37 Johns Hopkins University, Baltimore, MD
38 Kalamazoo College, Kalamazoo, MI
39 Kenyon College, Gambier, OH
40 Lafayette College, Easton, PA
41 Lake Forest College, Lake Forest, IL
42 Lehigh University, Bethlehem, PA
43 Lewis & Clark College, Portland, OR
44 Luther College, Decorah, IA
45 Macalester College, Saint Paul, MN
46 Methodist University, Fayetteville, NC
47 Middlebury College, Middlebury, VT
48 MIT, Cambridge, MA
49 Mount Holyoke College, South Hadley, MA
50 Northwestern University, Evanston, IL
51 Oberlin College, Oberlin, OH
52 Occidental College, Los Angeles, CA
53 Pomona College, Claremont, CA
54 Princeton University, Princeton, NJ
55 Randolph-Macon College, Ashland, VA
56 Reed College, Portland, OR
57 Ringling College of Art & Design, Sarasota, FL
58 San Francisco Art Institute, San Francisco, CA
59 Sarah Lawrence College, Bronxville, NY
60 School of the Art Institute of Chicago, Chicago, IL
61 Scripps College, Claremont, CA
62 Simon's Rock College, Portsmith, MA
63 Skidmore College, Saratoga Springs, NY
64 Smith College, Northampton, MA
65 St. John's College, Annapolis, MD & Santa Fe, NM
66 St. Lawrence University, Canton, NY
67 St. Olaf College, Northfield, MN
68 Stanford University, Stanford, CA
69 Swarthmore College, Swarthmore, PA
70 Trinity College, Hartford, CT
71 Tufts University, Medford, MA
72 Union College, Schenectady, NY
73 University of Chicago, Chicago, IL
74 University of Florida, Gainesville, FL
75 University of Michigan, Ann Arbor, MI
76 University of North Carolina at Chapel Hill, Chapel Hill, NC
77 University of Notre Dame, Notre Dame, IN
78 University of Oklahoma, Norman, OK
79 University of Pennsylvania, Philadelphia, PA
80 University of Richmond, Richmond, VA
81 University of Virginia, Charlottesville, VA
82 Vassar College, Poughkeepsie, NY
83 Vassar College, Poughkeepsie, NY
84 Washington and Lee University, Lexington, VA
85 Wellesley College, Wellesley, MA
86 Wesleyan University, Middletown, CT
87 Westminster College, Fulton, MO
88 Wheaton College, Norton, MA
89 Whitman College, Walla Walla, WA
90 Williams College, Williamstown, MA
91 Yale University, New Haven, CT

United the World

Davis United World College Scholars Program
U.S. Colleges: Scholars by Class Year*

<table>
<thead>
<tr>
<th>U.S. College</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agnes Scott College</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Amherst College</td>
<td>4</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>Bard College</td>
<td>0</td>
<td>6</td>
<td>9</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td>Barnard College</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Bates College</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Boston Conservatory</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Brown College</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Brandeis University</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>Brown University†</td>
<td>22</td>
<td>33</td>
<td>29</td>
<td>33</td>
<td>117</td>
</tr>
<tr>
<td>Bryn Mawr College</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Bucknell University</td>
<td>3</td>
<td>7</td>
<td>5</td>
<td>9</td>
<td>24</td>
</tr>
<tr>
<td>Carleton College</td>
<td>6</td>
<td>9</td>
<td>4</td>
<td>5</td>
<td>24</td>
</tr>
<tr>
<td>Claremont McKenna College</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Clark University</td>
<td>0</td>
<td>1</td>
<td>7</td>
<td>14</td>
<td>21</td>
</tr>
<tr>
<td>Colby College†</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Colgate University</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>College of the Albright†</td>
<td>11</td>
<td>15</td>
<td>18</td>
<td>16</td>
<td>60</td>
</tr>
<tr>
<td>College of the Holy Cross</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>College of Idaho</td>
<td>6</td>
<td>10</td>
<td>22</td>
<td>5</td>
<td>43</td>
</tr>
<tr>
<td>College of Notre Dame of Maryland</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Colorado College</td>
<td>7</td>
<td>21</td>
<td>8</td>
<td>15</td>
<td>51</td>
</tr>
<tr>
<td>Columbia University</td>
<td>7</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Connecticut College</td>
<td>7</td>
<td>5</td>
<td>6</td>
<td>4</td>
<td>22</td>
</tr>
<tr>
<td>Cornell University</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>22</td>
</tr>
<tr>
<td>Dartmouth College†</td>
<td>35</td>
<td>34</td>
<td>9</td>
<td>23</td>
<td>91</td>
</tr>
<tr>
<td>Denison University</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Duke University</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td>Earlham College</td>
<td>15</td>
<td>29</td>
<td>36</td>
<td>44</td>
<td>124</td>
</tr>
<tr>
<td>Franklin &amp; Marshall College</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Georgetown University</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>Gettysburg College</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Grinnell College</td>
<td>2</td>
<td>5</td>
<td>7</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>Hamilton College</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Harvard College</td>
<td>8</td>
<td>8</td>
<td>11</td>
<td>10</td>
<td>37</td>
</tr>
<tr>
<td>Harvard College</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Haverford College</td>
<td>4</td>
<td>11</td>
<td>5</td>
<td>4</td>
<td>24</td>
</tr>
<tr>
<td>Johns Hopkins University</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Kalamazoo College</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Kent State College</td>
<td>4</td>
<td>7</td>
<td>12</td>
<td>7</td>
<td>30</td>
</tr>
<tr>
<td>Lafayette College</td>
<td>5</td>
<td>2</td>
<td>0</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Lake Forest College</td>
<td>10</td>
<td>15</td>
<td>11</td>
<td>2</td>
<td>38</td>
</tr>
<tr>
<td>Lehigh University</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Lewis &amp; Clark College</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>10</td>
<td>37</td>
</tr>
<tr>
<td>Luther College†</td>
<td>16</td>
<td>6</td>
<td>15</td>
<td>10</td>
<td>47</td>
</tr>
<tr>
<td>Macalester College†</td>
<td>24</td>
<td>22</td>
<td>27</td>
<td>23</td>
<td>96</td>
</tr>
<tr>
<td>Methodist University†</td>
<td>13</td>
<td>16</td>
<td>23</td>
<td>37</td>
<td>89</td>
</tr>
<tr>
<td>Middlebury College†</td>
<td>25</td>
<td>27</td>
<td>38</td>
<td>22</td>
<td>112</td>
</tr>
<tr>
<td>MIT</td>
<td>8</td>
<td>6</td>
<td>0</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Mount Holyoke College</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Northwestern University</td>
<td>2</td>
<td>4</td>
<td>10</td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td>Oberlin College</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Occidental College</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pomona College</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Princetion University</td>
<td>29</td>
<td>16</td>
<td>15</td>
<td>18</td>
<td>78</td>
</tr>
<tr>
<td>Randolph-Macon College</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reed College</td>
<td>11</td>
<td>1</td>
<td>6</td>
<td>5</td>
<td>22</td>
</tr>
<tr>
<td>Ringling College of Art &amp; Design</td>
<td>3</td>
<td>10</td>
<td>11</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>San Francisco Art Institute</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Sarah Lawrence College</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School of the Art Institute of Chicago</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Scripps College</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Simon's College</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Skidmore College</td>
<td>6</td>
<td>9</td>
<td>10</td>
<td>7</td>
<td>32</td>
</tr>
<tr>
<td>Smith College</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>9</td>
</tr>
</tbody>
</table>

| TOTALS                            | 438  | 568  | 642  | 617  | 2,265 |

*Cluster* Schools are those partner schools with a minimum of 40 scholars fully enrolled at annual intervals we measure.

**As of 1/2/1/10**

Davis United World College Scholars Program
The winner of this year’s Davis Cup — awarded annually to the college or university that matriculated the largest number of first-year Davis UWC Scholars — is Earlham College of Richmond, Indiana. Earlham’s 44 first-year Davis UWC Scholars made up the largest group among the 91 partner colleges and universities in the program. The runner-up for 2010–11 is Methodist University with 37 first-year scholars.

Overall, almost one in five students at Earlham, a small but globally minded college, comes from outside the United States. A total of 220 international students represented more than 80 countries in 2010–11, and Davis UWC Scholars added significantly to what Musa Khalidi, Earlham’s senior associate dean of admissions and director of international recruitment, calls “a potent global mix.”

“We strive to make the campus as internationally diverse as possible,” Khalidi says, “and we are eager to enhance our students’ educational experiences by sharing their many distinct cultures.”

Earlham was invited to join the Davis UWC Scholars program in 2004, and to date has graduated 48 scholars. The college was the runner-up for Davis Cup in 2008–09 and 2009–10.

In recruiting potential students around the world for Earlham, Khalidi often visits United World Colleges. They are, he says, among the most exciting schools he sees each year.

“Each UWC campus is like a small United Nations,” he explains. “I come away from each visit with a great sense of accomplishment and a great sense of hope for the future — that with these young people maturing into leadership positions, we are offering the international community the very best possibility for transforming our world into a place where we can all live together in peace and prosperity.”
When I was turning 60 and the new millennium was fast approaching, I was looking for a big philanthropic idea to focus on building and staying involved with. My parents had long ago drummed into my head a kind of road map for life’s journey — that the first 30 years I should focus on learning, the next 30 on earning, and the last 30 or so focus on returning, to help make a better world. As I thought about the new millennium, I saw a more global, interconnected world, and I hypothesized that American college campuses would want to globalize the undergraduate experience.

Maybe it was my Princeton education. I majored in history, and learned to think with perspective — always focusing on where you’ve been, where you are, and where you are going. My research was now showing me that only 2–3 percent of the undergrads at Princeton and other Ivy schools were international. That seemed low for universities like mine that were preparing students for “the nation’s service and the service of all nations.”

Quite by accident at that time, I discovered an international boarding school near Santa Fe, New Mexico, with 200 juniors and seniors from 85 countries, selected on merit, most with scholarships. I went to visit and was blown away by the energy and talent I saw.

That school was the United World College USA, and the mission of its two-year program was to unite students from different races, cultures, and religions to build bridges of understanding at a formative age, to prepare them for leadership roles. I learned there was a total of nine UWCs, then (today there are 13), sharing this mission around the world. So after more research, I jumped in and funded merit scholarships for 100 American students who would matriculate at UWC campuses for their last two years of high school.
Building Bridges of Understanding

I started visiting the other UWCs, primarily to meet “my” American scholars, and I was impressed — but I was totally blown away by the roommates of the Americans, usually four to a room from all corners of the globe and widely different cultures. It was obvious that these young people were absorbing as much outside the classroom as within it. They were building bridges of understanding, so critical for our future, with each other.

I learned that Princeton was also excited about the quality of these students, but was only matriculating three or four per year because need-blind scholarships were not being applied to international students. At a Board retreat, Princeton decided to boost its financial support for international admissions. I, too, saw a need — and I was ready to help fill it.

After thinking carefully about my resources — and beginning a collaboration with Dr. Philip Geier, the outgoing president of UWC–USA who became the co-founder and CEO of our program — I decided that each year I would offer all 1,200 graduates of UWCs, of whatever nationality, scholarship help to attend Princeton and four other schools, in a pilot program. It was up to the students to apply, get accepted, and decide to matriculate.

In year one, I think 43 matriculated; Princeton got about 12. We kept expanding the program, with no cutoff. And now, 11 years later, we have 2,200 students on 91 university campuses from 143 countries, and Princeton has 72.

Why the Program Works

The program works because every participant has “skin in the game.” The selection committees in each of the 143 countries, who award the original scholarships that enable most students to attend a UWC, must select great kids, as most have only a few scholarships to award and want to send their nation’s best. The UWCs, which contribute most of the cost of the students’ education there, want their students to succeed.

As they prepare to graduate UWC, students apply to our member colleges and universities on their own merits, with faculty recommendations and independently assessed International Baccalaureate scores. And our member schools stay fully in control of the decision to admit and to determine the student’s need for financial aid. I then fund a portion percent of the needed aid; the rest comes from other donors or the school’s endowment.

I don’t do any selecting, I don’t read any applications. I just write checks, and there are no limits to the number of students we will support. The only requirement I have is that each student must graduate from one of the UWC schools around the world, which all share the same mission statement: to make education a force to unite peoples, nations, and cultures for peace and a sustainable future.

I’m Not “Giving,” I’m Investing

In my travels, I’m often asked, by Davis UWC Scholars and others as well, why I give scholarships to people I don’t even know. I say I’m not “giving.” I’m investing, just as I did in business. The way I see it, these students have developed proven, winning habits. They each won a major contest to win a scholarship to go from their country to a UWC, then they won another contest to be selected by a college or university in the U.S. (like Princeton, with its roughly 26,000 applicants per year). All this occurs as these students also overcome socio-economic and language obstacles. I tell students, I didn’t give you a scholarship; you earned it, on your merits.

I then ask Davis UWC Scholars, who would I find better to invest in than you, with your demonstrated winning habits and your UWC ethos to help us shape a better world? (On a lighter note, I also tell them that the only difference between my business career and this philanthropy career is that, as my business grew, more money kept rolling in — but as this scholarship program grows, more money keeps rolling out!)

I know in my gut that after spending more than 60 years learning and earning, this is the way my “returning” phase is supposed to be. I know that hearing stories from bright, motivated kids in person, through this annual report, and by mail or e-mail keeps me happy and “young at heart.” Not surprisingly, I also get positive reinforcement from college presidents and deans. At Princeton two years ago, a Davis UWC Scholar was the valedictorian of the class, and virtually every year these students win major academic prizes and service awards on many, many campuses.

Somewhere in my travels I recently read this: The world needs dreamers and the world needs doers, but above all the world needs dreamers who do. I think these students will be those people. It’s a joy for me to invest this way — and it will be a joy for anyone who joins me.
Sources of Global Scholars: The UWC Schools

The global community of United World College schools, or UWCs, includes 13 institutions on five continents. All but one offer the International Baccalaureate diploma, a high-quality secondary-school credential. The UWC mission is to deliver a challenging and transformative educational experience to a diversity of students, inspiring them to create a more peaceful and sustainable future. Students from up to 70 different nationalities attend each UWC, where academic work mingles with community engagement, international affairs, physical activities, and creative pursuits.

Li Po Chun UWC
Li Po Chun UWC of Hong Kong, founded in 1982, emphasizes the Chinese traditions of proper conduct, practical wisdom, appropriate social relationships, and respect for academic learning. Li Po Chun has developed strong links with various parts of China, especially for service activities.

Mahindra UWC of India
Mahindra UWC of India, founded in 1997, is in a rural area of the western Ghats near Pune. The school has dedicated much of its land to a biodiversity park and conservation reserve, which is a study resource for all local schools and colleges. Mahindra also supports local schools with its educational program, Akshara, and community-service projects.

UWC in Mostar
In Bosnia and Herzegovina, UWC in Mostar is the first UWC with the explicit aim of contributing to the reconstruction of a post-conflict society. A diversity of students from the country, the region, and abroad live, study, and volunteer together in the community, offering the host nation a working example of integrated education.

Lester B. Pearson UWC of the Pacific
Lester B. Pearson UWC of the Pacific was founded in 1974 on Vancouver Island in British Columbia, Canada. The floating marine-sciences center contains a well-equipped, seafront environmental-systems lab, and students conduct research above and below water at nearby Race Rocks, an ecological reserve managed by the college.

Red Cross Nordic UWC
Red Cross Nordic UWC opened in 1995 on Flekke fjord in western Norway. Both regional and Red Cross traditions are reflected in the school’s emphasis on Nordic studies and humanitarian and environmental concerns. Cooperation with the Red Cross creates service opportunities in areas such as first aid, lifesaving, youth training, and humanitarian action.

Simón Bolívar UWC of Agriculture
The only vocational UWC, Simón Bolívar UWC of Agriculture offers a college-level diploma in farm administration in Barinas, Venezuela. Teaching is in Spanish; all students are high school graduates, and each one completes a four-month internship in an agricultural enterprise and a four-week placement in a rural community near the college.

UWC in Mostar
In Bosnia and Herzegovina, UWC in Mostar is the first UWC with the explicit aim of contributing to the reconstruction of a post-conflict society. A diversity of students from the country, the region, and abroad live, study, and volunteer together in the community, offering the host nation a working example of integrated education.

UWC in Mostar
In Bosnia and Herzegovina, UWC in Mostar is the first UWC with the explicit aim of contributing to the reconstruction of a post-conflict society. A diversity of students from the country, the region, and abroad live, study, and volunteer together in the community, offering the host nation a working example of integrated education.

Li Po Chun UWC
Li Po Chun UWC of Hong Kong, founded in 1982, emphasizes the Chinese traditions of proper conduct, practical wisdom, appropriate social relationships, and respect for academic learning. Li Po Chun has developed strong links with various parts of China, especially for service activities.

