



To Move the World

*The Second Report of the
Davis United World College
Scholars Program*

2005



Davis United World College Scholars

PROGRAM

2005 Report

*Private Philanthropy Supporting International
Understanding through Education*

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Building International Understanding through Education

Explaining the Davis United World College Scholars Program

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

I. To Move the World

This publication reports on the Davis United World College Scholars Program as a major philanthropic force in promoting international understanding.

This year the program has helped to make possible the college education of 74 graduating seniors, outstanding students from around the U.S. and the world, along with 469 undergraduates — all of them committed to building cross-cultural understanding — at a growing number of American colleges and universities. The state of our world, along with America's future competitiveness in the global marketplace, demands no less than initiatives as large in scale, innovative in design, and powerful in impact as this.

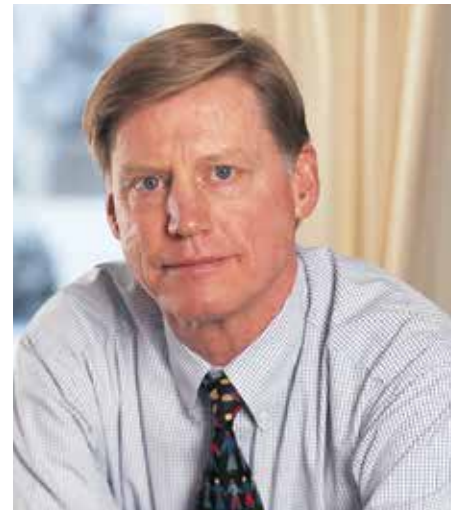
Our program began in 2001 at five pilot schools: Colby College, College of the Atlantic, Middlebury College, Princeton University, and Wellesley College. This year we report on a greatly expanded program that now includes 52 U.S. colleges and universities — from Harvard and Yale on the East Coast to Carleton, Grinnell, and Macalester colleges in the Midwest, to Whitman College and the San Francisco Art Institute in the West.

At all these schools, the Davis United World Scholars Program is activating the huge potential of private philanthropy to promote international understanding in

dynamic, expanding ways through the education of exceptional young people. It is our objective to see a much greater commitment by the private philanthropic sector to this very worthy purpose in the future.

Davis United World College Scholars are, indeed, outstanding students and remarkable young people. They have come this year from 106 nations, and those who graduate from the original five schools in the Class of 2005 — our program's second graduating class — are leaving behind far-reaching impacts on their schools and their fellow students.

All these students, at all these schools, are the heart and soul of this initiative. In these pages, we invite you to become acquainted with the Davis UWC Scholars Program, and with its individual scholars — especially the 74 members of the graduating class of 2005.



Philip O. Geier

My own experiences in Congress, at the U.N., in the Cabinet, on special missions overseas, and here in New Mexico have taught me how critical it is to establish and develop strong personal relationships with allies and adversaries alike. The Davis United World College Scholars Program is based on that same premise. Davis United World College Scholars are building those kinds of relationships between Americans and non-Americans on a growing number of U.S. college and university campuses. These relationships are an important prerequisite for peace in the 21st century.

Bill Richardson
Governor of New Mexico
Former U.S. Ambassador to the U.N.

Private Philanthropy for Global Understanding

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

The program provides scholarship to students, from both the U.S. and other countries, who have proven themselves by completing their last two years of high school at a group of international schools called United World Colleges (UWCs). These UWC schools are in the U.S., Canada, Hong Kong, India, Italy, Norway, Singapore, 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 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.

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

Beginning with the fall 2004 student matriculation, the Davis United World College Scholars Program has greatly expanded to include the additional 47 American colleges and universities. In support of these schools meeting the financial needs of their scholars, Davis philanthropy contributes up to \$10,000 for each scholar every year of a four-year undergraduate degree program. All of these additional schools are also awarded a \$5,000 grant each year in support of their admission outreach.

The goals of this Davis philanthropy continue to be to:

- **Provide scholarship** support for exemplary and promising students from all cultures, who have each absorbed the passion of their UWC school community for building international understanding in the 21st century.
- **Build clusters** of these globally aware and committed students within the undergraduate populations of selected American schools.
- **Seek to transform** the American undergraduate experience through international diversity and cultural interchange — as much for the large majority of Americans on campus as for international students.
- Invite participating colleges and universities to **leverage the value** of this initiative to the long-term benefit of their students and faculties, their strategic planning, and their role in contributing proactively to the well-being of our volatile, highly interdependent world.
- Create a very diverse group of Davis United World College Scholars who will, during their educational experiences and throughout their lives, contribute significantly to **shaping a better world**.

The Davis United World College Scholars Program is different, intentionally so, from other fine efforts to internationalize the undergraduate experience. While preceding initiatives have focused more on research, faculty development, changes in curricula, uses of technology, and study abroad, this program creates a much greater diversity of students on campus. And by supporting scholars from many countries who arrive on campus energized by the UWC mission of building understanding in active, personal ways, the Davis UWC Scholars Program exemplifies how diversity can contribute to a much richer education, and to a more globally engaged undergraduate experience.

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

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

- **Private philanthropy** as an innovative force. We hope this effort will inspire others in the philanthropic sector to participate.
- **Experiential learning** as the essential tool for fostering international understanding.
- Diversifying the undergraduate population through **international scholarships**.
- Recognizing that coherent initiatives and **significant clusters** of scholars can make greater impact.
- Encouraging an **overarching purpose** while leaving each college or university to build on its own particular strengths.

In sum, the Davis United World College Scholars Program has great aspirations. Though our program is still

The Davis UWC Scholars Program not only contributes a unique new dimension to higher education; it also creates a stream of amazing, dedicated talent that will have a significant ongoing impact in serving and ameliorating humanity.

Stephen A. Oxman
Senior Advisor, Morgan Stanley
Chair of the Executive Committee,
Princeton University Board of Trustees

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

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

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



How This Works

Building World 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 the last two years of high school at one of ten **United World College schools**. UWC schools are in the U.S., Canada, Hong Kong, India, Italy, Norway, Singapore, Swaziland, the United Kingdom, and Venezuela. The UWC movement works to build multi-national, cross-cultural communication and understanding among all its students.



2

In 2000-01, the **Davis United World College Scholars Program** began providing scholarships to UWC graduates from any nation who gained acceptance into a select group of U.S. colleges and universities. From that year through 2003-04, young UWC graduates from 84 nations — including the U.S. — received financial support, up to a full scholarship, to attend any of the program's five pilot schools: Colby College, College of the Atlantic, Middlebury College, Princeton University, and Wellesley College. In spring 2004, 43 seniors at these institutions became the Davis UWC Scholars Program's first graduating class.



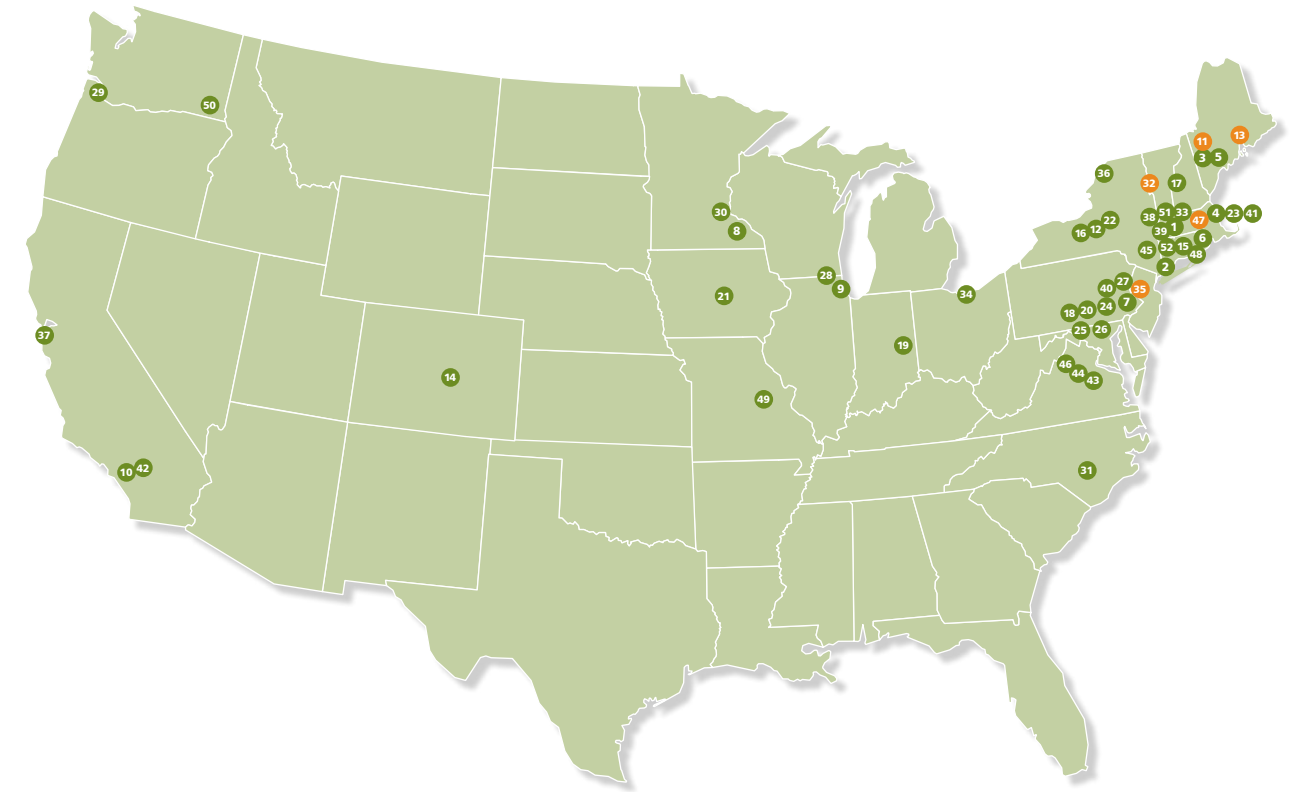
3

During this 2004-05 academic year, **47 more U.S. colleges and universities**, from the East Coast to the West, joined the Davis UWC Scholars Program. To these schools, the program contributes \$10,000 each year for each matriculated UWC graduate, for up to four years per student. Each school also receives a \$5,000 grant for admissions outreach. The total number of Davis UWC Scholars at all participating colleges and universities has now reached 543, from 106 countries. The 2004-05 graduating class includes 74 outstanding students from 39 nations.