Mahindra UWC of India
Mahindra UWC of India, founded in 1997, is in a rural area of the western Ghats near Pune. The school has dedicated much of its land to a biodiversity park and conservation reserve, which is a study resource for all local schools and colleges. Mahindra also supports local schools with its educational program, Akshara, and community-service projects.

UWC in Mostar
In Bosnia and Herzegovina, UWC in Mostar is the first UWC with the explicit aim of contributing to the reconstruction of a post-conflict society. A diversity of students from the country, the region, and abroad live, study, and volunteer together in the community, offering the host nation a working example of integrated education.

Lester B. Pearson UWC of the Pacific
Lester B. Pearson UWC of the Pacific was founded in 1974 on Vancouver Island in British Columbia, Canada. The floating marine-sciences center contains a well-equipped, seafront environmental-systems lab, and students conduct research above and below water at nearby Race Rocks, an ecological reserve managed by the college.

Red Cross Nordic UWC
Red Cross Nordic UWC opened in 1995 on Flekke fjord in western Norway. Both regional and Red Cross traditions are reflected in the school’s emphasis on Nordic studies and humanitarian and environmental concerns. Cooperation with the Red Cross creates service opportunities in areas such as first aid, lifesaving, youth training, and humanitarian action.

Simón Bolívar UWC of Agriculture
The only vocational UWC, Simón Bolívar UWC of Agriculture offers a college-level diploma in farm administration in Barinas, Venezuela. Teaching is in Spanish; all students are high school graduates, and each one completes a four-month internship in an agricultural enterprise and a four-week placement in a rural community near the college.

UWC in Mostar
In Bosnia and Herzegovina, UWC in Mostar is the first UWC with the explicit aim of contributing to the reconstruction of a post-conflict society. A diversity of students from the country, the region, and abroad live, study, and volunteer together in the community, offering the host nation a working example of integrated education.

Li Po Chun UWC
Li Po Chun UWC of Hong Kong, founded in 1982, emphasizes the Chinese traditions of proper conduct, practical wisdom, appropriate social relationships, and respect for academic learning. Li Po Chun has developed strong links with various parts of China, especially for service activities.

Mahindra UWC of India
Mahindra UWC of India, founded in 1997, is in a rural area of the western Ghats near Pune. The school has dedicated much of its land to a biodiversity park and conservation reserve, which is a study resource for all local schools and colleges. Mahindra also supports local schools with its educational program, Akshara, and community-service projects.

UWC in Mostar
In Bosnia and Herzegovina, UWC in Mostar is the first UWC with the explicit aim of contributing to the reconstruction of a post-conflict society. A diversity of students from the country, the region, and abroad live, study, and volunteer together in the community, offering the host nation a working example of integrated education.

Lester B. Pearson UWC of the Pacific
Lester B. Pearson UWC of the Pacific was founded in 1974 on Vancouver Island in British Columbia, Canada. The floating marine-sciences center contains a well-equipped, seafront environmental-systems lab, and students conduct research above and below water at nearby Race Rocks, an ecological reserve managed by the college.

Red Cross Nordic UWC
Red Cross Nordic UWC opened in 1995 on Flekke fjord in western Norway. Both regional and Red Cross traditions are reflected in the school’s emphasis on Nordic studies and humanitarian and environmental concerns. Cooperation with the Red Cross creates service opportunities in areas such as first aid, lifesaving, youth training, and humanitarian action.

Simón Bolívar UWC of Agriculture
The only vocational UWC, Simón Bolívar UWC of Agriculture offers a college-level diploma in farm administration in Barinas, Venezuela. Teaching is in Spanish; all students are high school graduates, and each one completes a four-month internship in an agricultural enterprise and a four-week placement in a rural community near the college.
Visit to UWC in Mostar
Shelby and Gale Davis and Phil and Amy Geier were welcomed by the students, faculty, and staff at the United World College school in Mostar, Bosnia and Herzegovina. This UWC school is noted for its special role in contributing to the reconstruction of a post-conflict society, and many of its students go on to become Davis UWC Scholars in the U.S.

UWC of South East Asia
UWC of South East Asia is the largest UWC school, with around 3,500 students ages 4–18 at two campuses in Singapore. The school’s global-concerns program introduces concepts in leadership and organization, and all students are encouraged to develop their own initiatives, along with doing community service.

UWC–USA
UWC–USA was founded in 1982 on the site of the historic Montezuma Castle near Las Vegas, New Mexico. Programs emphasize community engagement, wilderness experience, service, and Southwest studies. Students also study intercultural communication and mediation through the Constructive Engagement of Conflict (CEC) and global-issues programs.

Waterford Kamhlaba UWC
Waterford Kamhlaba UWC became a UWC in 1981 and educates students ages 11–18. Just outside Mbabane, the capital of Swaziland, the UWC is a pan-African institution with a global outlook. Students and staff are committed to understanding and addressing the complex challenges facing Africa and the rest of the world.

UWC Schools Around the World

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)
UWC in Mostar (Bosnia-Herzegovina)
UWC Maastricht (Netherlands)

UWC of Costa Rica
UWC of South East Asia (Singapore)
UWC of the Adriatic (Italy)
UWC of the Atlantic (Wales)
UWC–USA (Montezuma, New Mexico, USA)
Waterford Kamhlaba UWC (Swaziland)
The following pages list the senior Davis United World College Scholars — the members of the class of 2011.

The scholars are listed alphabetically. Each scholar’s name is followed by his or her home country (or countries), UWC school, college or university, and major.
Amherst College is one of a handful of prestigious U.S. institutions that admit international students on a need-blind basis as well as meet the full financial need of all international admissions — and that, college officials say, has led to a striking enrichment of the learning atmosphere on campus.

Many U.S. schools admit and even recruit international students, and many offer some financial aid, but few have the resources to meet full financial need for non-U.S. students. That reality often leads to a preponderance of international students from the more developed nations. But lately around the country, that has lately begun to change, observed Caitlin Brome, assistant director of admissions at Amherst.

“In the past, you saw a lot of students from Europe and Asia, and more affluent backgrounds,” she said. “Now, especially with the Davis Program, schools have an incentive to bring in students who aren’t from those backgrounds — and that gives a new perspective to everyone on campus.”

Amherst’s trustees voted in April 2008 to begin meeting the full financial need of international students — and college officials readily acknowledge that their school is fortunate to have the resources to offer both need-blind admissions and full financial aid to students from around the world. The result is an infusion of fresh viewpoints into the campus community, said Carolyn Bassett, associate dean of students and international student advisor.

“When you have students from Zimbabwe or Ethiopia, from Central European nations with developing economies, and from Latin America, then the whole concept of culture — the conversations about family and culture and religion, conversations about aspirations beyond Amherst — all those things are more varied,” she said. “It’s probably life-changing for those students — and it could be life-changing for their family and friends at home,” she reflected. “It’s exponential.”

Now, for both international and American students, Bassett concluded, “We can sow the seeds of a broader, more complex understanding. For a small school like ours, that’s really gratifying.”
MARIANNE BAMPIRE  
Rwanda  
Waterford Kamhlaba UWC  
Westminster College  
Accounting

MURAT BILGEL  
Turkey  
UWC-US  
Johns Hopkins University  
Biomedical Engineering

ALISON BLAKE  
USA  
UWC-US  
Luther College  
French, Art

HANNA BOBYK  
Ukraine  
UWC-US  
Tufts University  
Economics

URU H. BRAM  
United Kingdom/Israel  
UWC of the Atlantic  
Princeton University  
Woodrow Wilson School

ASHTON M.P. BROWN  
Canada  
UWC-US  
Princeton University  
Economics

MUNGUNCHIMEG BUYAN  
Mongolia  
Mahindra UWC of India  
Westminster College  
Transnational Studies

PRUDENCCIO CABRAL  
Timor-Leste  
Li Po Chun UWC  
Lake Forest College  
Communication

ALEJANDRO CALCANO  
Venezuela  
UWC of the Adriatic  
Vassar College  
Political Science

AMANDA CALVO  
USA  
UWC of the Atlantic  
Smith College  
Middle-Eastern Studies

ZHIMMERMAN CARODONA  
Belize  
Bolivian UWC of Agriculture  
College of the Atlantic  
Human Ecology

BRYAN CAYABYAB  
Philippines  
Lester B. Pearson UWC of the Pacific  
Luther College  
Nursing

ANDRES CELIN  
Colombia  
Li Po Chun UWC  
Haverford College  
Anthropology

LONG (LANDON) CHAN  
Hong Kong  
Li Po Chun UWC  
Carleton College  
Mathematics

NATACHA CHATER CURE  
Lebanon  
Colombia  
Red Cross Nordic UWC  
University of Florida  
Economics

SAIKRISHNA S. CHAVALI  
India  
UWC of South East Asia  
Colby College  
International Studies, Economics

SIEWEN CHEN  
China  
Li Po Chun UWC  
Wellesley College  
Economics

SHIPEKH CHHENG  
Cambodia  
Red Cross Nordic UWC  
Middlebury College  
Philosophy

LEAH CHIBWE  
Zambia  
Waterford Kamhlaba UWC  
Colorado College  
Chemistry

MARGARET CHIDOOTHE  
Zimbabwe  
Li Po Chun UWC  
Wellesley College  
Economics

TAMMI CHO  
Republic of Korea  
UWC of South East Asia  
Colby College  
International Studies

WAI YUE ANDREA CHOI  
Australia/Hong Kong  
Li Po Chun UWC  
Dartmouth College  
Economics, Environmental Studies
Best Practices: Bringing the World to College

Scholars Join in Dartmouth’s “Friendship Family” Program

One day in autumn 2009, Davis UWC Scholar Saryah Azmat (Pakistan, UWC of the Atlantic) came to see Stephen Silver, Dartmouth College’s director of international student programs. Silver oversees the Friendship Family Program, which matches first-year international students with families near the college, for informal visits and support.

As an intern, Saryah had begun coordinating the program for 2009–10. And, she told Silver, they had a problem. In past years, the Friendship Family Program served 30–40 students annually — but, typically of a UWC grad, Saryah was an activist. She had signed up 85 international first-years. Now they needed host families.

Saryah began speaking about the program wherever she could, and doing outreach to college faculty and staff, local churches, and other faith groups. The program, she believes, is well worth the effort.

“The impact that it has is unbelievable,” Saryah said. “Students come in having no background in the U.S., and feeling so lost — and these families will totally go out of their way for you. For us, that’s so big.”

“They’ve just been there for me,” said Tashi Wangmo (Tibet, UWC of the Atlantic) of his host family. “I got stranded at Wal-Mart, missed the last bus to campus. I called my family ‘mom.’ She dropped me at my dorm door.”

“The interaction is very powerful,” said Yu’ao Wu (China, Mahindra UWC of India). “Here, I’m exposed to the young and pop American culture — the college culture. But with my Friendship Family, I’m able to learn how traditional American families live. This sort of knowledge is helpful, I think, not only for my academics but for my life.”

“Every Friday night, we get pizza and stick in a child-friendly movie, and we have Yu’a over. We just talk — nothing formal,” said his Friendship Family “mom,” Alicia Navarette. “Our goal in raising our kids is to make them aware of the world. When we heard about the Friendship Family Program, we said, ‘This is great!’”
The Class of 2011

Best Practices: Bringing the World to College

Building on Example of the Davis Projects for Peace, Macalester Students Create “Live It! Fund”

Students at Macalester College used the Davis Projects for Peace as inspiration and model for the “Live It! Fund,” a new college program that they designed and inaugurated in 2010. The program provides grant opportunities for Macalester students in a manner similar to the Davis Projects, in that applicants can design positive projects for anywhere in the world. But the Live It! Fund’s particular goal is to promote personal notions of global citizenship.

“That’s key to applying — tell us what global citizenship means to you, and how your project matches up,” said senior Davis UWC Scholar Vera Sidlova (Czech Republic, Red Cross Nordic UWC), a member of the Student Advisory Council for the college’s Institute for Global Citizenship.

The IGC was created in 2005 to promote global leadership while bringing together several internationally focused programs. Its Student Advisory Council coordinates the Live It! Fund, which won $25,000 in start-up funding from the college last year, then made six grant awards from 22 applications.

“Students conceived of this, developed it, put together the application criteria,” noted Amy Phenix, Macalester’s director of communications. “It truly was their vision.”

One funded project brought Davis UWC Scholar James “Flo” Zhou (Canada, UWC of South East Asia), plus three fellow Macalester sophomores, to Phnom Penh, Cambodia to support Tiny Toones Youth Center, a young nonprofit that uses hip-hop culture to engage at-risk young people in education and leadership. The Macalester team brought classroom equipment, art and dance equipment, and three laptops for staff. They also funded a yearlong language class, helped start a college scholarship fund, and served as tutors and teachers in Tiny Toones classes.

“I think one of the biggest potentials of a project like the Live It! Fund is to continue to mold the idea of who qualifies as an activist, or an engaged citizen,” Flo Zhou reflected. “It allows for multiple expressions of, ‘This is important in the world.’"
Tai Ford  
USA  
Waterford Kamhlaba UWC  
University of Virginia  
Global Development Studies, African-American & African Studies

Leah A. Fraimow-Wong  
USA  
UWC of the Adriatic  
Brown University  
Economics, Public Policy

Manauré Francisquez Rodriguez  
Venezuela  
UWC of the Adriatic  
Dartmouth College  
Physics, Engineering

Yuet Tung Fu  
Hong Kong  
Li Po Chun UWC  
Dartmouth College  
Economics, Asian Studies

Sieuwerd Gaastra  
Netherlands  
Lester B. Pearson UWC of the Pacific  
Middlebury College  
Economics, Mathematics

Gimena Galicia-Diaz  
Mexico  
Red Cross Nordic UWC  
University of Florida  
Advertising

Siddharth Ganji  
India  
Mahindra UWC of India  
Franklin & Marshall College  
Economics

Ricardo Garciaherreros Quiones  
Colombia  
UWC-USA  
Earlham College  
Theater Arts, Human Development

Roman Gautam  
Nepal  
UWC-USA  
Amherst College  
History

Sera-Leigh Ghouralal  
Trinidad & Tobago  
Li Po Chun UWC  
Westminster College  
Psychology/Spanish

Semere Girmehanes  
Sudan  
UWC of the Adriatic  
Methodist University  
Chemistry

Domas Girtavicius  
Lithuania  
UWC-USA  
Middlebury College  
Economics

Anna-Elysia Glover  
Canada  
UWC of South East Asia  
Vassar College  
Urban Studies

Mattie Govan  
Canada/UK  
Red Cross Nordic UWC  
Dartmouth College  
Government

Iryna Graf  
Ukraine  
UWC of the Adriatic  
Gettysburg College  
German/Globalization Studies

Francisco Granizo Torres  
Nicaragua  
UWC-USA  
Earlham College  
Economics, International Studies

Jenny Grinblo  
Israel  
UWC of the Atlantic  
Mount Holyoke College  
Sociology, Global Citizenship

Christina Grossmann  
Germany  
UWC-USA  
Wellesley College  
Economics

Maria Guevara Llatas  
Peru  
Li Po Chun UWC  
University of Richmond  
International Business, French

Mame Gueye  
Senegal  
Red Cross Nordic UWC  
Macalester College  
Economics, Mathematics

Claudia Gutierrez Lopez  
Mexico  
Li Po Chun UWC  
Kenyon College  
Dance

Noelia S. Guzman  
Argentina  
UWC of the Atlantic  
Williams College  
Political Science

Khadeejah Hamid  
Maldives  
Mahindra UWC of India  
St. Lawrence University  
Economics, Global Studies

Tamima Hashim  
Bangladesh/Singapore  
UWC of South East Asia  
Lake Forest College  
Economics, International Relations

Joseph Hauck  
USA  
UWC-USA  
Colorado College  
Political Science

Arianna Heiderer  
USA  
UWC-USA  
Dartmouth College  
Engineering Sciences

Nitish Hemdani  
India  
Mahindra UWC of India  
Colby College  
Economics

Michael J. Hempel  
Canada  
UWC of the Adriatic  
Colby College  
History, Government
Visit the “International” section of Middlebury College’s website, and you’ll see the option to click on “Davis United World College Scholars at Middlebury” — and then of “meeting” the senior Scholars of 2011.

Through the sophisticated new website that it launched in 2010, which gives individual departments and programs the power to develop and display the content for their segments, the college made it possible for Davis UWC Scholars to talk directly to fellow students, alumni, college supporters, and the wider world. Senior Scholars this year were featured through a series of recorded interviews produced by senior Scholars Stephanie Joyce (USA, Red Cross Nordic UWC)) and Daniel Pulido (Colombia, UWC of the Atlantic).

“Many of the people who come here have wonderful stories — and these interviews give us a window into that,” said Pulido. “It’s a way to show the world that we think they are special.”

“I’m from a developing country,” says Burkina Faso native Awa Sawou (Lester B. Pearson UWC of the Pacific) in an interview produced by Joyce. “I’ve seen how lives are affected by financial hardships. So I feel if I can offer anything, it’s always important to take into account people’s lives. It’s not really about the overall big picture — it’s about individuals, and how you will affect them.”

The effect of individual stories is key to the various impacts that Middlebury hopes this new Web feature will have.

“We wanted to give the Middlebury Davis UWC Scholars Program an online presence that reflects its importance on our campus,” said Mike Schoenfeld, vice president for college advancement, who oversaw the site’s development. “This program has done so much for our Scholars, of course — but also for the college. We hope other donors will be inspired by the impact of Shelby Davis’s philanthropy.”

To visit the site, go to www.middlebury.edu/international/davis_midd.
Projects for Peace: Another Dimension of Davis Philanthropy

Projects for Peace 2010

Fifteen Davis UWC Scholars were among the 100+ winners of Projects for Peace grants in 2010, funded for the fourth straight year by internationalist and philanthropist Kathryn W. Davis, now 104 years young. Mrs. Davis initiated Projects for Peace by giving $1 million on the occasion of her 100th birthday in 2007 with the intention of motivating tomorrow's leaders to “prepare for peace” by designing and implementing summer projects around the world (see www.davisprojectsforpeace.org). She has continued to support this initiative every year since.

Each Davis UWC Scholars Program partner school is offered at least one $10,000 grant to award to its student(s) with the most promising proposals.

Here are briefings on some of the projects undertaken by Davis UWC Scholars in 2010:

Afghanistan: Resolving the “Stinking Heaps”

In Kabul, Afghanistan, local native Nafisa Mohammadi (Mahindra UWC, College of the Atlantic ‘10) set out to clean up a two-acre dump site that was contaminating her home neighborhood — but she ran into so many complications that, in midsummer, she changed plans. Nafisa enlisted the cooperation of one neighborhood in replacing an open sewer line with 75 meters of underground concrete line linked to the main public sewer.

“It gives a cleaner space for these people to commute, for the children to play, to have their neighborhood — and people can look at it and take the initiative in another area,” said Nafisa, who hopes to develop a business creating a market for Afghan women’s handicrafts. “Having this experience taught me what I will have to go through to accomplish this,” she said.

Ghana: The Conflict-Free Community Initiative

In a remote, subsistence-farming region of northern Ghana with a 200-year history of conflict, Ghanaian Daniel Clerk (UWC of Costa Rica, Cornell) worked with an in-country nonprofit to create a new soccer league, with uniforms and equipment, for the farming off-season when conflict tends to occur.

“I felt we could have a few communities that could be a shining example to other villages — and make it a yearly thing,” Daniel said. The league began with three villages; Daniel plans to return next year, and aims to expand it to all 17 villages in the region.

Swaziland: Play for Peace

Similarly, African students at Skidmore College brought in earthmoving machines and students from nearby Waterford Kamhlaba UWC to build a soccer pitch and volleyball/basketball court in a Swaziland mountain community.

“In the rocky, hilly Swazi terrain, sports fields are very coveted and extremely valuable to communities,” said Johane Simelane (Swaziland, Waterford Kamhlaba UWC). “Sports can become a great distraction from the violence and ills of poverty that the children of this community experience daily.”

Tajikistan: Voices of the Mountains

In Tajikistan’s most isolated mountain region, nongovernmental organizations are often reluctant to do projects, considering the area too dangerous. But two Tajik students from Earlham College, Shanaz Agnarazbekova (UWC Norway) and Bunyodjon Tumtov (Mostar UWC) worked with the national education ministry to refurbish an orphanage school library and equip it with 1,800 academic books and 600 “books for pleasure,” plus computers, a TV, desks, and chairs.

“This summer, I’m going back to see how it works,” said Shanaz. “I’m hoping I can continue, by looking for more projects — because this is not the only area that needs this.”

Ethiopia: Children’s Library

A new school library was also the outcome of a project in rural Ethiopia carried out by three Westminster College students, including Ethiopians Eyob Demeke (UWC–USA) and Behailu Bekera (Waterford Kamhlaba UWC).

“You don’t know how much these people needed,” Behailu said — “but once you do it, you see that big smile on the faces of all the children. It was a small thing, but it made a lot of difference.”
Nepal: Scouts to Promote Peace and Unity

Watching from afar as her home country of Nepal, the world’s newest republic, struggled to form a constitution amid rising stresses relating to diversity, Middlebury College student Dristy Shrestha (UWC–USA) decided to set an example of collaboration and tolerance by organizing a nationwide camp of Nepalese Scouts in Kathmandu. Run with help from the national scouting organization, the camp drew almost 600 scouts and scoutmasters from throughout the country, was opened by Nepal’s president, and was covered by the national media.

“I don’t think a four-day camp brought peace and unity — but I know everyone it touched did learn about peace and unity,” Dristy reflected. “I wanted to bring the issue up, and I think the camp did.”

Iraq: Building Bridges

In his war-blasted home city of Fallujah, Iraq, Wissam Khalifa (Skidmore College) recruited local friends to help him renovate a devastated boys’ school and organize a summer camp in the blistering heat, with logistical support in the U.S. from fellow UWC of the Adriatic alum Hanne Brynildsen (Norway, Brown University).

“The damage was really great; it was a lot of work,” Wissam said. Bombs exploded nearby twice — but the school was repaired and repainted and up to 70 boys attended the camp each day, even during Ramadan.

“They hadn’t had any art supplies, and they all wanted to draw,” Wissam said. “We asked them to draw home. Ninety percent of their drawings were images of helicopters, tanks, buildings with soldiers.

“These children now have in their memories that somebody cares about them,” Wissam concluded. “Somebody cares about their education, and wants them to continue.”
Thato Keineetse  
Botswana  
Waterford Kamhlaba UWC  Connecticut College  Economics

Marianne Kempes  
USA  
UWC–USA  Colorado College  Studio Art

Majd Khabour  
Jordan/Palestine  
Red Cross Nordic UWC  Macalester College  Economics

Wissam Khalifa  
Iraq  
UWC of the Adriatic  Skidmore College  International Affairs

Irfan Nizarali Kherani  
Canada  
Lester B. Pearson UWC of the Pacific  Princeton University  Molecular Biology

Ju Li Khing  
Malaysia  
Li Po Chun UWC  Brown University  International Relations, History

Kipkorir Kirui  
Kenya  
Lester B. Pearson UWC of the Pacific  Dartmouth College  Biophysical Chemistry

Adriaan Kroon  
USA/Netherlands  
Lester B. Pearson UWC of the Pacific  Dartmouth College  Economics, Government

Matthew Kuch  
Uganda  
Li Po Chun UWC  Wheaton College  Economics, Physics

Antinesh Lal  
Fiji  
Lester B. Pearson UWC of the Pacific  Washington and Lee University  Physics Engineering, Chemistry Engineering

Derek M. Lam  
Canada  
Li Po Chun UWC  Williams College  Economics

Ka Yee Lau  
Hong Kong  
UWC of the Atlantic  Princeton University  Woodrow Wilson School

Moshe Lavi  
Israel  
Red Cross Nordic UWC  Carleton College  History, Political Science, International Relations

Siu Yin Lee (Bridgit)  
Hong Kong  
UWC–USA  Lake Forest College  Economics

Airiin Lehtmets  
Estonia  
Red Cross Nordic UWC  Macalester College  International Studies, Art History

Zerlina Leung  
United Kingdom/Hong Kong  
Lester B. Pearson UWC of the Pacific  Kenyon College  International Studies, Sociology

Ayesha Lissanevitch  
Nepal  
Red Cross Nordic UWC  The College of Idaho  International Politics, Economics, History

Xu Liu  
China  
Red Cross Nordic UWC  Earlham College  Chemistry

Redi Llupa  
Albania  
UWC of the Adriatic  Boston Conservatory  Music, String Performance

Rewant Lokesh  
India  
Mahindra UWC of India  Luther College  Business, Management

Marco Lopes  
Mozambique  
Li Po Chun UWC  Connecticut College  Economics

Grace L. Loro  
Kenya/Sudan  
UWC of the Atlantic  Princeton University  Economics

Andrew Louw  
South Africa  
UWC–USA  College of the Atlantic  Landscape Architecture

Ulrika Lundstrom  
Sweden  
Red Cross Nordic UWC  Lewis & Clark College  International Affairs

Alex Lupasca  
France  
UWC of the Atlantic  Harvard College  Physics and Mathematics

Aminata Ly  
Senegal  
Lester B. Pearson UWC of the Pacific  Connecticut College  Economics and Mathematics

Sakibule Magagula  
Swaziland  
UWC of South East Asia  Colorado College  Biology/Chemistry

Saneele Mahlalela  
Swaziland  
UWC–USA  Earlham College  Biochemistry, Computer Science
A n in-depth exploration of how a giant slum evolved in Mumbai, India — and what positive lessons its example may offer for the Western societies — is not the sort of article that usually appears in a student magazine at an American university.

But Glocal, at St. Lawrence University, is different. The brainchild of Davis UWC Scholar Lukasz Nipardo (Poland, UWC–USA), Glocal is a student-written, student-run publication whose goal is to encourage people to “think globally and act locally,” and whose first issue appeared early this year.

A global-studies major, Lukasz said the notion first struck him after a classroom conversation on globalization and its impacts, not just in Asia and Africa but in this country, too. “I was thinking that a magazine can reach people, and can show people the changes that are going on in the world,” he said. As faculty and fellow students got involved, he said, “we decided to follow the idea of liberal-arts education, but also the idea of UWC — to have people from many majors and departments involved.”

The magazine now has editors, a faculty advisor, a board of advisors, and university funding, and is being circulated in print and via the Web. Its first articles included the profile of Mumbai’s Dharavi slum, written by Davis UWC Scholar Khadeeja Hamid (Maldives, Mahindra UWC of India), along with a comparison of how imported food is affecting farms in Senegal and the university’s region of upstate New York.

“The Glocal project is just getting off the ground, so it’s too early to tell exactly what impact it will have,” reflected John Collins, chair of global studies at St. Lawrence. “But given the dedication the students have shown so far, I am very optimistic that it will play a significant role in our collective process of teaching and learning.”

Noting that many students in global studies and related fields are doing “high-quality research,” Collins said the publication can inspire them to reach even higher. “We’re very excited about where this project is headed,” he added.
Best Practices: Bringing the World to College

Scholars Help Washington and Lee Link Service and Global Learning

When Washington and Lee University recently undertook a two-year strategic planning process with the far-reaching goal of redefining the liberal arts for the 21st century, project leaders decided their essential task was to “think about how we can integrate global learning into every student’s undergraduate experience at Washington and Lee,” said steering committee chair Laurent Boetsch.

That integration, the plan itself would later say, “has become our central responsibility.”

As over 100 people joined in the project, Boetsch said one key facet emerged from the example of Davis UWC Scholars on campus — the link between global citizenship and service.

“We have found that international students, and UWC students in particular, are participating in this area,” said Boetsch, who directs the university’s Center for International Education. “We decided to bring together our international-activity program based around our concept of service.”

One who contributed to the process was junior Scholar Morten Wendelbo (Denmark, UWC of Costa Rica). Morten this year helped run the university’s Campus Kitchen, which receives donations of food from area businesses and restaurants and feeds about 500 needy area residents every week. With his help, the planning committee decided to recommend that the Campus Kitchen be moved — into the International House.

“The connotation the International House has for me is very much related to tolerance, service-mindedness, and so forth,” Morten explained. “Globalism is not the shrinking of the world; it’s the expanding of opportunities and abilities to tackle different things. The difference I can make then and there is in my local community.”

Other Davis UWC Scholars on campus have been involved in a committee of increasing prominence on diversity and inclusiveness, founded a student Muslim group, and chaired the International Student Alliance.

“I think it’s fair to say,” said Boetsch, “that it’s invariably the Davis UWC Scholars that set the example for this kind of leadership.”
<table>
<thead>
<tr>
<th>Name</th>
<th>Country Origin</th>
<th>University</th>
<th>Major(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nora Mineva</td>
<td>Bulgaria</td>
<td>Lester B. Pearson UWC of the Pacific</td>
<td>Economics</td>
</tr>
<tr>
<td>Ufra Mir</td>
<td>India</td>
<td>Mahindra UWC of India</td>
<td>Psychology, Health</td>
</tr>
<tr>
<td>Gauri Mirashi</td>
<td>India</td>
<td>Mahindra UWC of India</td>
<td>Environmental Studies, Politics</td>
</tr>
<tr>
<td>Dorian Miron</td>
<td>Moldova</td>
<td>UWC of the Adriatic</td>
<td>Economics and Computer Science</td>
</tr>
<tr>
<td>Alisha Mittra</td>
<td>Singapore</td>
<td>UWC of South East Asia</td>
<td>Economics</td>
</tr>
<tr>
<td>Adelina Mkami</td>
<td>Tanzania</td>
<td>Lester B. Pearson UWC of the Pacific</td>
<td>Economic Policies &amp; Development</td>
</tr>
<tr>
<td>Matthews Mmopi</td>
<td>Botswana</td>
<td>UWC-USA</td>
<td>Economics</td>
</tr>
<tr>
<td>Gloria Mogie</td>
<td>Indonesia</td>
<td>UWC of the Atlantic</td>
<td>Molecular Biology</td>
</tr>
<tr>
<td>Aisshath Mohamed</td>
<td>Maldives</td>
<td>Mahindra UWC of India</td>
<td>College of the Atlantic</td>
</tr>
<tr>
<td>Rasesh Mohan</td>
<td>India</td>
<td>Mahindra UWC of India</td>
<td>Human Ecology</td>
</tr>
<tr>
<td>Joseph Molefi</td>
<td>Botswana</td>
<td>UWC of the Atlantic</td>
<td>Middlebury College</td>
</tr>
<tr>
<td>William A. Montoya Rivera</td>
<td>Colombia</td>
<td>Red Cross Nordic UWC</td>
<td>Luther College</td>
</tr>
<tr>
<td>Anja Moulton</td>
<td>USA/United States</td>
<td>Waterford Kamhlaba UWC</td>
<td>Civil Engineering, Economics</td>
</tr>
<tr>
<td>Maysa Mourad</td>
<td>Lebanon</td>
<td>UWC-USA</td>
<td>Wellesley College</td>
</tr>
<tr>
<td>Sharon Muhezi</td>
<td>Uganda</td>
<td>Lester B. Pearson UWC of the Pacific</td>
<td>Dartmouth College</td>
</tr>
<tr>
<td>Ndzokhonzwa Munlo</td>
<td>Swaziland</td>
<td>Waterford Kamhlaba UWC</td>
<td>Westminster College</td>
</tr>
<tr>
<td>Glorita Mogie</td>
<td>Indonesia</td>
<td>UWC of the Atlantic</td>
<td>Kenyon College</td>
</tr>
<tr>
<td>Maysa Murad</td>
<td>Lebanon</td>
<td>UWC-USA</td>
<td>Wellesley College</td>
</tr>
<tr>
<td>Xi Nan</td>
<td>China</td>
<td>Red Cross Nordic UWC</td>
<td>Luther College</td>
</tr>
<tr>
<td>Anora Ng</td>
<td>Hong Kong</td>
<td>Li Po Chun UWC</td>
<td>Economics, Mathematics</td>
</tr>
<tr>
<td>Rashidah Nambaziira</td>
<td>Uganda</td>
<td>Waterford Kamhlaba UWC</td>
<td>Computer Science</td>
</tr>
<tr>
<td>Thandeka Ndlangamanda</td>
<td>Swaziland</td>
<td>Waterford Kamhlaba UWC</td>
<td>Luther College</td>
</tr>
<tr>
<td>Anora Ng</td>
<td>Singapore</td>
<td>UWC of South East Asia</td>
<td>Economics, Government</td>
</tr>
<tr>
<td>Besjana Nikoci</td>
<td>Albania</td>
<td>UWC of South East Asia</td>
<td>Economics, Mathematics</td>
</tr>
<tr>
<td>Mariko Nakayama</td>
<td>United Kingdom/Japan</td>
<td>UWC-USA</td>
<td>Princeton University</td>
</tr>
<tr>
<td>Dick Muyambi</td>
<td>Uganda</td>
<td>Red Cross Nordic UWC</td>
<td>Bucknell University</td>
</tr>
<tr>
<td>Khoa T. Nguyen</td>
<td>Viet Nam</td>
<td>UWC of the Adriatic</td>
<td>Colby College</td>
</tr>
<tr>
<td>Arthur Ng</td>
<td>Singapore</td>
<td>UWC of South East Asia</td>
<td>Economics, Government</td>
</tr>
<tr>
<td>Khoa T. Nguyen</td>
<td>Viet Nam</td>
<td>UWC of the Adriatic</td>
<td>Colby College</td>
</tr>
<tr>
<td>Anora Ng</td>
<td>Singapore</td>
<td>UWC of South East Asia</td>
<td>Economics, Mathematics</td>
</tr>
<tr>
<td>Nithiyananthan Muthusamy</td>
<td>Malaysia</td>
<td>UWC-USA</td>
<td>Princeton University</td>
</tr>
<tr>
<td>Xi Nan</td>
<td>China</td>
<td>Red Cross Nordic UWC</td>
<td>Luther College</td>
</tr>
<tr>
<td>Anora Ng</td>
<td>Albania</td>
<td>UWC of South East Asia</td>
<td>Economics, Mathematics</td>
</tr>
<tr>
<td>Nithiyananthan Muthusamy</td>
<td>Malaysia</td>
<td>UWC-USA</td>
<td>Princeton University</td>
</tr>
<tr>
<td>Anora Ng</td>
<td>Singapore</td>
<td>UWC of South East Asia</td>
<td>Economics, Government</td>
</tr>
<tr>
<td>Nithiyananthan Muthusamy</td>
<td>Malaysia</td>
<td>UWC-USA</td>
<td>Princeton University</td>
</tr>
<tr>
<td>Xi Nan</td>
<td>China</td>
<td>Red Cross Nordic UWC</td>
<td>Luther College</td>
</tr>
<tr>
<td>Anora Ng</td>
<td>Albania</td>
<td>UWC of South East Asia</td>
<td>Economics, Mathematics</td>
</tr>
<tr>
<td>Nithiyananthan Muthusamy</td>
<td>Malaysia</td>
<td>UWC-USA</td>
<td>Princeton University</td>
</tr>
<tr>
<td>Xi Nan</td>
<td>China</td>
<td>Red Cross Nordic UWC</td>
<td>Luther College</td>
</tr>
<tr>
<td>Anora Ng</td>
<td>Singapore</td>
<td>UWC of South East Asia</td>
<td>Economics, Government</td>
</tr>
<tr>
<td>Nithiyananthan Muthusamy</td>
<td>Malaysia</td>
<td>UWC-USA</td>
<td>Princeton University</td>
</tr>
<tr>
<td>Xi Nan</td>
<td>China</td>
<td>Red Cross Nordic UWC</td>
<td>Luther College</td>
</tr>
<tr>
<td>Anora Ng</td>
<td>Albania</td>
<td>UWC of South East Asia</td>
<td>Economics, Mathematics</td>
</tr>
</tbody>
</table>
As Albright Fellow, Wellesley Scholar Dives into Global-Leadership Issues