4

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



An Expanded Program

The Davis United World College Scholars Program has expanded beyond its original pilot colleges and universities. It now includes the following 52 participating institutions:

- | | | | | |
|---|---|--|---|--|
| 1 Amherst College
Amherst, MA | 11 Colby College*
Waterville, ME | 21 Grinnell College
Grinnell, IA | 32 Middlebury College*
Middlebury, VT | 43 University of Richmond
Richmond, VA |
| 2 Barnard College
New York, NY | 12 Colgate University
Hamilton, NY | 22 Hamilton College
Clinton, NY | 33 Mount Holyoke College
South Hadley, MA | 44 University of Virginia
Charlottesville, VA |
| 3 Bates College
Lewiston, ME | 13 College of the Atlantic*
Bar Harbor, ME | 23 Harvard University
Cambridge, MA | 34 Oberlin College
Oberlin, OH | 45 Vassar College
Poughkeepsie, NY |
| 4 Boston Conservatory
Boston, MA | 14 Colorado College
Colorado Springs, CO | 24 Haverford College
Haverford, PA | 35 Princeton University*
Princeton, NJ | 46 Washington & Lee University
Lexington, VA |
| 5 Bowdoin College
Brunswick, ME | 15 Connecticut College
New London, CT | 25 Hood College
Frederick, MD | 36 St. Lawrence University
Canton, NY | 47 Wellesley College*
Wellesley, MA |
| 6 Brown University
Providence, RI | 16 Cornell University
Ithaca, NY | 26 Johns Hopkins University
Baltimore, MD | 37 San Francisco Art Institute
San Francisco, CA | 48 Wesleyan University
Middletown, CT |
| 7 Bryn Mawr College
Bryn Mawr, PA | 17 Dartmouth College
Hanover, NH | 27 Lafayette College
Easton, PA | 38 Skidmore College
Saratoga Springs, NY | 49 Westminster College
Fulton, MO |
| 8 Carleton College
Northfield, MN | 18 Dickinson College
Carlisle, PA | 28 Lake Forest College
Lake Forest, IL | 39 Smith College
Northampton, MA | 50 Whitman College
Walla Walla, WA |
| 9 Chicago Art Institute
Chicago, IL | 19 Earlham College
Richmond, IN | 29 Lewis & Clark College
Portland, OR | 40 Swarthmore College
Swarthmore, PA | 51 Williams College
Williamstown, MA |
| 10 Claremont McKenna College
Claremont, CA | 20 Franklin & Marshall College
Lancaster, PA | 30 Macalester College
Saint Paul, MN | 41 Trinity College
Hartford, CT | 52 Yale University
New Haven, CT |
| | | 31 Methodist College
Fayetteville, NC | 42 University of Redlands
Redlands, CA | |

*original pilot school

An Open-Ended Commitment

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

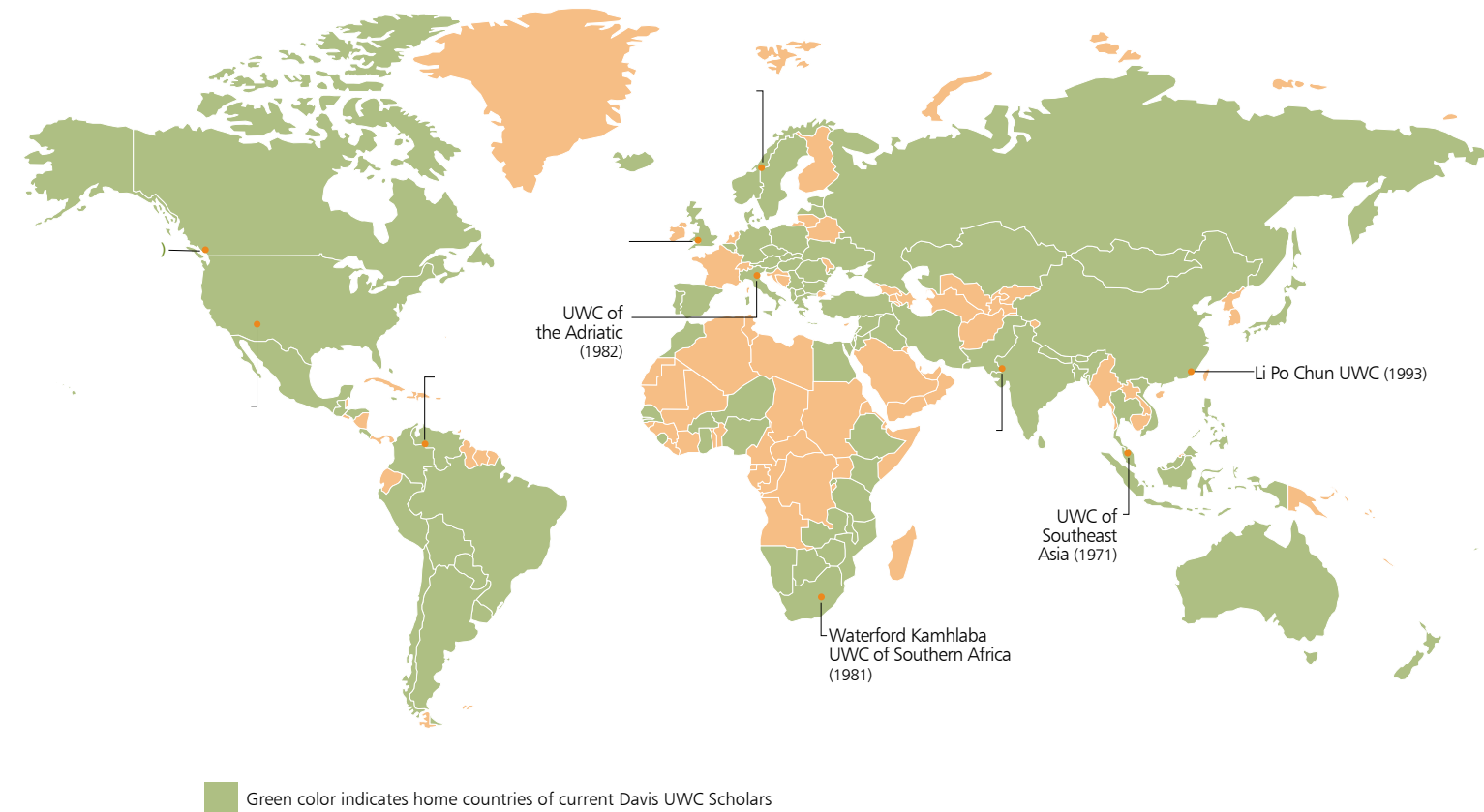
106 Home Countries

of Current Davis UWC Scholars

Afghanistan	Fiji	Macedonia	Serbia and Montenegro
Albania	Gambia	Malawi	Sierra Leone
Antigua/Barbuda	Germany	Malaysia	Singapore
Argentina	Ghana	Maldives	Slovakia
Australia	Greece	Malta	Spain
Austria	Grenada	Mexico	Sri Lanka
Bahamas	Guatemala	Mongolia	South Africa
Bangladesh	Honduras	Morocco	Sudan
Barbados	Hong Kong	Mozambique	Swaziland
Belarus	Hungary	Namibia	Sweden
Belgium	Iceland	Nepal	Syria
Bhutan	India	New Zealand	Tanzania
Bolivia	Indonesia	Nicaragua	Thailand
Botswana	Iran	Niger	Tibet
Brazil	Iraq	Nigeria	Turkey
Bulgaria	Israel	Norway	Uganda
Burkina Faso	Italy	Pakistan	United Kingdom
Canada	Jamaica	Palestine	United States
Chile	Japan	Paraguay	Ukraine
China	Jordan	Peru	Uruguay
Colombia	Kazakhstan	Philippines	Venezuela
Costa Rica	Kenya	Poland	Vietnam
Czech Republic	Kosovo	Portugal	Yugoslavia
Denmark	Latvia	Romania	Zimbabwe
Egypt	Lebanon	Russia	Zambia
Estonia	Lesotho	Rwanda	
Ethiopia	Lithuania	Senegal	

A World of Learners

Scholars' Home Countries and UWC Schools



Ten UWC schools:

Lester B. Pearson UWC of the Pacific (Canada)

Waterford Kamhlaba UWC of Southern Africa (Swaziland)

Li Po Chun UWC (Hong Kong)

UWC of Southeast Asia (Singapore)

Mahindra UWC of India

UWC of the Adriatic (Italy)

Red Cross Nordic UWC (Norway)

UWC of the Atlantic (Wales)

Simón Bolívar UWC of Agriculture (Venezuela)

UWC-USA (Montezuma, NM, USA)



“We Feel We Have a Very Large Family”

Students’ Letters to Shelby & Gale Davis
Share a Warm Sense of Connection

They write to him about their dreams, their plans, their worries. They write about their workload, and the things they appreciate at college. Almost always, they strive to tell him how much they appreciate what he has meant to their lives.

Davis United World College Scholars often send letters to Shelby Davis, the founder of the Davis UWC Scholars Program. They may not yet have met him — and it surprises them, many students say, when Shelby writes back.

“Mr. Davis did write back — and in his own hand. It was amazing,” says Kristopher Kang, a Canadian graduate of the Li Po Chun UWC in Hong Kong who was a junior this year at Princeton. “My parents were astounded.”

Yet the students’ own letters are often so warm, so personal, and share so much of themselves that Shelby Davis says he can hardly help responding. He answers as many of the students’ letters as he can, even though he gets dozens of them each year — more and more as the number of Davis UWC Scholars grows.

“Sometimes I get tears in my eyes, because it’s like I’m getting a letter from my children, or from people who are in my family,” Shelby reflects. “The truth is Gale and I sort of do feel, about these kids, that we have a very large family.”

It often seems that way, reading some of the letters Shelby has received. Though Davis UWC Scholars come from diverse cultures all over the world, they tend to write

to him in a very similar way: as though each was corresponding to a parent or a trusted friend.

“Crew practices are extremely tough, to the extent that sometimes even I cannot understand why I continue to row,” a letter from Kris Kang confided. “On the team we have a joke: the only thing that keeps us coming back are the 22 hours we have between practices when we all decide to quit ... and subsequently decide to give it one more chance.”

“There were a lot of personal problems happening that nearly defeated me,” shared Ka Yan “Chilann” Chan, a Hong Kong native and Li Po Chun alum who graduates this spring from Colby College. “It was very difficult to go through all of these problems all at once, but when I did, with the support of friends, I felt I had become stronger and braver. I learned it is very important to face the world with a big smile ...”

“Yes, he wrote me back,” Chilann later said. “I was really happy about it, that a busy man like that would take the time to read my letter. I was really touched.”

“I think of them all as young people who have, through the UWC and their colleges, become young citizens of the world,” Shelby says. “To me, they’ve gained such insight and compassion, and the desire to put those



Gale and Shelby Davis

Opposite: Gale and Shelby Davis with Davis UWC Scholars at Princeton University.



talents to work. They've learned about the dignity of individuals. They seem to embody all that you want in young people."

"The Prospects Look Endless"

Sometimes the Davis UWC Scholars' letters to Shelby Davis touch on world concerns and crises.

"My brother was on Phi Phi Island, Thailand, when the tsunami happened," wrote Pei Chang, a Princeton sophomore from Malaysia who attended the Hong Kong UWC. "Miraculously, he survived without a scratch ... However, it was a harrowing 24 hours when we were waiting to hear from him."

Sometimes the letters speak of how far the students have come in their lives — and how far they hope to go.

"If someone had told me four years ago when I was still living in a small logging town in northern British Columbia, Canada, that I would soon be flying across the world to attend the Mahindra United World College of India for two years, and thereafter would be bound for one of the world's foremost postsecondary institutions, I doubt very much that I would have believed them," wrote James Loxton, Princeton '06. "And yet here I am, and the prospects for the future look endless."

"I was trying to do two things with that letter," James later explained. "First, I was simply trying to thank him in a personal way for the huge favor he is doing for me ... Second, I wanted to make it clear how important his contributions are to the lives of the students whose education he supports. I wanted to make it clear to him that it is worth it, and we do appreciate it."

"I Feel Privileged to Help"

"I like hearing their stories — and I'm close to them, in a sense," Shelby Davis says of these young people. "They are doers. They want to excel in the classroom, but also they're action-oriented. They either want to be helping others, or teaching others, or serving others, or just be part of politics and economic change. They often recognize that a country's economic health is part of its political health."

As for the personal rewards of helping these young

Top left: Amy and Philip Geier, Shelby Davis, and Harvard University President Lawrence Summers. Center left: Davis UWC Scholars at Colby College. Bottom left: Shelby and Davis UWC Scholars at Harvard.

Education is the greatest gift we can give. The Davis United World Scholars Program provides its students a truly unique experience and adds true globalism, culturally and intellectually, to the U.S. institutions they grace.

Lois Juliber
Vice Chair, Colgate-Palmolive Company
Trustee, Wellesley College

people along, to Shelby these are very clear.

"If you ask almost anyone, they'll say, 'I really would like to leave the world a little bit better than when I found it,'" he reflects. "I get joy and a sense of pride from backing these students — and I hope this will be an example to others. I'm so grateful that I've found an educational cause that cuts across class, race, religion, and geography."

"Obviously, an opportunity like a Davis UWC Scholarship has the power to change lives," notes Shamsher Virk, a junior at College of the Atlantic who grew up in Canada and attended Pearson UWC. In a letter he wrote to Shelby, Shamsher painted the connection he feels to Shelby Davis in extraordinary terms.

"I am at this very moment completely immersed in an experience: a life," Shamsher's letter says. "This life is becoming a part of me, complicating my mind, coloring my soul, and filling me with friendship. In all practical senses, I owe this to you. Thank you.

"But this is not what I wish you to know," he continues. "Instead, know that on this Blue Planet of ours, you have connected with another human being. I will be here at the College of the Atlantic, and you at your home. If we were to know nothing else about each other, know that I am grateful to share my world with your kind soul."

"They really are something, aren't they?" Shelby Davis asks about these young people. "It's like Queen Noor says: If you close your eyes and hold hands with the person next to you, you don't know their race or their religion, but you feel human warmth.

"I feel human warmth from these letters. They're touching. I feel privileged to help these young people along."



A Scrapbook of Thanks & Memories

At Middlebury College's annual dinner for Shelby and Gale Davis last fall, the Davis UWC Scholars on campus presented the couple with a unique gift: a blue Middlebury binder containing 58 letters and cards that scholars there had written to them during the past year.

"I am a Chinese-Yi minority, originally from west of China," wrote sophomore Tiri Maha. "I am the first generation in my family who can go to college."

"Now that I'm here, I'm having the most amazing experience," confided junior Olatokunbo Augustus of the USA. "Every day I am surrounded by and meeting some of the most brilliant and motivated minds of my generation."

Students often struggled to express how they felt. "This pen and paper are all I have, for now ... I am so incredibly grateful for the chance that you have given me," wrote Magda Bokiej, a sophomore from Poland.

"Investing in the future of the youth shows its returns only after a while — but when it does, these returns and the blessings are immense," wrote senior Said Al-Nashashibi of Jordan. "I cannot thank you enough for investing in our potential as Davis Scholars, and helping us take the path to making a solid difference in the world."



“All of Us Became International Citizens”

Two Davis UWC Scholars Reflect on Their Years of Growth and Change

Adani Illo of Niger and Cristina Gomez of Colombia have been good friends since they started at the United World College-USA together, six years ago. They graduate this spring as Davis UWC Scholars from Middlebury College. We asked Adani and Cristina to talk together about how their experiences at UWC and Middlebury have shaped and affected them.

What were the biggest challenges for each of you, in coming to Middlebury?

Adani: The college was the exact opposite of everything I had experienced before! Adapting was hard at first. But as time went by, I learned to appreciate the people, the surroundings, and even the cold weather. I made great friends through the different organizations I have joined. These were people I thought I would never relate to — but as a true UWCer, I ventured out of my comfort zone and made the effort. And I met some of the most amazing people I have ever come across.

Cristina: I think everybody who comes to Middlebury has to step out of your comfort zone, because that's the way the system works. You're taking classes in subjects that you have no idea about, you're learning a new language, and therefore you're making a step toward learning things about new cultures. I learned Italian, and I studied abroad in Italy; Adani learned Spanish, and he studied in Spain. We both attended a Middlebury Language School in the summertime.

Adani: That was a wonderful experience.

Cristina: The UWC was so special, partly because everyone fit in regardless of how “foreign” they were. One of the reasons I like Middlebury is also its spirit of internationalism. If anything, being Colombian in a place where everyone is eager to learn about your language, history, and culture has felt like a privilege.

If the person you were six years ago, before you even started at UWC, could come and visit with the person you are today, what changes would that earlier person notice?

Adani: I would say I'm very, very different.

Cristina: I think I'm fundamentally, entirely a different person.

Adani: The two years that you spend at UWC are so intense. You're 16 years old, and you have all these preconceived notions — but being at the UWC changes entirely your outlook on the world, what your goals are, what you want to get out of your personal growth, your friends, everything.

Making friends and being a member of that community gave me a lot of confidence in myself. And also humility — because everyone who comes to UWC goes through a rigorous application process and you were chosen out of maybe 4,000, 5,000, 10,000 people. You come there thinking you are the ambassador of your country.

Opposite: Davis UWC Scholars Cristina Gomez of Colombia (UWC-USA, '01) and Adani Illo of Niger (UWC-USA, '01) discuss their UWC and Middlebury experiences.

There is no single scholarship program in the world that is doing more than this one to enable the most promising students from all over the globe to get the higher education they dream of and deserve. The Davis UWC Scholars Program is not only changing hundreds of students lives; it is also changing the face of higher education at some of the best colleges and universities in the United States.

Ronald D. Liebowitz
President, Middlebury College

Cristina: And then you meet other people that are so much better than you!

Adani: It teaches you humility. And also, just being open-minded. At UWC, you would see people that you wouldn't otherwise see at the same table — Israelis and Palestinians being friends, sharing a meal. They're just young kids, trying to fit into a community. They have similar dreams. They are the same people! It's people who create those issues that set them apart.

Do you think your dreams, what you'd like to do with your life, are different from when you first came?

Adani: When I first came from Niger, all I wanted was just to go to university and have a great life. UWC has opened my mind to becoming more of a socially responsible person. Now I want to give back to people, because the UWC gave me so much, as a person, and the people I've met are so amazing. The ways we look at life are so different now — that's what I really appreciate.

Cristina: I think everyone at UWC goes through a period of having a lot of scattered interests. And then, coming to Middlebury, even more. So many things are appealing, and everyone has this feeling that all UWCers have, of wanting to do something for the

greater good. I came to Middlebury and I wanted to do theater, I wanted to do physics, I ended up doing politics. You change. But having gone to UWC has been a constant. It gave me that background.

Is there anything you've gotten involved with in the college years that you really hope you'll keep doing?

Cristina: Regardless of what my career is going to be, I'm going to keep having this international life. It's been a constant in the UWC, and in Middlebury. All of us UWCers started organizations, got involved with international organizations, and studied abroad — wanting to learn about other cultures, and wanting to learn things through people who are from those cultures.

Adani: When I came here, I joined the Student Investment Club, which was created in 1994 by the Board of Trustees, because Middlebury is a liberal arts school and we don't have finance and business — so they gave us \$100,000 to start this club, to invest. As time went by I really got involved, and I really liked what we were doing. Now it's my life.

Cristina: Yes. It's your life!

Adani: I'm going into investment banking in July, in New York City. It's a dream come true. And this would not have been possible without the UWC.

Do you also think you'll stay involved in international activities, exchanges, friendships?

Adani: Yes. On this campus I have friends from all over. I think the person I am right now is just sort of a mix of everything. I'll listen to everyone.