This January, Wellesley College senior Siwen Chen (Hungary, Li Po Chun UWC) joined about 40 fellow Wellesley undergrads from 12 countries as Fellows of the Madeleine Korbel Albright Institute for Global Citizenship. The three-week immersion in short courses, discussions, and presentations focused on pressing issues facing world leaders, and engaged the Fellows with a variety of experts — including Madeleine Albright, the former U.S. secretary of state.

“The Wellesley women of the future have to understand how today’s global challenges are connected,” said Albright, a Wellesley alumna who served under President Bill Clinton.

On the institute’s opening day, “in the morning we debated about moral philosophy; in the afternoon we had a person from the UN Security Council brief us about a current crisis; then the undersecretary general of the UN talked to us about global governance,” said Siwen. “It was very intense.”

As her project for the institute, Siwen is part of a team that will prepare an hour-long briefing on how the world’s energy demands can be met more safely and efficiently.

“I’m a native of Hungary, but both my parents are Chinese,” said Siwen, who hopes to build a career that connects European and Chinese affairs. The Albright fellowship involves an institute, and in summer ‘10 Siwen served as a governmental affairs intern for the European Union Chamber of Commerce in Shanghai.

“I can imagine, one day,” Secretary Albright told the Fellows, “you will be sitting across the table from each other, negotiating for your governments, your organizations, your causes. But you will know how to talk to each other — most importantly, how to listen to each other.”
Rachaphum Panichsombat
Thailand
Red Cross Nordic UWC
University of Richmond
International Studies

Albulen Pano
Albania
Red Cross Nordic UWC
Princeton University
Economics

Subin Park
Republic of Korea
UWC of South East Asia
Wellesley College
Mathematics

Sowande Parkinson
Sierra Leone
Red Cross Nordic UWC
Bucknell University
Civil Engineering, Economics

Bhookika Partap
India
Mahindra UWC of India
Grinnell College
French, Sociology, Psychology

Aditi Patel
India
Mahindra UWC of India
Wellesley College
Political Science

Henry R. Peck
United Kingdom
UWC of the Atlantic
Brown University
International Relations

Robin Pedroza Weschle
Germany/Mexico
UWC-USA
Dartmouth College
Economics, Government

Sonam Pelden
Bhutan
UWC-USA
Brown University
Economics, Neuroscience

Niklas Stewart Peters
USA
UWC of the Adriatic
Princeton University
Woodrow Wilson School

Filip Petricevic
Serbia
UWC of the Adriatic
St. Lawrence University
Economics

Scarlett Piantini
Dominican Republic
UWC-USA
College of the Holy Cross
Global Institutions, Law

Valentine Polii
Indonesia
UWC of the Adriatic
Hood College
Mathematics

Radu Popa
Romania
Li Po Chun UWC
Earlham College
Economics, International Studies

Alvaro Puente
Bolivia
Li Po Chun UWC
Earlham College
Geology

Daniel Pulido
Colombia
UWC of the Atlantic
Middlebury College
Economics, Political Science

Daniel Qu
China/Botswana
Waterford Kamhlaba UWC
Macalester College
Philosophy

Daniel Quesada Lombo
Mexico
Mahindra UWC of India
Cornell University
Architecture

Ranaivo Rajaonson
France/Madagascar
UWC of the Atlantic
Middlebury College
Economics, International Politics

Vikramadigyra Raju
USA/Singapore
UWC of South East Asia
Duke University
Mechanical Engineering

Deepika Ramachandran
India
Mahindra UWC of India
Lake Forest College
Economics

Nikhita Raman
India
Mahindra UWC of India
Brown University
Economics, Applied Mathematics

Hector Ramos Samanez
Peru
UWC-USA
Connecticut College
International Relations

Ashish Rana
Nepal
Mahindra UWC of India
Westminster College
Economics

Fazal Rashid
India
Mahindra UWC of India
Colby College
History

Siddharth Ratho
India
Mahindra UWC of India
Connecticut College
Economics

Athul N. Ravunniarath
India
Li Po Chun UWC
Colby College
Government, International Studies

Alberto Rios De La Rosa
Mexico
UWC of the Atlantic
Macalester College
Art History
Palestinian’s Pioneering Project Earns Global Media Attention at Bard

Last August, the Jerusalem bureau of the Associated Press transmitted a news feature about a 21-year-old Palestinian who had done what, until then, was almost unthinkable — he had led a group of young Palestinians to visit Yad Vashem, Israel’s official Holocaust memorial.

“We live so close to them and we need to understand them better if we are ever to live in peace,” the young Palestinian, Mujahid Sarsur, said of his Israeli neighbors. “If we change the way we think about the Holocaust, we can create bridges.”

Mujahid, a native of the West Bank and a Pearson UWC graduate, is a Davis UWC Scholar at Bard College. The AP story about the visit he led was carried by the Jerusalem Post, the Washington Post, and many other newspapers around the world — but it wasn’t the first-ever Palestinian trip to the Holocaust museum. Mujahid had organized the first one the summer before, when he and fellow Bard student Aaron Dean traveled to Palestine to start a small summer camp for local teenagers in Mujahid’s home village, Mas’ha.

“The whole idea was just to sit with them and let them express themselves,” Mujahid said. He and Aaron then spent the next school year organizing and researching an expanded, more ambitious Palestinian Youth Initiative.

Sixteen Bard students, male and female, accompanied them in summer ‘10 to the West Bank, where they ran 20-day camps for both boys and girls that featured sports, art, and music in the morning, then open, in-depth discussion every afternoon. Bard students Kendra ChupaCabra and Rosana Zarza Canova helped organize the camp.

“It was a good thing to see, in front of my eyes — that people are starting to understand each other,” Mujahid said.

When newspapers around the world featured the Yad Vashem trip, Dorit Novak, director of the museum’s school for Holocaust studies, was quoted calling it “a blessed initiative.”

“I appreciate,” she said, “their principles, their courage, their curiosity, and their willingness to come, listen, and learn.”
The past three Octobers, United World College graduates from around the Northeast have journeyed to Cape Cod for a retreat organized by Davis UWC Scholars at nearby Wheaton College.

The goal of the “The World Is Moving” weekend is more than social — it’s to give UWCers the chance to explore together how they can continue the UWC mission of service and global citizenship, at college and beyond.

This year, the retreat went even deeper. “Transforming Tragedy” was the theme, and over 90 attended. The two keynote presenters were an American woman, Linda Biehl, whose daughter Amy was a Fulbright Scholar murdered in South Africa in 1983 — and Ntobeko Peni, one of the men who killed her.

Peni served a sentence for the murder. Since then, he and Linda Biehl have worked together for years on the Amy Biehl Foundation Trust, which runs educational and other service programs in South Africa.

The impacts of their talk and the follow-up discussions were profound.

“As UWC graduates, we have all been exposed to environments that challenge the way we think,” said retreat co-organizer Aaron Bos-Lun (U.S., UWC–USA). “Linda and Ntobeko brought us to that same place with fundamental questions related to life and death — and how to make the best come out of both.”

“Every single time,” the retreats “have brought up a certain need to make a difference in our own school communities,” said co-organizer Onyedikachi “Kachi” Udeoji (China, UWC of the Atlantic). “It reminds you that it doesn’t end at UWC.”

The benefits the retreat can bring to a college community are several, said Bos-Lun. At Wheaton, where 20 to 30 non-UWCers also attended the gathering, “this has led to many initiatives, including founding a house themed around the UWC mission statement,” Bos-Lun said. “In the individual experience of UWC graduates, deepening commitment to UWC values, creating ties between campuses, and creating an open UWC community within our campus, there are huge benefits to undergraduate institutions.”
Shirley Serrao  
India  
Mahindra UWC of India  
Bates College  
Economics

Estela Shabani  
Albania  
UWC of the Adriatic  
Macalester College  
Biology

Jyotsna Shankar  
Singapore  
UWC of South East Asia  
Claremont McKenna College  
International Relations, Economics

Ali Shareef  
Maldives  
Mahindra UWC of India  
Skidmore College  
Psychology

Varini Sharma  
India  
UWC of South East Asia  
Macalester College  
Economics

Yaliu Shen-Burke  
Canada  
UWC of the Adriatic  
Columbia University  
Economics

Dawa Sherpa  
Nepal  
Red Cross Nordic UWC  
Westminster College  
Biology

Yashawi Shrestha  
Nepal  
UWC of the Adriatic  
Methodist University  
Journalism, Financial Economics

Dristy Shrestha  
Nepal  
UWC-USA  
Middlebury College  
Psychology

Uyinda Shukla  
India  
Mahindra UWC of India  
Brandeis University  
Economics, International & Global Studies, French

Belinda Sibanda  
Zimbabwe  
UWC of South East Asia  
Lafayette College  
Economics, Economics, Business

Vera Sídlova  
Czech Republic  
Red Cross Nordic UWC  
Macalester College  
Political Science, Psychology

Elana J Siegel  
USA/United Kingdom  
Waterford Kamhlaba UWC  
Brown University  
Russian, Pre-Med

Maswazi Shihlabela  
Swaziland  
Waterford Kamhlaba UWC  
Brown University  
Biomedical Engineering

Mncedisi Sikhondze  
Swaziland  
Lester B. Pearson UWC of the Pacific  
Dartmouth College  
Mechanical Engineering

Siphiwangubani Sikhondze  
Swaziland  
Red Cross Nordic UWC  
Skidmore College  
Economics

Mongi Simelane  
Swaziland  
Waterford Kamhlaba UWC  
Westminster College  
Management Information Systems

Ruchi Singh  
India  
UWC of South East Asia  
Middlebury College  
Economics, Political Science

Sladana Skopelja  
Montenegro  
UWC of the Adriatic  
Dartmouth College  
Biochemistry, Pre-Med

Sara J. Slama  
Finland  
UWC of the Atlantic  
Brown University  
Psychology

Jovana Slijvancanin  
Montenegro  
UWC of the Atlantic  
Harvard College  
Applied Mathematics

Ruth Ann Smith (Annie Smith)  
USA  
UWC of South East Asia  
Wellesley College  
Biology

Fabricio Sordoni  
Argentina  
UWC of the Atlantic  
Lake Forest College  
Economics, International Relations

Juan Soriano Yabar  
Peru  
Lester B. Pearson UWC of the Pacific  
College of the Atlantic  
Human Ecology

Eeshan Sridhar  
India  
Mahindra UWC of India  
Lafayette College  
Chemical Engineering

Ramon Srour  
Italy  
Red Cross Nordic UWC  
Lewis & Clark College  
International Affairs

Nicholas Stacey  
South Africa  
Waterford Kamhlaba UWC  
Lafayette College  
Economics, Mathematics

Lea Steinacker  
Germany  
UWC of the Atlantic  
Princeton University  
Woodrow Wilson School
A Dartmouth “War & Peace Fellow” Raised Amid Strife

Dartmouth College calls the Dickey Center its “international crossroads,” devoted to bringing together diverse experiences and creating global citizens — and the center’s War & Peace Fellows program aims to inspire the college community to think critically about violence, conflict, and its impacts and issues around the world.

Named this year as one of 43 War & Peace Fellows at the Dickey Center, Dartmouth sophomore Utkarsh Agarwal (India, Lester B. Pearson UWC of the Pacific) brings a first-person perspective on conflict. He grew up in it.

“Uti” is the son of a general in the Indian Police Force, whose posting for most of the young man’s life has been Kashmir, the northern province that is home to an often violent Muslim separatist movement. Uti’s summers in Srinagar include memories of attacks on his dad and the officers’ compound where the family lives, and times when tensions were so high he couldn’t go outside, when roads were deserted and shops and schools indefinitely closed.

“I think some of what that has brought up in me is the need for us to be resolving these conflicts,” he said. “Civilians who have nothing whatever to do with the political games being played out in Kashmir are the ones who are suffering.”

The War & Peace Fellows are selected from all disciplines at the college. As a Fellow, Uti participated in discussions and panels on controversial issues and involving visiting world leaders and State Department officials. The aim, says the college, “is to stress both the systemic and personal consequences of war and sources of peace.”

As Uti considers his future, having seen war, he thinks he might like to be a source of peace.

“India in general has so many issues — I think it would be so satisfying to see yourself making some contribution to some solutions there. I think I would be reaching high if I could get a little bit of happiness for a village in Kashmir.”
<table>
<thead>
<tr>
<th>Name</th>
<th>Country</th>
<th>UWC</th>
<th>University/College</th>
<th>Major/Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tsepang Tsolele</td>
<td>Lesotho</td>
<td>Mahindra UWC of India</td>
<td>Skidmore College</td>
<td>Economics, Computer Science</td>
</tr>
<tr>
<td>Assumpta Twekise</td>
<td>Uganda</td>
<td>UWC of the Adriatic</td>
<td>Smith College</td>
<td>Economics, Biochemistry</td>
</tr>
<tr>
<td>Isaiah M. Usher</td>
<td>USA</td>
<td>UWC of the Atlantic</td>
<td>Princeton University, Woodrow Wilson School</td>
<td></td>
</tr>
<tr>
<td>Maria Vaikath</td>
<td>India</td>
<td>Mahindra UWC of India</td>
<td>Earlham College</td>
<td>Politics</td>
</tr>
<tr>
<td>Enrique Valencia Lopez</td>
<td>Mexico</td>
<td>Mahindra UWC of India</td>
<td>College of the Atlantic</td>
<td>Human Ecology</td>
</tr>
<tr>
<td>Daysi Vargas Gonzales</td>
<td>Panama</td>
<td>UWC-USA</td>
<td>Lake Forest College</td>
<td></td>
</tr>
<tr>
<td>Erline Vendredi</td>
<td>Haiti</td>
<td>UWC-USA</td>
<td>Notre Dame of Maryland</td>
<td>Business, Accounting</td>
</tr>
<tr>
<td>Kanmani Venkateswaran</td>
<td>India</td>
<td>Mahindra UWC of India</td>
<td>Kenyon College</td>
<td>Biology, Environmental Studies</td>
</tr>
<tr>
<td>Bernardo Vimpi</td>
<td>Angola</td>
<td>Waterford Kamhlaba UWC</td>
<td>Westminster College</td>
<td>International Relations, Political Science</td>
</tr>
<tr>
<td>Kristina Vlahovicova</td>
<td>Slovakia/Spain/Serbia</td>
<td>UWC of the Atlantic</td>
<td>Macalester College</td>
<td>Psychology</td>
</tr>
<tr>
<td>Tien Vo</td>
<td>Viet Nam</td>
<td>Red Cross Nordic UWC</td>
<td>Luther College</td>
<td>Economics, Mathematics, Statistics</td>
</tr>
<tr>
<td>Richarded Waery</td>
<td>Indonesia</td>
<td>UWC-USA</td>
<td>Westminster College</td>
<td>Computer Science</td>
</tr>
<tr>
<td>Kanyarat Wanachalerm</td>
<td>Thailand</td>
<td>UWC-USA</td>
<td>Notre Dame of Maryland</td>
<td>Physics, Engineering</td>
</tr>
<tr>
<td>Yiwei Wang</td>
<td>China</td>
<td>Lester B. Pearson UWC of the Pacific</td>
<td>Dartmouth College</td>
<td>Engineering</td>
</tr>
<tr>
<td>Jing Wang</td>
<td>China</td>
<td>UWC of the Adriatic</td>
<td>Lafayette College</td>
<td>Psychology</td>
</tr>
<tr>
<td>Qingshen Wang</td>
<td>China</td>
<td>Mahindra UWC of India</td>
<td>Princeton University</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Feng Wang</td>
<td>China</td>
<td>UWC of the Atlantic</td>
<td>The College of Idaho</td>
<td>Biology</td>
</tr>
<tr>
<td>Wei Wang</td>
<td>China</td>
<td>Li Po Chun UWC</td>
<td>Williams College</td>
<td>Economics</td>
</tr>
<tr>
<td>Christoph P. Wichmann</td>
<td>Germany</td>
<td>Li Po Chun UWC</td>
<td>Brown University</td>
<td>International Relations, Economics</td>
</tr>
<tr>
<td>Nyantara Wickramasekera</td>
<td>Sri Lanka</td>
<td>UWC of the Adriatic</td>
<td>Earlham College</td>
<td>International Studies</td>
</tr>
<tr>
<td>Anniki Witter</td>
<td>Jamaica</td>
<td>UWC-USA</td>
<td>Macalester College</td>
<td>Biology</td>
</tr>
<tr>
<td>Henry Xie</td>
<td>Sweden</td>
<td>Li Po Chun UWC</td>
<td>Harvard College</td>
<td>Applied Mathematics</td>
</tr>
<tr>
<td>Flora Ximenes</td>
<td>Timor-Leste</td>
<td>UWC of South East Asia</td>
<td>Westminster College</td>
<td>Biochemistry</td>
</tr>
</tbody>
</table>

Class of 2011
Taking the bus to school each day at Waterford Kamhlaba UWC in Swaziland, Kemiyondo Coutinho was intrigued by a group of women street vendors who seemed always to be smiling. When Kemi began talking to the women, she learned how little they’d had to be optimistic about — they had struggled through deep loss and the frustration, even violence, of pervasive gender inequity.

"Yet when you walk past these women, you can’t see a trace of that," said Kemi, who was born in Uganda and grew up in Swaziland. "That’s what got me into it: wanting to find out what lay behind those smiles."

Two years later, as a first-year Davis UWC Scholar at Lewis & Clark College in Oregon, Kemi took an acting class with Stephanie Arnold, author of The Creative Spirit: An Introduction to Theater. The two “responded to each other immediately,” the professor said. "I appreciated all her energy." Kemi told her teacher she had written a play, at UWC, based on her conversations with the street vendors. Arnold asked to read it.

Fast-forward: last autumn, after a half-year of work with the professor on her script and staging, Kemi performed Jabulile, her one-woman play (the title means “joyful”), at the National Arts Festival in Grahamtown, South Africa. Her characters spoke of AIDS, infant mortality, alcoholism, spousal abuse, all sorts of heartbreak — yet they filled the stage with their soulful, passionate embrace of life.

Her viewers were South Africa’s multiracial, multicultural mix; and the show “was really, really well received,” said Arnold, who was there. A reviewer wrote that "Jabulile leaves audiences feeling they can make a difference."

At Lewis & Clark, where Kemi earlier premiered her play, “she’s always reflecting a broader perspective than some of our other students have,” said Prof. Arnold. “This particular project I know has already inspired some of our other students to think about what they might do.

“Doing this work,” she added, “was simply exhilarating.”
Additional Seniors

John Agbaije
Nigeria
UWC of the Atlantic
Dartmouth College
Economics, Finance

Nelson F. Chwara
Zimbabwe
UWC-USA
Princeton University
Woodrow Wilson School

Wai Ho Chu
China
Li Po Chun UWC
Northwestern University
Economics

Ishmael Dau
Sierra Leone
UWC-USA
Earlham College
Physics

Mohammad Ebad
Palestine
UWC of the Atlantic
University of Florida
Finance

Bilkan Ermek
Turkey
UWC of the Adriatic
Princeton University
Economics

May El Menshawy
Egypt
UWC-USA
Dartmouth College
Economics

Yue-Kwong Fung
Canada
Li Po Chun UWC
University of Pennsylvania
Operations and Information Management

Patricia Grogan
USA
UWC of the Atlantic
College of the Atlantic
Human Ecology

Jasmin Imran Al-Sous
Switzerland
UWC-USA
University of Pennsylvania
Chemical & Biomolecular Engineering

Oliver Kazenga
Rwanda
Li Po Chun UWC
University of Richmond
Studio Art

Allana Kembabazi
Uganda
UWC of the Atlantic
Wesleyan University
Government, International Relations

Antonia Kerle
USA
UWC of the Atlantic
Bryn Mawr College
Sociology

Artur Khalikov
Russia
UWC-USA
Methodist University
Psychology

Bongani Khumalo
Swaziland
Waterford Kamhlaba UWC
Dartmouth College
Mathematics, Economics

Hiejin Koo
Singapore
UWC of South East Asia
School of the Art
Institute of Chicago
Painting, Drawing, Fashion

Hong-Phuc Le
Viet Nam
Pearson UWC of the Pacific
Colby College
Economics, Mathematics

Cong S. Lee
Hong Kong
Li Po Chun UWC
Colby College
Economics, Mathematics

Man Yee Lee
Hong Kong/China
Li Po Chun UWC
Princeton University
Architecture

Brian Lo
Canada
Li Po Chun UWC
University of Pennsylvania
Finance

Peter Kit Man Lui
United Kingdom
Li Po Chun UWC
University of Pennsylvania
Business

Sheilagh Mahbubani
Malaysia
Mahindra UWC of India
Middlebury College
Political Science

Zahena Rasheed
UWC-USA
University of South East Asia
Yale University
History

Zamachiza Mahlobo
South Africa
UWC-USA
Agnes Scott College
Economics, Organizational Management

Carolle Mok
USA
Li Po Chun UWC
Cornell University
Nutritional Sciences

Tanvi T. Nair
India
Mahindra UWC of India
College of the Atlantic
Human Ecology

Isaac Ng
Hong Kong
Li Po Chun UWC
Wesleyan University
Economics

Sarah Nilsson
Sweden
UWC of the Adriatic
Macalester College
Political Science

Nikhil Ranadive
USA
UWC-USA
Colby College
Economics

Samuel Zemedkun
Ethiopia
Li Po Chun UWC
Colorado College
Mathematics, Physics

Vanessa Zhang
China
UWC of the Adriatic
Wellesley College
Economics

Laila Zvihad
Latvia
UWC-USA
Simmons College
Art History
The following pages list the undergraduate Davis United World College Scholars — the members of the classes of 2012, 2013, and 2014. The scholars are listed alphabetically by class. Each scholar’s name is followed by his or her home country (or countries), UWC school, and college or university.

Class of 2012

Mahmoud Abdalrahman
Italy
UWC of the Adriatic
Clark University

Dorhgam Abugalim
Palestine
UWC in Mostar
The College of Idaho

Sara Adem
Algeria
UWC of the Adriatic
Earlham College

Kamals Ahmed
Maldives
Lester B. Pearson
UWC of the Pacific
Clark University

Mohamed Ahmed
India
UWC–USA
Johns Hopkins University

Fayyaz Ahmed
Bangladesh
Mahindra UWC of India
Lewis & Clark College

Moofroof Ahmed
Maldives
Mahindra UWC of India
Ringling College of Art and Design

Peter Akkies
Netherlands
Li Po Chun UWC
Swarthmore College

Yazan Aldehayed
Jordan
Lester B. Pearson
UWC of the Pacific
Massachusetts Institute of Technology

Anas Alghbari
Jordan
UWC–USA
Union College

Afshin Ali
Malaysia
UWC of the Atlantic
Dartmouth College

Iris Aliah
Albania
UWC of the Atlantic
Amherst College

Rafii Karim Alieddina
Canada
Lester B. Pearson
UWC of the Pacific
Harvard College

Lamira Alisaalem
Algeria
UWC of the Adriatic
College of the Atlantic

Mohammed Alkhouli
Palestine
Red Cross Nordic UWC
Earlham College

Elena Beatriz Alonso Martin
Paraguay
Lester B. Pearson
UWC of the Pacific
University of Richmond

Bankole O. Aluko
Nigeria
UWC of the Atlantic
Columbia University

Victor Alvarez Mendoza
Nicaragua
Lester B. Pearson
UWC of the Pacific
Methodist University

Osebea Amaoko
Ghana
Waterford Kamhlaba UWC
Lewis & Clark College

Stefan Angelerski
Macedonia
Li Po Chun UWC
Brown University

Oheneba Anno
Ghana
Waterford Kamhlaba UWC
Ringling College of Art and Design

Shanaz Aqnezarboeva
Tajikistan
Red Cross Nordic UWC
Earlham College

Inaki Arbeloa Castiella
Spain
Mahindra UWC of India
Brown University

Nathania Aritao
Philippines
UWC of Costa Rica
Wheaton College

Antina Asonne
Trinidad & Tobago
UWC–USA
Trinity College

Brian Asuming
Uganda
UWC–USA
Lafayette College

Anisha Avishek
India
Mahindra UWC of India
College of the Atlantic

Balal Baroud
Palestine
Mahindra UWC of India
Colorado College

Charles Barlow
United Kingdom
UWC of the Atlantic
University of Chicago

Balal Baroud
Palestine
Mahindra UWC of India
Colorado College

Charles Barlow
USA
UWC–USA
Connecticut College
“The Amherst College community is greatly enriched by the presence of Davis United World College Scholars. Informed by their remarkable experiences and commitment to inclusion, UWC Scholars foster and take part in rigorous debate, passionate inquiry, and civic engagement across our campus. In doing so, they help fellow students grasp the roundness of this world, opening minds and hearts to differences and pressing societal needs around the globe.”

— Anthony W. Marx, President, Amherst College

Azra Basaric  
Bosnia-Herzegovina  
UWC in Mostar  
The College of Idaho

Sreedev Basu  
India  
Mahindra UWC of India  
Princeton University

Gillian Batayungu  
Tanzania  
Waterford Kamhlaba UWC  
Earlham College

Vivian Batayungu  
Tanzania  
Waterford Kamhlaba UWC  
Earlham College

Wyke N. Bazirote  
Uganda  
Waterford Kamhlaba UWC  
Colby College

Ewen Bazirote  
Uganda  
Waterford Kamhlaba UWC  
Middlebury College

Arnela Becirbasic  
Bosnia-Herzegovina  
UWC in Mostar  
St. Lawrence University

Veid Beqovic  
Bosnia-Herzegovina  
UWC in Mostar  
Northwestern University

Sambit Behera  
India  
Mahindra UWC of India  
Grinnell College

Skylyn Bellender  
USA  
Mahindra UWC of India  
Colorado College

Elsa Rebeca Belmont Flores  
Mexico  
UWC of the Atlantic  
Middlebury College

Olivia Bergman  
Sweden  
Red Ores Nordic UWC  
Wellesley College

Ana M. Bermudez  
Colombia  
Mahindra UWC of India  
Brown University

Viveka Bhandari  
India  
UWC of the Atlantic  
Wellesley College

Ashwini Bharam  
India  
Mahindra UWC of India  
Luther College

Ntekozo Linda Bhembe  
Swaziland  
Waterford Kamhlaba UWC  
Stanford University

Christian Bjartli  
Norway  
UWC of the Atlantic  
Harvard College

Chelsa Black  
USA  
UWC–USA  
College of the Atlantic

Kristina Blazanovic  
Bosnia-Herzegovina  
UWC–USA  
Colby College

Dubravka Bodiroga  
Bosnia-Herzegovina  
UWC in Mostar  
Hood College

Liliana Bonilla Lara  
Ecuador  
UWC of Costa Rica  
Johns Hopkins University

Oskana Cherkezova  
Uzbekistan  
Mahindra UWC of India  
Middlebury College

Fareeha Chester  
Swaziland  
Red Nord UWC  
University of Chicago

Ka Fei Fiong Cheung  
Hong Kong  
Li Po Chun UWC  
Brown University

Wing Mei Cheung  
Hong Kong  
Li Po Chun UWC  
University of Chicago

Hannah Costel  
USA  
Waterford Kamhlaba UWC  
Amherst College

Karen Couthinho  
Uganda  
Waterford Kamhlaba UWC  
Lewis & Clark College

Tamas Csontos  
Hungary  
Li Po Chun UWC  
Earlham College

Da Cui  
China  
UWC of the Atlantic  
Grinnell College

Adela Custo  
Bosnia-Herzegovina  
UWC in Mostar  
Colby College

Sidiane Daal  
Netherlands Antilles  
UWC of the Atlantic  
University of Florida

Abdoulaye Dabo  
Senegal  
UWC of the Adriatic  
Colorado College

Kado Dambali  
Tanzania  
UWC of the Atlantic  
Clark University

Akmal Daniyarov  
Uzbekistan  
Red Cross Nordic UWC  
Bucknell University

Baidurjva Dashchudhri  
India  
UWC of South East Asia  
University of Virginia

Hugo Cervantes  
Mexico  
UWC of Costa Rica  
Johns Hopkins University

Penileak Chan  
Cambodia  
Red Cross Nordic UWC  
Skidmore College

Shun Hang Chan  
China  
Li Po Chun UWC  
University of Virginia

Matthew Chapman  
USA  
UWC–USA  
University of Oklahoma

Wilmer Chavarria  
Nicaragua  
Lester B. Pearson  
Brown University

Daniel Clerk  
Ghana  
UWC of Costa Rica  
Cornell University

Corinna Codrea  
Romania  
UWC–USA  
Harvard College

Anel Cokoja  
Bosnia-Herzegovina  
UWC in Mostar  
The College of Idaho

Adriana Cendorcaro  
Argentina  
USA  
Red Cross Nordic UWC  
University of Richmond

Darija Cesic  
Bosnia-Herzegovina  
UWC of the Adriatic  
Clark University

SreyNoch Chin  
Cambodia  
UWC of Costa Rica  
Union College

Christian Bjartli  
Norway  
UWC of the Atlantic  
University of North Carolina at Chapel Hill

Nelson Bustos Sanchez  
Costa Rica  
UWC of Costa Rica  
Methodist University

Emanuele Buzek  
Czech Republic  
Li Po Chun UWC  
Brown University

Sidiane Daal  
Netherlands Antilles  
UWC of the Atlantic  
University of Florida

Baidurjva Dashchudhri  
India  
UWC of South East Asia  
University of Virginia

Baidurjva Dashchudhri  
India  
UWC of South East Asia  
University of Virginia
Barnard’s UWC Scholars come from all over the world and arrive especially well prepared for life at the college. During the many years that we have been a part of the program, we have benefited from the wealth of experience and unique perspectives that these students bring to campus. Time and again, our UWC Scholars assume leadership positions within the Barnard community and go on to great things after college.”

— Debora L. Spar, President, Barnard College
As the new president of Carleton College, I am especially aware of college features that are particularly striking, important, and distinctive. One such feature is the presence of Davis United World College Scholars on campus. The scholars contribute mightily to our international diversity and academic excellence. Their life experiences and social acumen elevate the academic and student life environment of the entire college.

— Steven Poskanzer, President, Carleton College
We are privileged to have balanced, smart, and well-rounded students. They do more than just graduate from...
The Davis United World College Scholars Program has had an amazing impact on Dartmouth. The program enables us to enroll incredibly talented students who enrich our campus with their international perspective and leadership. We have all benefited immensely from the generosity of Shelby and Gale Davis.”