What about your home culture? Do you still feel connected to Niger?

Adani: Yes, I very much feel like I'm from Niger. But I feel like I can fit in everywhere.

Cristina: All of us became international citizens.

Adani: But I don't think I want to think about my life without the UWC.

Cristina: Me neither! I don't want to think about that!

II. Stories Worth Telling

From the Original Five Pilot Colleges



Feeding Children's Futures with 'Play'

Through Five Nations,
An Inspired Journey Touches 2,000 Kids

Children whose lives lack too much else should not also be deprived of laughter. In fact, kids grow up far healthier and stronger — physically, mentally, socially, and emotionally — if they play games ... if they play sports ... if they can simply play.

That is the driving wisdom behind “Play — A Sporting Exchange.” This new nongovernmental organization has been created by United World College alumni — especially from the UWC of the Atlantic in Wales, whose Extramural Centre has for years trained students to do community service by engaging younger kids in structured games and play.

The Play idea is to launch expeditions that bring what organizers call “the universal language of play” to disadvantaged children throughout the world.

“We wanted to start a project that would do Atlantic College justice, and substantiate the ideals of the UWCs in our lives,” explains participant Dorian Needham, a Davis UWC Scholar from Canada who is a graduating senior at Princeton University. “We thought, ‘Let’s take these ideas and skills on the road.’”

Last fall, after two years of organizing and fundraising by about 20 UWC alumni, a team of 12 climbed into a van decorated with various sponsors’ decals. They were set to pull a trailer full of sports and game equipment on Play’s first expedition: a 72-day trip from Wales through Croatia, Bosnia, Romania, Bulgaria, and Turkey.

“We were going to work with groups of disadvantaged children in several different countries, to prove that play isn’t limited by culture,” explains Dorian, who stayed in Princeton to take charge of the expedition’s day-to-day support. “We also wanted to give a reason for UWC communities in various countries to link up on a project, so they could work together.”

The result: The team played sports and games with more than 2,000 kids in the five nations where the van stopped to collaborate with staff at various child-service centers, run by organizations such as Samaritans Bulgaria and Save the Children Romania. UWC alumni provided much help, both before and during the trip.

“It was so rewarding for us,” says Dorian. “We’re very aware of all the hard work and long hours that people all over the world put in to address children’s basic needs — we have so much respect for that. But all of us in Play are also aware that meeting basic needs is not enough. There’s so much joy and excitement in play.”

“The Ring of Pants”

The Play team — whose UWC alumni members came from the USA, Finland, Wales, England, the Netherlands, Spain, Canada, Scotland, Ethiopia, Switzerland, and Slovakia — brought and taught games such as rugby, cricket, lacrosse, field hockey, and ultimate frisbee. They also devised, sometimes on the spot, new activities for

Opposite: “Play” expedition members Harri Grace of Wales and Ondrej Filip of Slovakia (left and right, at rear) celebrate the joy of organized fun with a group of children in Romania.



One afternoon, the Play team heard a knock on the door of the house where they had all been staying, and opened the door to find a group of neighborhood children who wanted nothing more than to play with the team. The team obliged, and a few hours later heard another knock on the door, and were pleasantly surprised to find the same children bringing them a thank-you card.

from the web site of Play – A Sporting Exchange
www.sportingexchange.org.uk

kids with various physical and behavioral challenges. And they collected local kids' games they found along the way, such as one from Romania called Rocket Man.

The Play volunteers have applied to make their organization a registered charity in Great Britain. They hope to mount one or two new expeditions every year, to different parts of the world. For this trip, they won backing from major European companies and philanthropic organizations — and they generated a fair amount of media coverage on their journey, including a hilarious rendition of an ice-breaker game called “The Ring of Pants” on the TV show “Good Morning, Croatia.”

“You get people to stand in a circle, facing the back of a person in front, move quite close together, then sit down,” Dorian explains. “On TV, from what I understand, it was just brilliantly funny.”

There were challenges, too — such as the couple of days after skeptical border guards in Croatia impounded the equipment trailer, and the team had to run all its sessions with a single tennis ball.

“They used games they had, adapted activities, and invented a whole slew of new ones,” Dorian reports. “It was a fantastic success.”

“The Special Link You Created”

There was a serious base underpinning the team's approach.

“The type of play encouraged by ‘Play — A Sporting Exchange’ offers dynamic potential for children to develop,” Dorian writes in a research-based essay posted on the group's web site. “This potential outstrips that offered by unstructured or unorganised ‘free’ play, and offers unique possibilities for therapeutic intervention.

“These possibilities have been realised by specialists in ‘play therapy,’” he continues. “Such therapy is particularly important where free play itself is stifled. This often occurs in deprived or oppressed communities, such as those that expeditions organised by ‘Play — A Sporting Exchange’ will visit.”

The first trip brought more than a few poignant and touching moments. In Livno, Bosnia, the team watched the war-savvy kids take little notice when a military helicopter landed alongside their school in mid-session.

From Haskovo, Bulgaria, team member Mike Emery wrote, “Most of our efforts are put into just giving these kids some attention. They have not had enough of it in their lives, so they are always wanting hugs and to be the focus of our attention. They are all lovely children.”

“What I first noticed about the Play team was that you rarely asked for the translators' help,” wrote Valentina, a volunteer with Save the Children Romania. “This is because of the special link you managed to create between yourselves and the children ... You just spoke English and the children understood!”

For the future, “I can see us running expeditions out of other UWCs,” says Dorian Needham. “Heads are turning in the UWC community.”

In fact, Play members and supporters will meet this coming October at the UWC of South East Asia in Singapore, to talk about possibilities in that part of the world.

“Play,” says Dorian, “is universal.”



Dorian Needham

Opposite: Above, playing the “parachute game” with kids in Bulgaria are Play team members Sebastian Hayes-Tieken (Netherlands/Spain), Richard Naylor (Wales), and Gideon Abate (Ethiopia). Below, children in Croatia revel in play.



Sharing the Night Beat ... Arab Style

Middlebury Scholars Build Bridges with Food, Fun & Tunes

When American student Christopher Harnisch came to study this year at the American University of Cairo, he found he'd been unusually well-prepared to connect with Egyptian students and relate to their culture.

"I completely avoided the culture shock that most American study-abroad students experience when first arriving in the Middle East," Chris writes by email from Cairo.

For this he gives credit to a series of events he attended, back at Middlebury College, that were organized by Arabesque, a group of Arabic students who are mostly Davis UWC Scholars.

The events weren't seminars or language classes — they were dance parties. And Middle Eastern barbecues.

"Due in large part to my understanding of the Arab pop culture that I developed through Arabesque, I have been able to establish some great friendships with Egyptians over here," writes Chris Harnisch. "I actually spend most of my free time with Egyptians."

To tell about Arabesque, it's perhaps best to hop back to those tense days just after September 11, 2001. The first group of Davis UWC Scholars from the Middle East started their Middlebury classes just after the catastrophic attack.

"We walked through two days of uncertainty," recalls Said Al-Nashashibi of Jordan. "Am I in danger? What can I do? What's my image going to be like?" The college community calmed the students' fears,

but their experience left them thinking. In February 2002, Davis UWC Scholars Andrew Fanous of Egypt and Amer Barghouth of Jordan became the first co-presidents of Arabesque, a new Arab heritage society that Al-Nashashibi helped to found. At the same time, their college was developing new, formal opportunities for students to learn about the Middle East. In inviting fellow students, both American and international, to Arabesque's dinners, film showings, and pop-music dances, the organizers' aim wasn't to stir more talk of issues — it was to make connections through fun.

"Other organizations on campus are more focused on conflicts in the area," says senior Davis UWC Scholar Abdelqader Sumrein of Jordan. "We wanted to show other aspects of what life was like."

Especially night life.

"The Music Was Happening"

"Arabs do go out at night," says Said. "There is a solid Middle Eastern late-night culture." So he began DJ'ing "Arab Night Dance Parties," spinning sets of the potent and funky tunes that, blending traditional and up-to-date musical elements, have club-goers dancing in Amman, Beirut, and Cairo.

"I remember the first dance party that we threw," says Said, who was Arabesque's co-president this year with Amer. "I was very anxious — this was the first time we would be blasting Arab music into the Vermont

Opposite: Arabesque co-president Said Al-Nashashibi (UWC-USA, '01), a Davis UWC Scholar from Jordan, cooks Middle Eastern food for a group get-together.

As a journalist I am deeply aware of the critical need for individuals who understand our world. As a Wellesley alumna and former trustee, I am concerned that we attract and educate the most diverse and committed young women we can find. The students from the Davis United World College Scholars Program have magnificently fulfilled this mission, and I am thrilled that they have so enhanced our campus. I look forward to their leadership of the planet.

Lynn Sherr
Correspondent, "20/20," ABC News

sky. But the reception was great! And once the word spilled over that this event was actually fun and the music was happening, we had to bounce the doors. We've received more attendees every time."

"I think what they are doing is huge — because usually the pursuit of another culture lacks this human dimension," says Suleiman Mourad, a Lebanese scholar who is assistant professor of religion at Middlebury.

With Middlebury now offering a major concentration in Middle Eastern studies, along with new study-abroad opportunities in the Muslim world, Arabesque is helping students become comfortable with what they might find there. It is also, Mourad notes, helping acquaint students with conversational Arabic, which differs from the modern-standard version taught in classes.

Finally, he says, music that people share, such as pop music, can have a special value. "When you go to a place and listen to music, it opens a line of discussion that opens the hearts of others to you, and opens your heart to others."

For all these reasons, says Abdelqader Sumrein, "I hope the club will grow as the Arabic program on campus grows. I hope we can encourage more students to study Arabic and go abroad to Arab countries."

"This makes us feel like we've done something," adds Said Al-Nashashibi. "We've exposed people to a new aspect of a very rich culture. Because it is a rich culture — and it's a shame if we don't share it."



Xan Chacko's Path

The arc of Xan Sarah Chacko's life has so far taken her from Mankotta, a tiny rural island in southern India that is her family's home, to the control room of the student-run nuclear research reactor at the Massachusetts Institute of Technology.

But staffing the control room, which Xan did two days a week as a Wellesley College senior through an exchange program with MIT, was just a work-study job for her. She has her eye on pursuits that feel more important to the world she knows.

"I would like to pursue Ph.D. studies in the history of science — how science and technology have affected the way we live our lives," Xan says. She hopes to help move forward that intersection of science and culture, by thoughtfully affecting the ways that new technologies are introduced into traditional societies.

"Just because something works in the Western world does not mean it's going to work in the developing world," Xan declares. "It's in the transition from the lab into the real world where so much good or bad can happen. Who gets to decide? That should not just be left up to the technical people."

"I expect big things out of Xan," observes Wellesley physics professor Glenn Stark — "and it's because of that combination of smarts and the willingness to ask tough questions.

"She can be a leader," he adds.



An African's Bridge to China

Mark Chapman grew up in Zimbabwe. Now, to help his home continent's development, he has his eye on building connections to China.

"A lot of African countries are trying to improve their economies but they only have links to the former colonial power, or with the U.S.," says Mark, who attended Pearson UWC in Canada, then Colby College. "By being linked to China, they have more options.

"I think it's a natural fit — but it's important that it be done in a sustainable way. There's a need to have more information, and a focus on development that empowers people in both countries."

A double major in international and religious studies, Mark spent his junior year in Beijing, speaking only Chinese. During his January break he traveled to China's southwestern Yunnan province, to live with and study the Muslim population there.

"I was very interested in the connection between Christianity and Islam, and the misunderstandings that come up between them," Mark says. "I saw so much of the beauty of the Chinese Muslims' faith, and the connections to my own."

"He has a tenacity, and also an openness — that's what is so unusual about him," says Nikky Singh, chair of the Religious Studies Department. "He has come from a very racially divided country, so he's really motivated toward overcoming racial and religious segregation. I'm sure he'll make a difference."



A Researcher on the Leading Edge

The Albanian seaport town of Vlorë, Eduarta Kapinova's home, dates to the sixth century B.C. But today Eda seems most at home in a 21st century science lab — such as The Jackson Laboratory in Bar Harbor, Maine, where she worked as part of a medical research team during her years at the nearby College of the Atlantic.

Eda's team worked on new treatments for lupus, an autoimmune disease. She focused on a protein receptor that helps keep up normal levels of infection-fighting antibodies in the blood. In an autoimmune disease, antibodies grow so numerous they attack healthy tissues. The Jackson team hopes to find a way of directing or modifying the receptor to turn back the disease.

"How can we work with this protein to make it a therapeutic agent?" asks Eda, who has presented her findings before the Maine Medical and Science Symposium, and at the two professional science labs in Bar Harbor.

"Eda is an extraordinary student — one of the top science students I've worked with," says COA faculty member and associate academic dean David Feldman. "I fully expect to see an article by her in *Science* or *Nature*. I can envision her making a discovery of clinical significance."



Compassion Across the Water

Personal Links to Asian Loss Drive A Coastal College's Response

With no academic departments, tiny College of the Atlantic challenges its students to integrate their learning in the broad realm of “human ecology.” The school’s setting on the water in Bar Harbor, Maine, invites this wide-open thinking, with students contemplating a rock-rimmed harbor that opens onto the ocean.

Suddenly, at the beginning of 2005, that ocean seemed far smaller than it ever had before. The college was personally touched — and then challenged to find a meaningful, lasting response — by the tsunami that overwhelmed the faroff Indian Ocean coastline.

COA quickly learned it had lost 1996 graduate Rebecca Clark, who had been doing sea-turtle research in Thailand — and that one of its senior Davis UWC Scholars, Nishad Jayasundara, had barely escaped the tidal wave that destroyed his home town, Galle, in Sri Lanka.

“For the past few days I have seen more dead bodies than I could ever imagine,” Nishad wrote to the Bar Harbor community. “We loaded them to trucks and tractors as if they were wooden boxes. I have heard too many weepings of children looking for their parents, seen mothers looking for their just-born babies and fathers looking for shelter for their family.”

Nishad’s parents persuaded him to return to COA, and he came back to a campus energized by urgent desires to help. “Everybody wanted to reach out and do something,” says Nishanta Rajakaruna, a faculty member from Sri Lanka. Davis UWC Scholars from Sri Lanka and India were besieged with emails and personal requests for

ways to lend assistance. American and international students swung together into organizing a daylong fundraiser, whose proceeds benefited an organization serving children left parentless in Sri Lanka.

But the campus’s thinking also widened.

“People started questioning, ‘Why should we just have the tsunami relief?’” says senior Davis UWC Scholar Nilojana Wickramarachchi of Sri Lanka. “People became aware that there are so many things we could be helping.”

At the same time, students and faculty asked each other how the college could better integrate learning about world issues, societies, and challenges, both in coastal Asia and elsewhere, into its day-to-day life and its on- and off-campus opportunities.

“The college has long struggled with how to respond to world events, given our explicitly activist posture on education,” says Todd Little-Siebold, chair of international studies. “The tsunami had a galvanizing effect on the community.”

Students began creating a new web site, offering summaries of international news, and won approval to share global headlines at the regular all-college meeting. Faculty, students, and staff began working to develop new courses dealing with south Asia; to offer study-abroad programs outside the Americas; to prepare students in systematic ways for relief work overseas; and perhaps also to get more involved with social outreach and activism in the local community.

“That’s on everybody’s mind right now, what we can do as concrete involvement — and it doesn’t have

Opposite: Davis UWC Scholar Nilojana Wickramarachchi, a senior from Sri Lanka, performs at the “Cultural Fandango,” a program organized by students at College of the Atlantic to benefit tsunami relief in Sri Lanka.



From the perspective of one who has been part of College of the Atlantic's extended community for the last 33 years, I think the Davis United World College Scholars Program has been the most important development since COA's founding. It has enriched the student body with brilliant people from all over the world, has enhanced the college's perspective on human ecology and on political freedom, and has made us even more of a world-class institution.

I'm very excited about it.

Philip B. Kunhardt III, Author
 Writer/Producer, Kunhardt Productions
 Editorial Director, The International Freedom Center

to be half a world away," says Davis UWC Scholar Nidhi Eipe, a sophomore from India.

"Some of the things that are coming out of this, it's not that they're new ideas — but there seems to be a new degree of urgency," reflects Sarah Luke, international student advisor. "People are saying this is the time to make things happen: not reacting to a disaster, but looking at what we can develop that's going to be around for a long time."

Many at COA credit the new presence of international students — about one in six students on campus now is a Davis UWC Scholar — with opening the community to this new thinking.

"Having classes with Sri Lankans and Indians and Africans, our U.S. students now see themselves as citizens of the world, much more than they ever did before," says faculty member David Feldman.

Opposite: More scenes from the tsunami fundraiser at COA. Above and at left, Davis UWC Scholars Nishad Jayasundra and Nilochana Wickramarachchi get set to perform.



A Place of Deciding

In his senior year at Colby College, Rodney Yeoh knew he'd have to decide. Would he steer his life toward the study of religion — or make a more expected choice?

Growing up in Malaysia, Rodney and his parents had assumed he would either take over the family hardware business or become a doctor. Then Rodney attended Mahindra UWC of India.

"How people can be so happy despite all that poverty — it's amazing," Rodney says. "India really started a passion in me."

At Colby, he took premed courses. But he wasn't enjoying them. He became a combined religious studies and biochemistry major.

"The way he interacts in the classroom would raise the level of the entire class," says Religious Studies Department chair Nikky Singh. "One person like Rodney can create new currents, new dynamism, among 40 students in a class."

"He's quite a character!" says close friend Stanislav Presolski, a Davis UWC Scholar from Bulgaria. "He never puts a dogma on anything. Religion for him, I think, is a way to talk to people."

"When you're in a room with someone who has great spirit, you feel it," says Allen LaPan, a work-study supervisor who became a close friend. "He has that inner warmth."

Muses Rodney, "You don't need to be a doctor to heal."



The Widening Trail of SPARKS

Student Service Group Expands Its Impact on Afghanistan

After President Hamid Karzai of Afghanistan came to give a talk at Princeton University in autumn 2003, at the request of a then-little-known student group called SPARKS, University President Shirley Tilghman said she would “no longer be skeptical of anything a SPARKS person suggests.”

Today that still seems a wise attitude to take toward this remarkable group.

Originally formed by Davis UWC Scholars Karim and Rishma Thomas of Canada, SPARKS (Students Providing Aid, Relief, and Kind Services) has become a busy and respected presence on the Princeton campus, and beyond it as well. SPARKS members have created and coordinated student internship programs in Afghanistan, Mexico, and Argentina. They played a key role in opening a new coeducational school in Kabul, Afghanistan’s capital, and are now helping to set up an early-childhood development center there. They have involved students on other campuses, notably Tufts University, where a new SPARKS chapter has been created; and they have registered SPARKS as a continuing nongovernmental organization in Canada.

SPARKS Canada president Rishma Thomas, a graduating senior at Princeton, is also chairing the Afghanistan national committee that is selecting young people from that nation as candidates to attend United World College schools.

In that war-ravaged country, “it’s difficult to find

girls and boys with the academic preparation they need,” Rishma says. “We’ve been lucky in that we’ve found some students who have worked exceptionally hard by themselves.”

So far about 10 Afghan students have qualified for UWC scholarships — including a young woman whose scholarship was funded by Kathryn Wasserman Davis. Mrs. Davis’s son, Shelby M.C. Davis, created the Davis UWC Scholars Program.

“Mrs. Davis gave the scholarship for a Muslim girl, and the school [UWC-USA] asked if we could find an Afghan girl,” Rishma explained.

For all their efforts in Afghanistan, Rishma and her older brother Karim, Princeton ‘04, who now chairs SPARKS International, were honored in 2004 with the International Service Award presented by the International Center at Princeton.

“We Put So Much Into It”

The 2004 Davis UWC Scholars yearbook reported on the key role played by over 20 SPARKS student volunteers at Princeton in creating a new, coeducational school in Kabul.