— Jim Yong Kim, President, Dartmouth College
<table>
<thead>
<tr>
<th>Name</th>
<th>College</th>
<th>University/Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mateja Pehar</td>
<td>Bosnia-Herzegovina</td>
<td>Westminster College</td>
</tr>
<tr>
<td>Ruben R. Pena</td>
<td>Paraguay</td>
<td>Westminster College</td>
</tr>
<tr>
<td>Elisaud G. Perdomo</td>
<td>Venezuela</td>
<td>Westminster College</td>
</tr>
<tr>
<td>Maria Perez-Ruiz</td>
<td>Costa Rica</td>
<td>UWC of Florida</td>
</tr>
<tr>
<td>Matea Peric</td>
<td>Bosnia-Herzegovina</td>
<td>Westminster College</td>
</tr>
<tr>
<td>Isabella Picon Ball</td>
<td>Venezuela</td>
<td>UWC of the Adriatic</td>
</tr>
<tr>
<td>Aditi Pinto</td>
<td>India</td>
<td>Mahindra UWC of India</td>
</tr>
<tr>
<td>Carlo Pizzinelli</td>
<td>Italy</td>
<td>UWC-USA</td>
</tr>
<tr>
<td>Aditi Popale</td>
<td>India</td>
<td>Mahindra UWC of India</td>
</tr>
<tr>
<td>Shashanka Pradhan</td>
<td>Nepal</td>
<td>Johns Hopkins University</td>
</tr>
<tr>
<td>Tara K. Prendergast</td>
<td>USA</td>
<td>UWC-USA</td>
</tr>
<tr>
<td>Paola Proti Nunez</td>
<td>Costa Rica</td>
<td>UWC of Costa Rica</td>
</tr>
<tr>
<td>Paolo Retti Nunez</td>
<td>Costa Rica</td>
<td>UWC of Costa Rica</td>
</tr>
<tr>
<td>Pola Poppa</td>
<td>India</td>
<td>Mahindra UWC of India</td>
</tr>
<tr>
<td>Halji Raharinampiona</td>
<td>Madagascar</td>
<td>UWC of the Pacific</td>
</tr>
<tr>
<td>Valdine Raksaikait</td>
<td>Lithuania</td>
<td>UWC of the Adriatic</td>
</tr>
<tr>
<td>Ira Ramaj</td>
<td>Albania</td>
<td>UWC of the Atlantic</td>
</tr>
<tr>
<td>Uri Ramirez</td>
<td>Mexico</td>
<td>UWC of the Atlantic</td>
</tr>
<tr>
<td>Diego Ramos Rosas</td>
<td>Peru</td>
<td>UWC-USA</td>
</tr>
<tr>
<td>Manjil Rana</td>
<td>Nepal</td>
<td>Mahindra UWC of India</td>
</tr>
<tr>
<td>Daniel Rancharan</td>
<td>Belize</td>
<td>UWC of the Pacific</td>
</tr>
<tr>
<td>Malia Reeves</td>
<td>USA</td>
<td>UWC of the Atlantic</td>
</tr>
<tr>
<td>Maria Reimi Sipala</td>
<td>Venezuela</td>
<td>UWC of Costa Rica</td>
</tr>
<tr>
<td>Maria Reimi Sipala</td>
<td>Venezuela</td>
<td>UWC of Costa Rica</td>
</tr>
<tr>
<td>Alejandro Rivera Rivera</td>
<td>Guatemala</td>
<td>Mahindra UWC of India</td>
</tr>
<tr>
<td>Maria Rodríguez</td>
<td>Peru</td>
<td>Mahindra UWC of India</td>
</tr>
<tr>
<td>Natalie Rodriguez Galyez</td>
<td>Spain</td>
<td>UWC–USA</td>
</tr>
<tr>
<td>Katia Roge</td>
<td>Hungary</td>
<td>UWC of the Adriatic</td>
</tr>
<tr>
<td>Madil Rehola</td>
<td>Estonia</td>
<td>UWC of the Atlantic</td>
</tr>
<tr>
<td>Andrea Roman Alfaro</td>
<td>Peru</td>
<td>UWC of South East Asia</td>
</tr>
<tr>
<td>Vladimir Rozovski</td>
<td>Russia</td>
<td>UWC in Mostar</td>
</tr>
<tr>
<td>Edjola Ruci</td>
<td>Albania</td>
<td>UWC–USA</td>
</tr>
<tr>
<td>Rashid Sathirwali</td>
<td>India</td>
<td>Mahindra UWC of India</td>
</tr>
<tr>
<td>Tapio Rishinakki</td>
<td>Finland</td>
<td>Li Po Chun UWC</td>
</tr>
<tr>
<td>Rahim Rehak</td>
<td>India</td>
<td>Mahindra UWC of India</td>
</tr>
<tr>
<td>María Reyma Sinha</td>
<td>Guatemala</td>
<td>Mahindra UWC of India</td>
</tr>
<tr>
<td>María Rodríguez</td>
<td>Peru</td>
<td>Mahindra UWC of India</td>
</tr>
<tr>
<td>José Salueque</td>
<td>Chile</td>
<td>UWC of Costa Rica</td>
</tr>
<tr>
<td>Mujahid Sarsar</td>
<td>Palestine</td>
<td>University</td>
</tr>
<tr>
<td>Ina Schrems</td>
<td>Austria</td>
<td>Hood College</td>
</tr>
<tr>
<td>Zohar Perla</td>
<td>USA</td>
<td>UWC–USA</td>
</tr>
<tr>
<td>Atanas Georgiev Petkov</td>
<td>Bulgaria</td>
<td>Amherst College</td>
</tr>
<tr>
<td>Natasa Petronic</td>
<td>Bosnia-Herzegovina</td>
<td>UWC in Mostar</td>
</tr>
<tr>
<td>James Phiri</td>
<td>Malaysia</td>
<td>Westminster College</td>
</tr>
<tr>
<td>Liliana Senicheva</td>
<td>Ukraine</td>
<td>Wesley College</td>
</tr>
<tr>
<td>Valentina Senicheva</td>
<td>Russia</td>
<td>University</td>
</tr>
<tr>
<td>Inas Sardar</td>
<td>Palestine</td>
<td>University</td>
</tr>
<tr>
<td>Muhammad Sakib</td>
<td>Bangladesh</td>
<td>Mahindra UWC of India</td>
</tr>
<tr>
<td>Nargis S. Sakhibova</td>
<td>Tajikistan</td>
<td>Li Po Chun UWC</td>
</tr>
<tr>
<td>Daniel Salazar Daza</td>
<td>Ecuador</td>
<td>UWC of the Pacific</td>
</tr>
<tr>
<td>Fatima Saleh</td>
<td>Argentina</td>
<td>Red Cross Nordic UWC</td>
</tr>
<tr>
<td>nomin Samdan</td>
<td>Mongolia</td>
<td>UWC of the Adriatic</td>
</tr>
<tr>
<td>Pablo L. Sanchez</td>
<td>Santacruz</td>
<td>Spain</td>
</tr>
<tr>
<td>Arshiya Sayeed</td>
<td>Kenya</td>
<td>Li Po Chun UWC</td>
</tr>
<tr>
<td>Arshiya Sayeed</td>
<td>Kenya</td>
<td>UWC of the Adriatic</td>
</tr>
<tr>
<td>Michael Bryan</td>
<td>Austria</td>
<td>University</td>
</tr>
<tr>
<td>Najmul Sayeed</td>
<td>Bangladesh</td>
<td>Mahindra UWC of India</td>
</tr>
<tr>
<td>Valentina Senicheva</td>
<td>Russia</td>
<td>UWC of Costa Rica</td>
</tr>
</tbody>
</table>
| Davis United World College Scholars Program is a visionary initiative that has had a significant impact on American colleges and universities. We at Duke are grateful for the support of the Davis Scholars Program in helping us to attract these outstanding students to our university—and grateful for the contributions of our Davis Scholars to every facet of campus life at Duke. The scholars bring with them a unique perspective and energy that enriches our community and sharpens the global imagination of their classmates.” — Richard H. Brodhead, President, Duke University

“The Davis UWC Scholars Program is a visionary initiative that has had a significant impact on American colleges and universities. We at Duke are grateful for the support of the Davis Scholars Program in helping us to attract these outstanding students to our university—and grateful for the contributions of our Davis Scholars to every facet of campus life at Duke. The scholars bring with them a unique perspective and energy that enriches our community and sharpens the global imagination of their classmates.” — Richard H. Brodhead, President, Duke University

---

**The Undergraduates**

**Class of 2012**
‘As a residential undergraduate liberal-arts college, Denison has a strong interest in creating a globally representative campus community in which students learn from one another. Our mission is to engage men and women in investigating, questioning, and sharing ideas that promote deeper understanding of and with one another. The Davis United World College Scholars Program helps Denison seek out and enroll promising students from around the world who significantly contribute to this inclusive learning community.’

— Dr. Dale Knobel, President, Denison College
Our Davis Scholars bring varied perspectives and life habits to Earlham from their growing-up experiences in homes around the world. They share these understandings in class discussions, in informal conversations, and in presentations to the college community. They also bring commitments for peace and justice and maturity and leadership to work towards pursuing these purposes. At Earlham, each is asked to contribute to the understanding of all. ‘Our Davis Scholars show us the way.’

— Doug Bennett, President, Earlham College
"Our Davis UWC Scholars’ leadership and significant involvement within and beyond the classroom are, in a word, exemplary. As a community, the college’s faculty, staff, and students reap significant benefits from participating in this valuable program, which strongly resonates with Franklin & Marshall’s commitment toward ever-enhanced internationalization of the college experience."

— John F. Burness, Interim President, Franklin & Marshall College
The Davis United World College Scholars Program helps us accomplish our mission by bringing this diverse and complex world onto our campus, into our classrooms and residence halls. It helps us create a campus community that better reflects the global community in which all our graduates will study, work, live, and thrive. Our hope is that as more of these wonderfully engaged and culturally rich scholars join our community of learners they will further enrich our campus and our greater community. There is no question that with the help of the Davis Program we do more in four years so that our students can do more in a lifetime.”

— Eileen B. Wilson-Oyelaran, President, Kalamazoo College
“Thanks to Lake Forest’s partnership with the Davis United World College Scholars Program, our campus community is privileged to learn from the experiences and perspectives of students from around the globe. International students enrich and enliven our educational environment, and their contributions are priceless.”

— Stephen D. Schutt, President, Lake Forest College
Our affiliation with the Davis UWC Scholar Program is invaluable. Davis Scholars provide cosmopolitan viewpoints as they participate in faculty research projects and serve as models for students who aspire to be fluent in multiple cultural settings. Their presence in all aspects of the Lewis & Clark community has set into motion a transformative process whereby our faculty, students, and staff now view themselves as global citizens.” — Barry Glassner, President, Lewis & Clark College
“Twenty-five years ago, Macalester admitted its first UWC graduate. Since that time, UWC graduates have impressed with their academic achievements, their service on the Macalester campus and in surrounding communities, and with their ongoing support of Macalester, its students, faculty and staff. The Davis UWC Scholars continue this legacy today.” — Brian Rosenberg, President, Macalester College
The Undergraduates

Davis United World College Scholars Program

Class of 2013

“Davis UWC students at MU enhance our educational program by sharing their experience, knowledge, and hope for a better future. MU counts on these future leaders to continue sharing their determined spirit and encouraging the growth of interest in courses related to social justice, international studies, law, education, and the environment as they have during these past 10 years. They have fostered student interest in working towards a more peaceful world and have taught all of us something about overcoming cultural and ethnic barriers. Davis UWC students further global understanding at MU.”

— M. Elton Hendricks, President, Methodist University

100 THE UNDERGRADUATES

101
“Middlebury College would not be the dynamic place it is today without the motivating and inspiring presence of so many globally minded students. Our Davis UWC Scholars bring the world to Middlebury. In doing so, they, along with the classmates they engage inside and outside of class, help us change that world for the better.”

— Ronald D. Liebowitz, President, Middlebury College
“Our Davis United World College Scholars provide a unique and valuable perspective to the Randolph-Macon College community. Not only do they bring their experiences from their home countries, but their interactions with students from around the globe at their UWCs have helped shape their worldviews in profound ways. As a result, they can provide a fresh insight to help expand and diversify the viewpoints of our students, faculty, and community.”

— Robert Lindgren, President, Randolph-Macon College
Ringling College is honored to appreciate and become aware of the cultural differences on a global basis. For Ringling College, the Davis United World College Scholars further enhance our diversity on campus and, in turn, model the positive energy, enthusiasm, and commitment to active engagement in campus life. They have initiated a new program to acclimate all new international students, including UWC students, to the cultural aspects they will experience by being in the United States, the Sarasota, Florida community, the art and design world, and the college campus. Their positive energy, enthusiasm, and commitment to active engagement in campus life model the behavior we want all our students to experience. For Ringling College, the Davis United World College Scholars further enhance our diversity on campus and, in turn, student understanding of why it is so important to appreciate and become aware of cultural differences on a global basis.”

Dr. Larry R. Thompson, President, Ringling College of Art and Design
Kevin Wathome
Kenya
Waterford Kamhlaba UWC
University of Oklahoma

Xin Wen
China
UWC of the Adriatic
Grinnell College

Amelie Westphal
Sweden
Red Cross Nordic UWC
Macalester College

Andrea Whittle
USA
UWC of the Atlantic
Middlebury College

Amanda Wickramasekera
Sri Lanka
UWC of South East Asia
Lewis & Clark College

Thea Wiig
Norway
Red Cross Nordic UWC
Lake Forest College

Achni Wijesinghe
Sri Lanka
UWC of South East Asia
Colorado College

Atiba Williams
Trinidad & Tobago
UWC of the Adriatic
University of Oklahoma

Polly Williams
Barbados
Red Cross Nordic UWC
Randolph-Macon College

John Woja
Norway
Red Cross Nordic UWC
Clark University

Kevin Wathome
Kenya
Waterford Kamhlaba UWC
University of Oklahoma

Zuzanna Wojcieszak
Poland
UWC–USA
Harvard College

Evelyn Wong
Malaysia
Li Po Chun UWC
Scripps College

Jeffrey Wong
Australia
Li Po Chun UWC
Middlebury College

Justin Wong
Singapore
UWC of South East Asia
Bowdoin College

Katherine Wong
Hong Kong
Li Po Chun UWC
Brandeis University

Samantha Wong
Hong Kong
UWC of the Adriatic
University of Oklahoma

Linzi Wu
China
UWC of the Atlantic
University of Chicago

Yao Wu
China
Mahindra UWC of India
Dartmouth College

Maria Xavier Soares
Timor-Leste
Li Po Chun UWC
Earlham College

Zimin Xu
China
UWC of the Atlantic
Grinnell College

Monrada Yamkasikorn
Thailand
UWC of the Atlantic
University of Oklahoma

Nekoy Yidiz-SPinel
Colombia
Li Po Chun UWC
Kenyon College

Vivian Yiande
Thailand
Lester B. Pearson
UWC of the Pacific
Middlebury College

Bei Bei Zhou
China
Waterford Kamhlaba UWC
Methodist University

James Zhou
Canada
UWC of South East Asia
Macalester College

Marija Zivkovic
Bosnia-Herzegovina
UWC in Mostar
Westminster College

J. Z. Zien
UAE
UWC of the Adriatic
Lester B. Pearson

Kaiya Zhao
China
Li Po Chun UWC
Princeton University

Miaozhao Zong
China
UWC of the Atlantic
White Rose University

“...continue to add an important and enriching dimension to the classroom and campus life of St. John’s College. We are thankful for Shelby and Gale Davis’s commitment to bring UWC students with their global experience and perspectives to our campuses. We look forward to building on our partnership with the Davis United World College Scholars Program in the years ahead.”

— Michael P. Peters, President, St. John’s College
At our annual fall gathering for our Davis UWC Scholars, a senior Scholar remarked that her St. Lawrence experiences have helped her to become a truly ‘global citizen.‘ In coming to meet and know many of our Davis UWC Scholars, it is clear they are all highly attuned to the importance of thinking and acting as global citizens and, perhaps more specifically, to the importance of promoting peace and understanding among all peoples. I am humbled by the cultural richness and deep thirst for knowledge and new experiences these tremendously bright young people bring to our campus and how they challenge all of us to reexamine our assumptions and suppositions, specifically with regards to who we are and where we come from.”

— William L. Fox, President, St. Lawrence University
Davis United World College Scholars Program

“Davis United World College Scholars bring to Tufts not only wide-ranging curiosity but also diverse, often unexpected, personal histories. Their perspectives enrich the entire university community and help all our students better understand the complex global society in which they will live and work. The Davis UWC Scholars are pioneers as students, and uniquely positioned to become leaders after graduation.”

— Lawrence S. Bacow, President, Tufts University
The Undergraduates

“Davis UWC Scholars are fully integrated into campus life at the University of Florida and the Gainesville community at large. This year we have over 80 United World College graduates in both undergraduate and graduate programs — up from only five in 2003, thanks to Shelby Davis and his vision for the Davis UWC Scholars. Not only are they likely to share a warm smile with you when walking across campus, you will see them at work as resident assistants in the residence halls, playing an instrument in musical organizations, and getting dirty in our intercollegiate athletics program. They have operated a microfinance program in Palestine as Davis Projects for Peace awardees, are raising funds for Haiti, and are winning UF’s Reitz scholarships for their academic achievement, leadership, and activist service to others.”