“We’ve got two grades, kindergarten and grade one, now,” Rishma reports. “The problem we’ve found with education in general, in Afghanistan in particular, is that the early years of a child’s life are so terrifically important, but there are no programs in Afghanistan at the moment that address that need.

Opposite: *With students at SPARKS Academy in Kabul, Afghanistan, is Samira Thomas, a student at Pearson UWC in Canada.*



I have rarely seen such a wise and efficient use of a donor's generosity than with the Davis UWC Scholars Program. For the individual students, this is an amazing opportunity. For Princeton, it allows us to take a significant step toward becoming a global university.

Miguel Centeno
 Director, Princeton Institute for International and Regional Studies

As a result, the SPARKS effort in Kabul has shifted focus somewhat. "The SPARKS Academy will become an early childhood development center, and we're working with the parents of the students who are currently in the school to create a community-run school," Rishma reports.

SPARKS volunteers have also created internship programs for U.S. college students in Afghanistan, Mexico, and Argentina. About 18 students spent the summer of 2003 in Afghanistan; three more became interns last summer in Mexico, working for the national Ministry of Governance.

"The ministry's goal is to support NGOs and civil-society organizations, so they were very excited about the idea," says Paulina Ponce de León Baridó, a graduating senior at Wellesley College. After serving as an intern on President Karzai's staff in Kabul, Paulina led the creation of the new internship program in her native Mexico.

This spring and last, the original creators and leaders of SPARKS have become Princeton graduates. To keep the work going, "we definitely have people who are taking over for us," says Elona Toska, a senior Davis UWC Scholar from Albania who was a SPARKS trustee and Kabul intern.

"We've put so much into it," she adds, "that we will make sure it's not in vain."

Opposite: At SPARKS Academy, Afghani children who have had precious little play in their lives learn to skip rope; students concentrate in class; and a child hugs Rishma Thomas, a Davis UWC Scholar from Princeton.



A 21st Century Russian

Until St. Petersburg native Anna Azaryeva attended the United World College of the Adriatic, she had never questioned her childhood image of her home country, or who she was, or what she could be in the world.

"Independently thinking only started at UWC," she says. Since then, her independent thinking has never stopped.

At Wellesley College, "Anya" became president of the Slater International Students Association. She studied at Oxford, in Costa Rica, and among grassroots organizations pursuing Gandhi's ideals in India. She made a presentation at Wellesley's prestigious Tanner Conference on what she had learned as an intern at the UN; and she did a senior-year internship in Tbilisi, Georgia, assisting a multi-stakeholder effort to help the rural poor develop new sources of income.

A speaker of five languages, Anya finished her final year thinking about how she can best make a difference, both in the world and at home.

"One of the most important things that has to start happening in Russia is the formation of civil society — of responsible citizenship," Anya reflects.

"There has to be a change in the way people think, in my country. I think all the time about the role I could play in that."

III. The Class of 2005

This section provides brief profiles and photos of all 74 members of the Davis United World College Scholars Program's graduating Class of 2005.

During the preparation of this yearbook, each senior scholar responded to several questions from the Davis UWC Scholars Program. They wrote about the impacts of their college experience on their lives, learning, and goals. Many also briefly described their plans and hopes for the future. The profiles that follow quote from their responses.



Siri Steine Aase
Norway
Mahindra UWC of India
Princeton University

"After a very sheltered childhood in Norway, Mahindra really opened my eyes," writes economics major Siri Steine Aase. "I became more self-reliant, confident, and incredibly inspired by the people around me. There was

a lot of idealism floating around and I came down with a serious case of it. Although I later had some naïveté knocked out of me when I went to Venezuela to volunteer in an orphanage during my gap year, I have hung on to some of that idealism.

"Princeton has taught me that I can reach most of my goals as long as I am practical about how to get there. In this sense my motivation has become more focused and informed. Intellectually I have grown to become more critical during my time here.

"Junior year I went to Geneva to study and to do an internship with the International Labour Organisation (ILO). While my classes left me plenty of time to go skiing and sailing with friends, working at the ILO strengthened my motivation to work in public service. After graduation I hope to pursue a master's degree in economics."



Dominique Ahkong
Singapore/UK
UWC of South East Asia, Singapore
Middlebury College

"My interest in creative writing at Middlebury has led me to a number of professors who believe in the value of 'playing around,'" writes Dominique Ahkong, who majored in women's and gender studies. "The idea is to experiment.

'Failures' are okay because they are ultimately useful. And of course, reflection is key.

"I had my first taste of hypertext in 'Intro to Creative Writing' with Barbara Ganley, and followed up with an independent project under the supervision of Hector Vila. Hector suggested that I take a production course in the Film and Media Studies Department, which led me to 'Sight & Sound 1' with Deb Ellis.

"Although my current obsession concerns film and video, I aim to be comfortable with the traditions of different media, playing around and recognizing places for interconnection. At some point I might be interested in bringing together poetry, digital media, and video. What I value most is the opportunity to experiment, with the support of professors who take an earnest interest. I see playing around as potentially eye-opening, and important."



Said Al-Nashashibi
Jordan
UWC-USA
Middlebury College

"In the spring semester of my freshman year at Middlebury, I founded the Arab Heritage Club, Arabesque, with two other Arab students," writes Said Al-Nashashibi. "Our aim was to reach out to the Middlebury College community and raise

awareness of the richness and depth of Arab Culture. What began as a simple idea flourished into a thriving club with over 100 members and a rich list of activities. I became president during my junior year, and the whole Arabesque team has taught me a lot about the values of working together to achieve a great goal.

"If the United World College taught me how to accept different people from different backgrounds, Middlebury taught me how build upon and improve my skills in order to tackle the challenges beyond the bubble of school. I developed a solid group of friends of many nationalities, and as an economics major I developed a keen interest in finance. I will be starting as an analyst in the Leveraged Finance Group at CIBC World Markets next fall, and I hope to continue in the path of investment banking in the future."



Víctor Amarilla
Paraguay
UWC-USA
College of the Atlantic

"I was raised a Catholic by two devout parents," writes Víctor Amarilla. "For the first 14 years of my life, the judgments I made rested on the beliefs I had been handed. They were judgments in which there was room for

black and white, but hardly any gray. Eventually I came to distrust the dogmatic certainty and easy dichotomies that religion provided me.

"My tenure as a UWC student represented the beginning of a journey of self-discovery. There I looked for certainty in the sciences, then in economics, but graduated with what I thought to be the incipient fragility of an open mind.

"College of the Atlantic nurtured me and helped me to fill the void that religion once occupied. The philosophy courses I took in Bar Harbor allowed me to find a midpoint between the dogmatic truths of Catholicism and the empirical certainty of the sciences. I learned to overcome the prejudices of my past training, look at most options without tainted glasses, and, above all, accept uncertainty as an integral part of life."



Anna Azaryeva
Russia
UWC of the Adriatic, Italy
Wellesley College

“One of my formative experiences was traveling across India with a group of students and faculty, studying how Gandhi’s philosophy of nonviolence is applied by grassroots peace and community-development organizations,” writes Anna Azaryeva,

an international relations and economics major. “Every day I asked myself about social justice, about democracy that supports such inequality, about the social contract that binds people in communities and states, yet fails in securing basic economic and civil liberties. I also learned about patience, resistance, solidarity, and communal efforts for the benefit of all.

“On campus, I have been a senator in college government, a member of the Multicultural Coordinator Organizing Team, and the European representative, resident advisor, and president of Slater International Students Association. Throughout, I have tried to build my peers’ interest in international understanding and peace.

“I want to help foster the integration of my home country, Russia, into the world’s community. There are a number of serious changes that Russia has to go through to ensure prosperity and stability, democratic government, and economic prosperity in our globalized world. I hope to work to ensure that those changes happen.”



Amer Barghouth
Jordan
Mahindra UWC, India
Middlebury College

“In the summer of my junior year, I did a 10-week internship at the Rohatyn Center for International Affairs,” writes international politics and economics major Amer Barghouth.

“The internship introduced me to the world of academic research. I loved it, and academia has become my new passion. At Middlebury, taking classes with Professor Allison Stanger taught me that learning could be fun, if one feels passionately enough about it. Now, everything I hear or read is a topic for scientific inquiry!

“During J-term of my sophomore year, I was selected to participate in a special history course at the Salzburg Seminar in Austria. I got to stay in an 18th century mansion, study in an intimate antique library, and visit museums, fortresses, the Bavarian Alps, and Vienna. I learnt that to study history in a classroom is one thing, but to live history for a month of your life is something else!

“I would like to learn more. I am also interested in nonprofit development work. The world is wide open.”



Paulina Ponce de León Baridó
Mexico
Pearson UWC, Canada
Wellesley College

“In summer 2003, I went to Kabul, Afghanistan, as a participant in the SPARKS internship program, which seeks to involve students with the reconstruction of the country,” writes Paulina Ponce de León Baridó. “I witnessed the work of

international organizations and began to better understand the obstacles they are faced with. I began to form a clearer, more tangible idea of the role I want to have in the world.

“At first a physics major, I decided to structure my studies around an additional major in international relations that focused on development and social change. I discovered a service-learning class at MIT where I learned about simple, yet vital and creative, appropriate technologies. I took a field trip to northern Brazil, where I engaged directly with the villagers, focusing on solving problems that were hampering their lifestyles. I now have a better understanding of how science can be used to enable social change.

“I want to work in an international setting, and learn from people. I will be happy as long as I act and engage with others in a responsible and fruitful manner.”



Pawel Brodalka
Poland
UWC of the Atlantic, Wales
Colby College

“Attending UWC of the Atlantic and Colby has been a mixed blessing,” writes Pawel Brodalka, who majored in government and economics at Colby. “Like the crystal merchant from *The Alchemist*, I’ve been shown ‘wealth and

horizons I have never known. Now that I have seen them, and now that I see how immense my possibilities are, I’m going to feel worse that I did before ... because I know the things I should be able to accomplish, and I don’t want to do so.’

“However, I’ve also found the strength to believe Thoreau, that ‘the faintest assured objection which one healthy man feels will at length prevail over the arguments and customs of mankind. No man ever followed his genius till it misled him.’

“My greatest accomplishment so far is that after a misguided period of craving riches, power, and admiration, I’ve returned to building upon the courage and purity of my first year at Atlantic College. From now on, without aspiring to heal the world single-handedly, I intend to do my share by remaining true to myself and leading a simple, thoughtful life. If I live right, great things are bound to happen.”

“The Davis UWC Scholars Program has transformed the intellectual landscape of College of the Atlantic, by bringing extraordinarily talented men and women from around the world to campus. I have had the benefit of working directly with several Davis UWC Scholars on campus and as interns in my business. I’m impressed by the quality of intellect and diversity of experience each brings to bear.

Jay McNally
Founder and President, Ibis Consulting, Inc.
Trustee, College of the Atlantic



Adelin Cai
Singapore
Red Cross Nordic UWC, Norway
Colby College

“Many of my professors here have been very inspiring,” writes Adelin Cai, an international studies major who minored in theater and dance. “As a first-year assistant in Social Action Theater, I got to know the late director Ruth Brancaccio

very well. She inspired me to look into the American migrant experience, and compare it to my own experiences as a Singaporean of migrant ancestry. She believed I had important things to say, and that I should say them. The value of that is incalculable.

“Colby recognizes the need for students to close the disconnect between classroom learning and experiential learning — and with funding help from the college, I’ve had the opportunity to intern and research at several organizations. I now have some knowledge of the working world in which I hope to begin my career.

“I’m hoping to become involved with a non-governmental organization that tries to bring together a cohesive and holistic plan for international sustainable development. I have dreams of living in a quaint apartment above a bakery. With a small black cat named Buddha.”



Xan Sarah Chacko
India
Mahindra UWC of India
Wellesley College

At Wellesley, Xan Chacko served on the Student Senate and on the boards of several college cultural and social groups — but, she writes, “living at

Instead, the feminist vegetarian coop, has been the most emancipating, empowering, nourishing, healthy, productive, and refreshing experience. Living with a group of like-minded individuals who are each very different in their own right, but have a common sense of responsibility to the world and the shared space they live in, is just remarkable.

“Although I have changed at Wellesley, it has been to hone the ideals I learnt at the UWC, and to gain a sense of reality and grounding in the ways that I can make a difference.” Xan credits Professor Geeta Patel for setting an example that motivated her to continue in academia.

“I want to be a historian of science. The cutting-edge science of today is commonplace tomorrow and becomes culture the day after. I would like to work in policy, to administer the implementation and introduction of technology into our lives, and especially the technology that we export to other parts of the world.”



Ka Ya ‘Chilann’ Chan
Hong Kong
Li Po Chun UWC, Hong Kong
Colby College

“College has made me become a much more determined, confident, and well-rounded person,” writes Chilann Chan, a physics and math major. “Two experiences that were important to me were participating in Dartmouth College’s

‘3-2’ dual engineering degree program, which directed me to the field of engineering, and International Extravaganza. It’s just fun putting up shows and performing with your friends.

“UWC made me realize how lucky I am. Not too many people have the chance to go out and see the world, and know people from different countries. My UWC experience really widened my eyesight. I am a lot more open now. I used to be surprised when I heard the word ‘gay,’ etc, but not now. I have realized that each person is a unique individual, and there is beauty in just accepting one another, not trying to change someone to fit them into your standard.

“I want to go into the engineering field, preferably combining engineering and business. At some point, I want to set up an educational fund.”



Mark Chapman
Zimbabwe
Pearson UWC, Canada
Colby College

“My college highlight came with research I conducted on Hui (Chinese Muslims) in the province of Yunnan, China,” writes Mark Chapman, an international and religious studies major. “Eating local specialties on the bustling

streets and chatting in Chinese about what it means to be a Muslim living at the far edge of the Islamic world, I became very attached to the Hui people. This experience led to my research for a senior thesis on Muslims in China.

“UWC taught me something about satisfaction. Chinese has two distinct kinds of satisfaction: to be happy with what you have (*man yi*), and to feel that you have reached the ideal balance (*man zu*). UWC taught me to be satisfied (*man yi*) with where I was and appreciate the opportunities I had been given. But it also taught me never to feel I had done all I could (*man zu*) — that there was always something else to be done.

“I hope to go back to China next year to work and further study. My future hope is to facilitate closer relations between China and African countries.”



Sambardhana Chitrakar
Nepal
Mahindra UWC of India
Wellesley College

“UWC made me what I am,” Sambhi Chitrakar writes. “It opened up a whole new world for me, and made me realize the importance of building a global community. It has been a greater asset as the political climate of the world is changing, because I feel my international experience helps me bridge the ‘us vs. them’ attitude a lot of people now have.”

While majoring in South Asian studies and studio art at Wellesley, Sambardhana co-chaired the new Campus-Wide Diversity Initiative, served as a House president, sat on the College Government Cabinet, and co-chaired the South Asian Studies Committee. “Photography has always been a part of my family, but here I found it for me,” Sambardhana writes. “I discovered the possibilities of learning that the school provides, but I still haven’t lost the desire to save the world.

“Ideally, I would like one day to be the Secretary General of the United Nations — but for now I will settle for a non-profit job that empowers women or works with children. If the organization has an art-related program that does social change, I will be in heaven.”



Diana Choksey
India
Mahindra UWC, India
College of the Atlantic

“At COA I combined several interdisciplinary courses with my areas of focus in education and English,” writes Diana Choksey. “These experiences were human ecology in action for me, because they taught me how to integrate

concepts among disciplines.

“I love to work with people and am always seeking experiences that help me further my understanding of the human condition.” This has inspired my work as an assistant teacher in Summer Field Studies, an outdoor environmental education program, and as a volunteer for Island Connections, a non-profit organization that coordinates services and transport for seniors and disabled people on Mount Desert Island. I also enjoy biking, swimming, cooking, clamming, and celebrating life in all its complexity.

“UWC is the reason I am what I am today. It has taught me that you don’t wait for the world to become a better place: ‘You become,’ as Gandhi says, ‘the change you want to see.’ I hope to return to India and work to achieve a revolution in the current education system, encouraging people to challenge, analyze, and evaluate what education is and consider what it can be.”



Deidre A. Cilento
USA
UWC-USA
Middlebury College

“My UWC experience has helped me to be more aware – not only locally but also globally,” writes Deidre Cilento, who majored in international politics and economics at Middlebury. “Coming from the UWC but being an American has

given me the opportunity to extend my international connections here at Middlebury, as well as raise awareness to Americans about the UWC and its goals of international understanding and awareness.

“Here at Middlebury I was especially influenced by Hugo Nopo, professor of economics. By working for and with him I have come to learn so much, not only about economics and development but also about myself. Another important experience I have had was working with the Refugee Camp Simulation, which helped raise awareness about the living situation of refugees throughout the world.

“Upon graduation I hope to continue sharing the importance of international education and awareness, whether that be working for an international organization or other such entity that shares my beliefs.”



Galia Debelouchina
Bulgaria
Red Cross Nordic UWC, Norway
Colby College

“A good way to trigger change for the better is to start from academia,” writes Galia Debelouchina, who majored in chemistry and mathematics. “My hope is to get a graduate degree in chemistry and teach at the university level. Ideally, I would

like to go back home and work for the creation of more research-oriented science programs.

“In class, we are taught what science is all about — but it is only through research that we can start thinking like scientists. For a year at Colby I was involved in biochemistry research. Then I worked on a senior honors project in physical chemistry, studying molecular interactions in solution and how we can manipulate them to improve the binding of molecules to each other. These are questions of great importance in medicine and pharmacology.

“I entered UWC as a very idealistic person, and I found my idealism challenged many times. By the end my idealism had given way to cautious optimism. Being realistic about our complicated world is a very important tool in dealing with today’s problems, and I am thankful to UWC for helping me understand that.”



Justin Dubois
Canada
Pearson UWC of the Pacific, Canada
Colby College

“Many things came together at Colby to influence me — most notably a summer bike trip with two friends from Waterville to New Orleans, doing some volunteer work along the way,” writes Justin Dubois, who majored in international studies and

German. “My first ‘Jan Plan’ was memorable, studying philosophy in Greece and having breakfast overlooking the Acropolis. This experience showed me that the international learning environment I had experienced at Pearson could be found in a different way elsewhere. This was reaffirmed when I studied in Berlin.

“Swimming for the college team has given balance to my quotidian life, and has forged friendships that I have come to greatly appreciate. I have great respect for my swim coach, Tom Burton; professors Reidel and Millones have offered me wise counsel, and professors Denooux and Yoder have gently polished my academic skills.

“I have encountered great friends at both college and UWC. I have no set path for my life; there seem to be many different directions to take. For the time being, I’ll be grateful for the friends that I have and the family that I love.”



Andre Peter Cabuay Estanislao
Philippines
Pearson UWC, Canada
Middlebury College

“If it were not for the UWC experience, I would definitely not enjoy the freedom of thought and open-mindedness that I have right now,” writes Andre Estanislao, who majored in classical studies. “It has given me the insight of seeing humanity

not as a scattered diversity but as a unified entity.

“The Middlebury College experience is beyond words. Not only does the college provide its students with the highest caliber of education, it also teaches important life lessons: from setting the alarm clock right to exploring the unknown to shattering stereotypes. I believe that one of the most important lessons it has taught me is that life has so many things to offer, and the way to experience them is to explore new avenues and take risks. Middlebury has given me the strength and courage to face the unknown.

“I envision myself as an educator whose philosophies would be based on the ideologies of both the UWC and Middlebury College. I would like to see myself infused with the same passion to bring together academic excellence and international understanding.”



Andrew Alfi Morcos Fanous
Egypt
Pearson UWC, Canada
Middlebury College

“Middlebury College offers a myriad of opportunities,” writes Andrew Fanous — “but its real strength is that it encourages us to express our interests and permits itself to be shaped accordingly. Having this in mind, I founded the Middlebury

Christian Orthodox Association and helped to found Arabesque, the Middlebury Arab Heritage Society, which enriched the cultural life of the college. I was also one of the pioneer science majors to spend a year in a study abroad program. I pushed hard for that and was fortunate enough to see it working.” Andrew majored in molecular biology and biochemistry, and in German.