— J. Bernard Machen, President, University of Florida

Yael Gilo
USA
UWC–USA
Colorado College

Adhiring Goel
India
Mahindra UWC of India
Johns Hopkins University

Karan Goenka
India
Mahindra UWC of India
Northwestern University

Carolina V. Gomes
Brazil
Mahindra UWC of India
Brown University

David Gonzalez Baptista
Venezuela
Red Cross Nordic UWC
University of Florida

Katherine Goodyear
USA
UWC of South East Asia
Carleton College

Nikita Gopalan
Singapore
UWC of South East Asia
University of Michigan

Stephan Grabner
Austria
UWC–USA
University of North Carolina at Chapel Hill

Sophie Gregg
Ireland
UWC of Costa Rica
Earlham College

Mariangela Greif Etchebehere
Uruguay
UWC of South East Asia
Ringling College of Art and Design

Maria Gubenko
Russia
UWC in Mostar
Maceda College

Zipporah Guerin
USA
UWC–USA
Stanford University

Julia Guerrero Kesselman
Ecuador
UWC of Costa Rica
Dartmouth College

Ndeye Gueye
Senegal
UWC of Costa Rica
Washington and Lee University

Kethiwe Gumede
Swaziland
Waterford Kamhlaba UWC
Lewis & Clark College

Goksun Gungordu
Turkey
Red Cross Nordic UWC
Randolph-Macon College

Xinyue Guo
China
Mahindra UWC of India
Dartmouth College

Nayni Gupta
India
Mahindra UWC of India
Wellesley College

Carson Hauck
USA
UWC–USA
Middlebury College

Asael Hawi
Yemen
Red Cross Nordic UWC
University of Florida

Iara Guzman
Bolivia
UWC of the Atlantic
Princeton University

Tafadzwa Gwisai
Zimbabwe
Waterford Kamhlaba UWC
Brown University

Palden Gyal
India
Red Cross Nordic UWC
Dartmouth College

Surbhi Hablani
India
Mahindra UWC of India
Skidmore College

Victor Hageman
Sweden
Red Cross Nordic UWC
St. John’s College

Ammar Hasan
Jordan
Red Cross Nordic UWC
Methodist University

Yahia Hassan
Sudan
UWC of the Adriatic
Yale University

Jared Hassanal
Trinidad & Tobago
UWC of the Atlantic
University of Oklahoma

Carson Hauck
USA
UWC–USA
Middlebury College

Shamshitha Gupta
Singapore
UWC of South East Asia
Scrpps College

Vaihav Gupta
United Kingdom
UWC of South East Asia
Cornell University

Iara Guzman
Bolivia
UWC of the Atlantic
Princeton University

Sophie E. Hawley-Weld
USA
UWC of the Adriatic
Brown University

Nidzara Helja
Bosnia-Herzegovina
UWC in Mostar
Earlham College

Raulin Hernandez
Nicaragua
UWC–USA
Brandeis University

Carlos Hernandez Tellez
Venezuela
Li Po Chun UWC
Vassar College

Sebastian Herrador
Mexico
Mahindra UWC of India
Vassar College

Dylan Hitchcock-Lopez
USA
UWC of the Atlantic
St. John’s College

Mira Hitzemann
Germany
UWC of Costa Rica
Occidental College

Kwan Kui Clarence Ho
USA
UWC–USA
Brown University

Elmina Hodzic
Bosnia-Herzegovina
UWC in Mostar
Methodist University

Swante C. Daniel Holmdahl
Sweden
UWC of the Atlantic
Bosnia-Herzegovina

Erna Hrnčić
Bosnia-Herzegovina
UWC in Mostar
Westminster College

Justin Hudgins
USA
UWC of the Atlantic
University of Chicago

Pedro Hurtado Ortiz
Nicaragua
Li Po Chun UWC
Dartmouth College

Zenzi Huysmans
Belgium
Waterford Kamhlaba UWC
Duke University

Juan Ibanez
Panama
Lester B. Pearson
UWC of the Pacific
Earlham College

Amar Idrizovic
Bosnia-Herzegovina
UWC in Mostar
Methodist University

Osyamwine Ikhinmnw
Nigeria
UWC of the Atlantic
University of Virginia

Prince Ilboudo
Burkina Faso
Lester B. Pearson
UWC of the Pacific
Connecticut College

Ana Ilievskia
Macedonia
UWC in Mostar
Westminster College

Serge Iraguha
Rwanda
UWC in Mostar
Methodist University

Likambu Isaac
Sudan
Red Cross Nordic UWC
Macalester College

Neja Isic
Bosnia-Herzegovina
UWC in Mostar
Hood College

Boglarka Ivanegova
Slovakia
UWC of the Atlantic
College of the Atlantic

Rachita Jain
India
UWC of South East Asia
Princeton University

Poorna Jalan
India
Mahindra UWC of India
Kenyon College

Mohammad Jamil
Afghanistan
UWC–USA
Methodist University

Edyta Jaworek
Germany
UWC of the Adriatic
Ringling College of Art and Design

Jasmeet Jernaill
USA
UWC of the Atlantic
Bosnia-Herzegovina

Colby College

The Undergraduates

Davis United World College Scholars Program

114

115
The Davis United World College Scholars Program quite literally brings the world to Richmond, allowing us to further weave global connections throughout the student experience. In ways large and small — whether through the formation of their own UR United World College students group, shared learning experiences, or informal exchanges with their peers — our campus is incomparably richer for the international perspectives our UWC Scholars willingly contribute to campus life.

— Edward L. Ayers, President, University of Richmond
The Davis United World College Scholars Program enables the University of Virginia to attract talented students, enriching the classroom and the student life by bringing global perspectives to the Grounds in Charlottesville. When Thomas Jefferson founded the university, he brought faculty of different backgrounds to broaden the minds of the entire community. We are grateful for Mr. Davis’ continued generous support through this important program and for the ways it prepares our students for leadership in the 21st century.

— Teresa A. Sullivan, President, University of Virginia

Ka Yeung Kevin Leung
Hong Kong
Li Po Chun UWC
Princeton University

Josephine K. Liang
China
Mahindra UWC of India
Colby College

Saiton Liangpansakul
Thailand
UWC of Costa Rica
Westminster College

Anna C. Liikulang
Finland
Red Cross Nordic UWC
Brown University

Joyce Lim
Singapore
UWC of the Adriatic
Princeton University

Thabo Liphoto
Lesotho
Lester B. Pearson
University of North Carolina at Chapel Hill

Chang Liu
China
Li Po Chun UWC
St. John’s College

Katharina Lix
Germany
UWC of Costa Rica
Harvard College

Yan Pui Lo
Hong Kong
Li Po Chun UWC
Wesleyan University

Phil Lopez Weider
Germany
Li Po Chun UWC
Princeton University

Yaojingxin Lu
China
Red Cross Nordic UWC
Skidmore College

Juniar Lucien
Haiti
Lester B. Pearson
UWC of the Pacific
Agnes Scott College

Sime Luketa
Croatia
UWC of the Adriatic
Brown University

Vivien Yun-Wen Lung
Hong Kong
Li Po Chun UWC
Wesleyan University

Huaqiao Luo
China
UWC of the Atlantic
Lehigh University

Tsaka Lwande
Kenya
Waterford Kamhlaba UWC
University of Oklahoma

Sydney Machekoto
Zimbabwe
UWC of Costa Rica
University of Arkansas

Prateik Madhavan
India
Mahindra UWC of India
Carleton College

Sipilelele Magagula
Swaziland
Waterford Kamhlaba UWC
Ringling College of Art and Design

Daniel Magesa
Tanzania
Waterford Kamhlaba UWC
University of Oklahoma

Marija Magoc
Croatia
Red Cross Nordic UWC
Skidmore College

Nikhil Mahapatra
India
UWC of South East Asia
Lewis & Clark College

Jhamat Mahbubani
USA
UWC of South East Asia
Yale University

Mbongeni Mahluza
Swaziland
Waterford Kamhlaba UWC
University of North Carolina at Chapel Hill

Mfundi Makama
UWC in Mostar
Wesleyan University

Victoria Makuru
Zimbabwe
Waterford Kamhlaba UWC
Earlham College

Prakash Malik
India
Mahindra UWC of India
Macalester College

Markary Malinououski
Belarus
UWC of the Adriatic
Ringing College of Art and Design

Maarit Malikamaki
Finland
Li Po Chun UWC
Colorado College

Pandit Mami
India
UWC of South East Asia
Colby College

Sangeet Manirajah
Malaysia
UWC of Costa Rica
Scipios College

Chansoknea Mao
Cambodia
Li Po Chun UWC
St. Lawrence University

Notsile Maphanga
Swaziland
Waterford Kamhlaba UWC
Lake Forest College

Johann Maradiaga Rivas
Honduras
Lester B. Pearson
UWC of the Pacific
Lewis & Clark College

Victoria Marambio
Chile
UWC of Costa Rica
Middlebury College

Klaudia Marku
Albania
UWC of the Atlantic
Wellesley College

Maria Gamara Marroquin
Guatemala
Lester B. Pearson
UWC of the Pacific
Kalamazoo College

Robin T. Martens
Germany
Li Po Chun UWC
Brown University

Jonathan Martin
Germany
UWC of South East Asia
Colgate University

Maria Angelica Martinez
Philippines
UWC of Costa Rica
Colorado College

Allan Martinez Venegas
Costa Rica
UWC of Costa Rica
Macalester College

Natalie Mathews
Swaziland
Waterford Kamhlaba UWC
Methodist University

Thabo Mate
Swaziland
UWC-USA
Dartmouth College

Mary Mbaya
Kenya
Waterford Kamhlaba UWC
Clark University

Karino Makeda
USA
Waterford Kamhlaba UWC
Grinnell College

Reuben McCreanor
New Zealand
Mahindra UWC of India
University of Chicago

Holly McDonald
Australia
UWC–USA
Earlham College

Niarch McFadden
Ireland
UWC of the Atlantic
San Francisco Art Institute

Emma McGrath
United Kingdom
UWC of the Atlantic
Earlham College

Stefan Medan
Bosnia-Herzegovina
UWC in Mostar
Methodist University

Mireille Medard
Haiti
UWC of Costa Rica
Wheaton College

Akshata Mehta
India
Mahindra UWC of India
The College of Idaho

Dhaval Mehta
India
Mahindra UWC of India
Cornell University

Mezgebu Mender
Ethiopia
UWC of South East Asia
Bucknell University

Luigi Mendez
Venezuela
Mahindra UWC of India
Colorado College

Luis Mendieta
Bolivia
Red Cross Nordic UWC
University of Florida

Natasha Merali
Canada
UWC of the Atlantic
Columbia University

Medina Mesic
Bosnia Herzegovina
UWC in Mostar
Westminster College

James Meyo
Kenya
Mahindra UWC of India
Bates College

Stefan Medan
Bosnia-Herzegovina
UWC in Mostar
Methodist University

Mireille Medard
Haiti
UWC of Costa Rica
Wheaton College

Akshata Mehta
India
Mahindra UWC of India
The College of Idaho

Dhaval Mehta
India
Mahindra UWC of India
Cornell University

Mezgebu Mender
Ethiopia
UWC of South East Asia
Bucknell University

Luigi Mendez
Venezuela
Mahindra UWC of India
Colorado College

Luis Mendieta
Bolivia
Red Cross Nordic UWC
University of Florida

Natasha Merali
Canada
UWC of the Atlantic
Columbia University

Medina Mesic
Bosnia Herzegovina
UWC in Mostar
Westminster College

James Meyo
Kenya
Mahindra UWC of India
Bates College
Abraham Mgowano  
Tanzania  
Waterford Kamhlaba UWC

Stanford University

Sipho Mhlanga  
Swaziland  
Waterford Kamhlaba UWC

Carleton College

Ana Mihajlovic  
Bosnia-Herzegovina  
UWC–USA

Earlham College

Kristina Miklavic  
Norway  
Red Cross Nordic UWC

Kenyon College

Mirian Milavic  
Bosnia-Herzegovina  
UWC in Mostar

Westminster College

Dijana Milenov  
Serbia  
UWC of the Adriatic

St. John’s College

Vinayak Mitra  
USA  
University of Florida

UWC of the Adriatic

Jordan Miller  
USA  
UWC of the Atlantic

St. John’s College

Jens Moller  
Greenland  
Red Cross Nordic UWC

University of Florida

Yae Woon Moon  
Democratic Republic of Korea  
UWC of South East Asia

Northwestern University

Diego Morera  
Costa Rica  
Lester B. Pearson

UWC of the Pacific

Westminster College

Lorenzo Moretti  
Italy  
Lester B. Pearson

UWC of the Pacific

Brown University

Pareena Morris  
Zimbabwe  
Lester B. Pearson

UWC of the Pacific

Vassar College

Samaa Mkovic  
Bosnia-Herzegovina  
UWC in Mostar

Methodist University

Ahmed Muaz  
Maldives  
Mahindra UWC of India

Luther College

Lejia Muhammedagic  
Bosnia-Herzegovina  
UWC in Mostar

University of Richmond

Albi Mullai  
Albania  
UWC of the Atlantic

Westminster College

Muntanga Musiwa  
Zambia  
Red Cross Nordic UWC

Methodist University

Anu Nael  
Estonia  
Li Po Chun UWC

Kenyon College

Mukwamataba Nalishuwa  
Zambia  
Lester B. Pearson

UWC of the Pacific

Lewis & Clark College

Avantara Narayan  
Singapore  
UWC of South East Asia

GeorgeTown University

Nikhita Narendran  
India  
UWC of South East Asia

Claremont McKenna College

Nalin Natarajan  
Singapore  
UWC of South East Asia

Northwestern University

Rosie Nelson  
United Kingdom  
UWC of South East Asia

Colorado College

Nicole Nemighbah  
Jamaica  
UWC–USA

Earlham College

Vitor Neto Carvalho  
Portugal  
Mahindra UWC of India

Bard College

Iris Nevis  
USA  
UWC–USA

Pomona College

Alex K. Ng  
Singapore  
UWC–USA

Colby College

Sin Seanne Ng  
Malaysia  
Mahindra UWC of India

Mount Holyoke College

Sibusiso Ngoxese  
Swaziland  
Waterford Kamhlaba UWC

Colby College

Linh Bao Nguyen  
Viet Nam  
Li Po Chun UWC

Kenyon College

Ngoc T. Nguyen  
Viet Nam  
Mahindra UWC of India

Brown University

Tu Nguyen  
Viet Nam  
UWC–USA

Wheaton College

Kwandokukhi Ngwenya  
Zimbabwe  
Red Cross Nordic UWC

University of Florida

Lindelwa Ngwenya  
Swaziland  
Waterford Kamhlaba UWC

Westminster College

Nyoma Clement Nicknora  
Sudan  
Waterford Kamhlaba UWC

Lewis & Clark College

Daniel Don Wei Ren  
Malaysia  
Mahindra UWC of India

Dartmouth College

Linda Nikola  
Switzerland  
Waterford Kamhlaba UWC

Warburg College

Jigme Norbu  
Norway  
Lester B. Pearson

UWC of the Pacific

Earlham College

Gift Ntuli  
Zimbabwe  
Waterford Kamhlaba UWC

Colby College

Nevena Ostojic  
Bosnia-Herzegovina  
UWC in Mostar

Warburg College

Delilah Owen  
United Kingdom  
Lester B. Pearson

UWC of the Pacific

College of the Atlantic

Juan Pacheco  
Colombia  
UWC of Costa Rica

Connecticut College

Ambar Setu Pankaj  
India  
Mahindra UWC of India

Mount Holyoke College

Rahul Patle  
India  
Mahindra UWC of India

Mount Holyoke College

Noelia Pereira  
Timor Leste  
Red Cross Nordic UWC

Luther College

Maikor Pereira Azuaje  
Venezuela  
Waterford Kamhlaba UWC

Whitman College

Maddalena Perretti  
Italy  
UWC of the Adriatic

University of Chicago

Petr Petrovic  
Serbia  
UWC of the Adriatic

Macalester College

“One of the many impressive qualities of Davis United World College Scholars is that in addition to bringing with them the cultural backgrounds of their native countries, they arrive at Vassar with the experience of already having lived and learned with students from other countries on a UWC campus. In this way, they are well prepared to appreciate, benefit from, and contribute to an environment rich in cultural differences. Perhaps even more importantly, they are natural leaders in enabling other Vassar students to understand, appreciate, and benefit as well.”

— Catharine Hill, President, Vassar College

Yae Woon Moon  
Democratic Republic of Korea  
UWC of South East Asia

Northwestern University
At a time when Washington and Lee is beginning a new strategic effort for global learning for the 21st century, we cannot overstate the importance of the presence of our international students in our classrooms and on our campus. We shall continue to rely on the distinctive brand of leadership that UWC students bring to Washington and Lee as we strive to fulfill that part of the university’s mission that ensures that all our graduates will be prepared for ‘engaged citizenship in a global and diverse society.’

— Kenneth P. Ruscio, President, Washington and Lee University
<table>
<thead>
<tr>
<th>Name</th>
<th>University/Institution</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afshe Sethi</td>
<td>India</td>
<td>Mahindra UWC of India</td>
</tr>
<tr>
<td>Majahonke Shabangu</td>
<td>Swaziland</td>
<td>Waterford Kamhlaba UWC</td>
</tr>
<tr>
<td>Waterford Kamhlaba UWC</td>
<td>Swaziland</td>
<td>Harvard College</td>
</tr>
<tr>
<td>Mohamed Shahin</td>
<td>Egypt</td>
<td>Red Cross Nordic UWC</td>
</tr>
<tr>
<td>Red Cross Nordic UWC</td>
<td>Westminster College</td>
<td>University of Idaho</td>
</tr>
<tr>
<td>Rahul Sharma</td>
<td>India</td>
<td>Mahindra UWC of India</td>
</tr>
<tr>
<td>Sri Lanka UWC of India</td>
<td>The College of Idaho</td>
<td></td>
</tr>
<tr>
<td>Tashi Sherpa</td>
<td>Nepal</td>
<td>Red Cross Nordic UWC</td>
</tr>
<tr>
<td>Nepal</td>
<td>Skidmore College</td>
<td></td>
</tr>
<tr>
<td>Dawa Pashi Sherpa</td>
<td>Nepal</td>
<td>Red Cross Nordic UWC</td>
</tr>
<tr>
<td>Red Cross Nordic UWC</td>
<td>Westminster College</td>
<td></td>
</tr>
<tr>
<td>Thembia Shija Simon</td>
<td>Tanzania</td>
<td>Waterford Kamhlaba UWC</td>
</tr>
<tr>
<td>Jee Woong Shin</td>
<td>Democratic Republic of Korea</td>
<td>UWC of South East Asia</td>
</tr>
<tr>
<td>Peter Smith</td>
<td>Swaziland</td>
<td>Li Po Chun UWC</td>
</tr>
<tr>
<td>Pawiyoule Shongwe</td>
<td>Odin</td>
<td>Skidmore College</td>
</tr>
<tr>
<td>Vincent Sieglinck</td>
<td>Netherland</td>
<td>Waterford Kamhlaba UWC</td>
</tr>
<tr>
<td>Elvira Silvola</td>
<td>Finland</td>
<td>UWC of Costa Rica</td>
</tr>
<tr>
<td>Finland</td>
<td>Harvard College</td>
<td></td>
</tr>
<tr>
<td>Saphamanda Simelane</td>
<td>Swaziland</td>
<td>Waterford Kamhlaba UWC</td>
</tr>
<tr>
<td>Goran Simic</td>
<td>Croatia</td>
<td>UWC in Mostar</td>
</tr>
<tr>
<td>Marko Simonovic</td>
<td>Bosnia-Herzegovina</td>
<td>UWC in Mostar</td>
</tr>
<tr>
<td>Smrta Silanov</td>
<td>Bosnia-Herzegovina</td>
<td>UWC in Mostar</td>
</tr>
<tr>
<td>Joseph Singh</td>
<td>India</td>
<td>Methodist University</td>
</tr>
<tr>
<td>Ravinder Singh</td>
<td>India</td>
<td>UWC of the Atlantic</td>
</tr>
<tr>
<td>Maria Smerkovich</td>
<td>Israel</td>
<td>Westminster College</td>
</tr>
<tr>
<td>Arthriya Sood</td>
<td>India</td>
<td>Mahindra UWC of India</td>
</tr>
<tr>
<td>Daniel Sopdie</td>
<td>Cameroon</td>
<td>Colorado College</td>
</tr>
<tr>
<td>Raddu Seekibakke</td>
<td>Uganda</td>
<td>World Bank</td>
</tr>
<tr>
<td>Alexander E. Stuth</td>
<td>Jamaica</td>
<td>UWC of the Atlantic</td>
</tr>
<tr>
<td>Jasminda Suke</td>
<td>USA</td>
<td>Brown University</td>
</tr>
<tr>
<td>Magdalena Szymaniec</td>
<td>Poland</td>
<td>UWC of the Atlantic</td>
</tr>
<tr>
<td>Arthriya Sukisewan</td>
<td>Thailand</td>
<td>UWC of the Pacific</td>
</tr>
<tr>
<td>Avia Tadmor</td>
<td>USA</td>
<td>Brown University</td>
</tr>
<tr>
<td>Akshata Suresh</td>
<td>India</td>
<td>UWC of South Asia</td>
</tr>
<tr>
<td>Alan Sutton</td>
<td>Canada</td>
<td>UWC of the Pacific</td>
</tr>
<tr>
<td>Umurcan Solak</td>
<td>Turkey</td>
<td>UWC of the Adriatic</td>
</tr>
<tr>
<td>Chad Sann</td>
<td>South Africa</td>
<td>University of Richmond</td>
</tr>
<tr>
<td>Morris Swaye Eubanks</td>
<td>Cayman Islands</td>
<td>UWC in Mostar</td>
</tr>
<tr>
<td>Arindra Sood</td>
<td>India</td>
<td>Mahindra UWC of India</td>
</tr>
<tr>
<td>Brown University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Damaris Sweet</td>
<td>Netherlands Antilles</td>
<td>UWC in Mostar</td>
</tr>
<tr>
<td>Thulani V. Tsabedze</td>
<td>Swaziland</td>
<td>Waterford Kamhlaba UWC</td>
</tr>
<tr>
<td>Davis United World College Scholars Program</td>
<td>Class of 2014</td>
<td></td>
</tr>
</tbody>
</table>

“...In my first year at Williams, it’s already clear to me how much the college benefits from the presence of international students in general and of Davis United World College Scholars in particular. Our appreciation goes to the many people who were involved in finding, nurturing, and supporting these Scholars who now enrich life at Williams, as they will the world into which they’ll graduate.”

— Adam Falk, President, Williams College
Simply put, the Davis Scholars program has transformed our curriculum, our campus, and our community. The curriculum has become more global in focus, the campus more intellectually active and aware, and the local community more diverse and accepting. The introduction of the Davis Scholars has literally brought the world to a small campus.

— Ken Hill, Academic Dean, College of the Atlantic
Farhan Ahmed (Bangladesh, Red Cross Nordic UWC, Middlebury ’09) moved to China after graduation, hoping to play music there with Middlebury classmate George Mynatt. In Dali, a town in Yunnan province, he reports, “we have been running Caffeine Arts Club, a bar and a community art space for musicians, artists, and photographers” that is also home to Farhan and George’s media production company, the Melting Iceberg Collective (micebergcollective.wordpress.com). “MIC just completed an animation for PBS’s Planet Forward, on China’s environmental role,” Ahmed says, “and is working on a documentary project called ‘Whose China?’ Our music is going on at the same time as Erhai Sonic Research Group.”

J. Gregory Arthur (Venezuela, UWC of the Adriatic, Middlebury ’09) is employed at Sinolatam Capital, a Shanghai-based merchant bank. “I have been working on facilitating China’s investment channels into the Latin American region, including Venezuela,” he writes. “I was recently given the task of shaping the corporate-responsibility guidelines of the firm, and I am actively involved in the development of the Sinolatam Capital Foundation, which will donate proceeds to microfinance and education programs in both China and Latin America. I am also proud to be part of the founding board of the first unified UWC Chinese National Committee, under the leadership of Mark Wang.”

Mahdi Bseiso (Jordan, Red Cross Nordic UWC, Colby ’04) is a director at Open Insights, a data-strategy, business-intelligence consultancy and service-implementation company. “I specialize in anti-money-laundering and banking regulation compliance technology,” he reports. “Currently living in New York, but traveling a lot for work.”

Halimatou Hima Moussa Dioula (Niger, UWC–USA, Wellesley ’10) is codirector of the National Children’s Forum, a UNICEF-supported training program in Niger. In the national capital last December, the forum drew 161 young people from all parts of the country for three days of meetings with political leaders, researchers, journalists, and UN staff. “Children from all backgrounds came together in this first-of-its-kind initiative,” Halima writes, “with support from civil society and the media, at a time when the country is at a crossroads between military rule and a democratically elected regime.”
Author’s First Novel Shines a Deep Light on Zimbabwe

Even though new author Tawanda Chabikwa (Zimbabwe, Li Po Chun UWC, College of the Atlantic ’07) infused his novel Bagabbs in Heaven (CreateSpace, 2010) with “poetic language” and “void yet dream-like experiences,” said the Bangor (Me.) Daily News, in an article that was reprinted by the Zimbabwean media. But there are more dimensions to life in Zimbabwe than the political violence that’s often reported in the news, Chabikwa notes. “There’s sadness, but there’s so much laughter — open, unabashed laughter.”

“In the novel,” the newspaper said, “he communicates ancient African stories through the voice of a sage grandmother, Ambuya, who tells myths by firelight to the village children.”

“Tawanda wanted to show Westerners that element of Africa that they might not understand,” the voice of a sage grandmother, Ambuya, who tells myths by firelight to the village children.”

“His book, ‘Bagabbs in Heaven,’ is a very brave book,” the literature professor told the newspaper, in an article that was reprinted by the Daily News.

And to write that took courage, said College of the Atlantic faculty member Bill Carpenter.

“College of the Atlantic ‘07) infused his novel with “poetic language” and experiences enabled me to stay on top of my work,” he writes. “I have signed a two-year contract, because Roshan will offer me a scholarship to do my master’s degree.” She plans to begin graduate studies next year in international relations at Simon Fraser University, Vancouver.

Ingrid Davalos Lopez (Paraguay, Lester B. Pearson UWC of the Pacific, Smith ‘10) is working in Paraguay as an educational advisor for Education USA, a network of advising centers around the world supported by the U.S. Department of State. “I could not be happier here,” she writes. Hoping to study eventually for a Ph.D. in anthropology, “I will actually combine anthropology and education. I will also teach anthropology next year, at the university level. Since I got back, I also became an active member of the UWC Paraguayan National Committee. Maybe I’ll work at a UWC one day! Who knows?”

Fathimath Mustah (Maldives, UWC of the Atlantic, Williams ‘09) is working at the U.S. embassy in Colombo, Sri Lanka as the political and economic specialist for the Maldives.

Roya Mohammadi (Afghanistan, UWC USA, Smith ’10) is manager for corporate social responsibility at Telecom Development Company, Ltd. Roshan, the largest telecommunications firm in Afghanistan. “With more than 20 ongoing projects, my UWC and Smith experiences enabled me to stay on top of my work,” she says. “I have signed a two-year contract, because Roshan will offer me a scholarship to do my master’s degree.” She plans to begin graduate studies next year in international relations at Simon Fraser University, Vancouver.

Francine Marie-Claire Polet (Netherlands, Li Po Chun UWC, Harvard ’09) works in Amsterdam with Bain & Co., a global business and strategy consulting firm. “Bain is a great place to start, as it is an intense, fast-paced working and learning environment,” she reports. “You are staffed on various projects, national and international, with a wide range of different people. Our office is extremely international and definitely makes me feel at home. At the starters’ training last year, there were 10 UWCers out of 145 participants. This made me realize how small the world is, and how far-reaching our UWC network.”

After graduation, Nidhi Zakaris Eipe (India, Mahendra UWC of India, College of the Atlantic ’07) spent time in Haiti, working on youth empowerment seminars and sustainable ecological development, then won a scholarship from the Norwegian Ministry of Foreign Affairs to do graduate studies in peace-building and conflict resolution. He traveled through the Middle East and South America, and next studied for a master’s degree in philosophy at St. John’s College in New Mexico. “I am currently setting up a café-patisserie-community-artspace in India, to promote encouraging young artists, musicians, writers, and performers, while inching closer to my dream of setting up an international school in the Middle East.”

After graduation, Himal Singh Soin (India, Mahendra UWC of India, Middlebury ’08) lived in New York for a year, “where I interned for the Potoyce Theater Project,” led a National Geographic expedition to India, then “returned to live a life full of wonderful Sunday brunches in Brooklyn, and worked for National Geographic, Artforum and Bomb magazines, writing on art and culture. But remember the UWC mission statement, to return to our home countries? I am now based in Delhi, and write for diverse local and international publications on art and culture (particularly those that are endangered), and simultaneously take photographs and write poetry.”
Madiha Tarin (Pakistan, UWC-USA, Middletown ’04) is working at the Embassy of Pakistan in Washington, D.C., and writes: “I am in the last semester of my master’s degree in public health at George Washington University. So soon, I will be moving on to a new job at the Embassy of Pakistan in Washington, D.C., and writes: “I am passionate about working in developing countries in some research capacity, or some form of poverty alleviation initiative,” he writes. “I am targeting development jobs around the world, but mostly in Africa.”

In Boston, concert pianist Rasa Vitkauskaite (Lithuania, UWC of the Adriatic, Boston Conservatory ’08) earned a master’s degree this year at the Boston Conservatory and is now a full-time history teacher at Beaver Country Day School in Brookline, Mass. “I am also a consultant with the Pluralism Project at Harvard University,” he writes, “on how to teach religion at a high-school level.”

How Other Philanthropists Can Invest

Philanthropists who want to help bring the world to U.S. colleges or universities — especially their own alma mater — are invited to become a part of the Davis UWC Scholars Program (see www.davisuwcscholars.org). Philanthropist Shelby Davis created the program 10 years ago and, since then, it has grown to become the largest international scholarship program for undergraduate study in the world.

Over 90 American colleges and universities have been selected to partner with this major philanthropic investment to transform American campuses by providing scholarships to students from over 140 countries to attend these schools for their undergraduate degrees. These scholarships are awarded to students who are proven “winners,” who have successfully gone through a series of challenges and selection processes at a young age. As 15- or 16-year-olds, they have won national competitions in their home countries to complete their final two years of high school at premier international boarding schools known as United World College schools. They have demonstrated their leadership, they are informed and engaged in issues about the world, and they have earned admission to some of America’s finest institutions of higher learning. These scholars bring added value to American campuses and to their American counterparts. Everyone at these American campuses — students, faculty, staff, and the surrounding community — all benefit from this exposure and the global networking that will inevitably link future U.S. leaders with those of many other countries.

Financially, the Davis UWC Scholars Program is a genuine partnership — Davis philanthropy provides $10,000 or $20,000 per scholar per year of need-based aid for up to four years to each of the partner schools. Schools with 40 or more Davis scholars demonstrate their complete strategic commitment by hosting such a large cohort. Schools with 40 or more scholars enrolled on an ongoing basis are awarded the larger amount since they are demonstrating their complete strategic commitment by hosting such a large cohort.

The partner schools are left to fund the remaining need-based financial aid for each scholar. Depending on the student’s demonstrated need and on each partner school’s full fees, the remaining scholarship package can be quite substantial. The partner schools are left to fund the remaining need-based financial aid for each scholar. Depending on the student’s demonstrated need and on each partner school’s full fees, the remaining scholarship package can be quite substantial. The partner schools are left to fund the remaining need-based financial aid for each scholar. Depending on the student’s demonstrated need and on each partner school’s full fees, the remaining scholarship package can be quite substantial. The partner schools are left to fund the remaining need-based financial aid for each scholar. Depending on the student’s demonstrated need and on each partner school’s full fees, the remaining scholarship package can be quite substantial.

Other philanthropists have already chosen to participate. They have invested in a proven and exciting global program by cofunding a portion of these scholars’ full fees, the remaining scholarship package can be quite substantial. These scholarships are awarded to students who are proven “winners,” who have successfully gone through a series of challenges and selection processes at a young age. As 15- or 16-year-olds, they have won national competitions in their home countries to complete their final two years of high school at premier international boarding schools known as United World College schools. They have demonstrated their leadership, they are informed and engaged in issues about the world, and they have earned admission to some of America’s finest institutions of higher learning. These scholars bring added value to American campuses and to their American counterparts. Everyone at these American campuses — students, faculty, staff, and the surrounding community — all benefit from this exposure and the global networking that will inevitably link future U.S. leaders with those of many other countries.

How to Apply to Be a Partner School

T he 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. Preference will be given to colleges and universities that have a proven track record of recruiting students of United World College schools. 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
Executive Assistant to the Executive Director
Davis UWC Scholars Program
Middletown College
Middletown, VT 05753
Tel: (802) 443-3180
Fax: (802) 443-3230
E-mail: info@davisUWCscholars.org
Acknowledgements and Credits

For all their work on and assistance with this project, many thanks go to the following people:

Writing: Doug Wilhelm, Middlebury, Vermont
Design: Scuola Group, Burlington, Vermont

Doug Wilhelm Program: Dr. Philip O. Geier, Executive Director, and Jane Schoenfeld, Executive Assistant to the Executive Director
Thank also to Amy Ugare Geier for all her expert help and advice.
<table>
<thead>
<tr>
<th></th>
<th>2000/01</th>
<th>2005/06</th>
<th>2010/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of U.S. Partner Schools</td>
<td>5</td>
<td>65</td>
<td>91</td>
</tr>
<tr>
<td>Worldwide Countries Represented</td>
<td>31</td>
<td>118</td>
<td>143</td>
</tr>
<tr>
<td>Cumulative Number of Scholars</td>
<td>43</td>
<td>923</td>
<td>3,591</td>
</tr>
</tbody>
</table>

11 Years of Growth in International Education