“The UWC experience is still one of the driving forces of my life. Whenever in doubt about making a difference in the world, I revert back to the UWC ideals, only to become more persuaded that if an ideal life was possible in that microcosm, it is definitely attainable on a larger scale!

“Building on these ideals, I hope to engage in the medical field. I dream about working one day with *Médecins Sans Frontières* in a third world country.” Andrew’s personal web site is at www.andrewfanous.com.



Cristina Gomez
Colombia
UWC-USA
Middlebury College

“Studying languages at Middlebury has been a truly remarkable experience,” writes Cristina Gomez. “I fell in love with Italian literature and culture, and it was the challenge of Middlebury’s summer immersion program that made my experience studying in

Florence so rewarding.

“As an international politics and economics major, I did a research fellowship, working closely with Professor Hugo Nopo, Latin American specialist in the Economics Department, on topics regarding gender wage differences in Peru. I felt inspired by his work, and his advice was very valuable to me.

“Deciding that I wanted to take an active role in the international student community, I became a program assistant for international student orientation, and a chair for the cultural committee of the International Student Organization. I was very proud of organizing the Cultural Show for the ISO, because cultural days had been such a big part of my UWC experience. During orientation I decided to take a leading role in organizing the Exchange Student Orientation and the host family program, helping incoming students to pair up with someone in the community and learn about Middlebury and Vermont.”



Lubos Hudec
Czech Republic
Mahindra UWC of India
Colby College

“College has forced me to think about my life and about my future,” writes Lubos Hudec, a physics and German major. “Studying in the U.S. and Germany (in a junior year abroad) helped me in setting my priorities and values. At Colby

I was especially affected by Sue McDougal, our dean, who helped me in difficult times, and Allen LaPan, my supervisor at the post office, who taught me discipline and efficiency and made sure my daily intake of calories was constantly growing.

“The biggest change that UWC caused in me is that I became not only a Czech citizen but also a world one. I learnt to judge my homeland from a different perspective, but also to value the cultural aspects that aren’t to be seen elsewhere.

“I think I would enjoy leading an ‘international life’ a little longer. I want to bring up many children with an open and unbiased view of the world, but eventually come back to my homeland. And maybe do what the Czechs are good at — open a bar and drink beer. Of course, responsibly.”

There could not be more tangible proof of the high quality of the Davis UWC Scholars Program than the intellect, enthusiasm, and thoughtfulness demonstrated by the Davis UWC Scholars I have met.

Peter C. Wendell
General Partner, Sierra Ventures
Chair, Princeton University Investment Company
Board of Directors
Charter Member, Princeton University Board of Trustees



Joanne Hunter
South Africa
UWC of the Atlantic
Wellesley College

“I hope to transform health care systems around the world, starting in South Africa, and focusing on internally displaced and refugee health issues,” writes Jo Hunter. “To prepare for such a challenge, at UWC I was able to shed the social baggage and

prejudice that arise growing up in one place, and embrace intense idealism.

“At Wellesley, I organized volunteers for a mentoring and after-school program for Somali students in a Boston public school. I participated in the Lumpkin Institute for Service Learning and the Summer Multicultural Research Program, because action without knowledge is useless, and I did independent research on Somali issues attached to these programs. I was president of the Wellesley African Students Association in the year we did our first African Cultural Show, thanks to our larger and stronger UWC African community.

“I give special thanks to Lidwien Kapteijns, my thesis and independent-study advisor. She has taught me how to deal with global issues that at first (and second!) glance seem overwhelming. She expects the greatest things of me, which helps me to expect great things of myself.”



Asma Husain
Pakistan
UWC of the Atlantic, Wales
Colby College

Majoring in studio art and economics at Colby, Asma Husain spent a semester in New York and another in Paris, studying architectural theories, history, and design through the Graduate School of Architecture at Columbia University. “The

program concentrated on analyzing the intensely urban contexts within which we were placed,” she writes. “Not only did I get a more complete understanding of the complexity of both cities, but I was able to channel the theoretical aspects of the program into the design studio. My fascination for architecture was challenged and intensified.

“I want to go on to graduate school to study architecture, particularly as it has to do with low-income housing. Coming from Karachi, a city where almost one half of the inhabitants live in squatter settlements, this is obviously a very pertinent issue. Studying development economics at Colby gave me some of the tools that I will need to tackle this problem. I would like to complete my studies in the U.S. and then work, either back at home in Pakistan or in some other part of the developing world.”



Adani Illo
Niger
UWC-USA
Middlebury College

“I was the first student from Niger to ever go to a UWC,” writes Adani Illo. “My experiences at UWC-USA were second to none. I attribute a large part of this to the diversity of the people I met. Following my two years at the UWC, I

decided that a liberal arts education was the path for me to follow. Hence, I chose Middlebury College.

“Through the different organizations I have joined — especially the Kappa Delta Rho social house — I have met amazing people. These were people I thought I would never relate to — but as a true UWCer, I ventured out of my comfort zone. I also co-chaired the Student Investment Club, a group that invests a portion of Middlebury’s endowment. The position taught me about leadership, discipline, and responsibility, skills that I hope to use as an investment banking analyst after graduation.

“I will leave this place wiser and ready for the challenges ahead. The one man who has made all of this possible is none other than Shelby Davis. So thanks, Shelby, for your generosity and kindness.”



Nishad Jayasundara
Sri Lanka
Mahindra UWC, India
College of the Atlantic

“For my senior project, I had the opportunity to explore three different approaches to biomedical research in the world,” Nishad Jayasundara writes. “Through looking at genomic responses of crustaceans under stress conditions, investigating

the pharmaceutical properties of indigenous medicine used in Sri Lanka to cure diabetes, and studying the effects of a genetic mutation on diabetes, I learnt not only research techniques but many other social, economical, and cultural implications.

“After growing up in a small coastal town in southern Sri Lanka, going to UWC was a door opening to look at the world from a global eye. I have spent my time since UWC struggling to learn about the best way one could help to overcome the misery of those who suffer in the Third World, like people in my town.

“I am still questioning what would be the best use of my knowledge in modern research techniques for those who are in the process of rebuilding Sri Lanka from the tsunami. As soon as I finish my education, I am going back to Sri Lanka to be a part of the rebuilding.”



Wangeci Eunice Kagucia
Kenya
UWC-USA
Wellesley College

Summer internship experiences in Tanzania and Boston helped Eunice Kagucia decide to pursue a career in public health. “In the summer of 2002 I worked as an HIV/AIDS and sexual health educator in Arusha, Tanzania,” she writes.

In summer 2003, working in a Boston community health center, “I had the opportunity to look at factors that may lead to the low participation of African Americans in HIV/AIDS clinical trials. Additionally, I have had an opportunity to develop useful laboratory skills through working in Professor Mary Allen’s laboratory at Wellesley.

“My experience at UWC built my confidence, and made me appreciate the similarities as well as respect the differences between people of different cultures. This skill has been very useful in allowing me to learn from the diverse numbers of viewpoints on various issues at Wellesley.

“I next hope to earn a master’s degree in public health, with a focus on international health. Ultimately, I would like to work towards the design of sustainable public health programs within the health sector of any African country.”



Eduarta Kapinova
Albania
Mahindra UWC, India
College of the Atlantic

“Being in India and at UWC made me more aware of the way we can contribute to making a change in this world,” writes Eda Kapinova. “I had the opportunity to visit different parts of the country, including one of the Bombay hospitals

where my roommate’s father worked as a physician. The long lines of people waiting for medical treatment were overwhelming, and made me realize that I wanted to make a difference through the improvement of health care. Four years later I find myself completely devoted to immunology and genetics research.

“During my sophomore year at College of the Atlantic, I interned at the Jackson Laboratory, one of the world’s leading institutions in mammalian genetics research. I continued to work at the laboratory throughout college.

“I hope to have a career in research and teaching. I hope to take my education one step further by teaching future generations about science, and the ways we can use it to make our quality of life better. I believe in teaching people about the power that each of us has to make a difference in this world.”



Megha Kapoor
India
UWC of South East Asia, Singapore
Colby College

“I’ve sung with an *a cappella* group, EVE, since my sophomore year,” writes physics major Megha Kapoor. “I love the girls I sing with, I love the music we arrange. It is one of the greatest feelings, to know that music gives us the ability to touch

people at a very fundamental level.

“UWC taught me to question stereotypes relentlessly, and I am so grateful for that. At times it was hard when I felt suspended between what I used to believe and what I discovered for myself. However, by sticking to fundamental values like compassion, love for humanity, and beauty, I find the limbo does not last long, and an intelligent yet passionate resolution is possible.

“I believe we all do have the power to influence our surroundings and the people around us. I have met some of my best friends here at Colby, and have given them everything I’ve got. Now I wish to go back to Asia, for a while at least. At the end of the day I really hope to give something to society, just like Mr. Davis did.”



Yohanne Kidolezi
Tanzania
Red Cross Nordic UWC, Norway
Middlebury College

“As a Rohatyn student researcher, I conducted fieldwork on child laborers in northern Tanzania,” writes economics major “Kido” Kidolezi.

“Working among children trapped in one of today’s most challenging problems, I learned a

great deal about survival conditions, the determining causes of child labor, and the magnitude of the problem. This reminded me to think of those who are not as lucky as we are.

“I see my UWC experience as a page on which my interests, knowledge, wishes, and hopes are written. College taught me to be independent, mature, and responsible. Throughout my career at Middlebury, my academic advisor, Professor Jessica Holmes, has extracted the best out of me in helping shape my academic and personal development. My on-campus work supervisor, Maggie Paine, has been caring and supportive in all aspects of my life. As for myself, as founder of a traditional Swahili *a cappella* group, I believe I helped to bring a new cultural dimension to our diversity-rich campus life.”

After graduation, Kido will join Analysis Group, a consulting firm in Boston. He hopes, after a few years, to continue on to business school.



Yana K. Krasteva
Bulgaria
UWC-USA
Princeton University

“When I got into Princeton, a friend’s sister was just graduating, and I distinctly remember her words: ‘You are bound to find one activity that you’ll absolutely love,’” recalls Yana Krasteva.

“Sure enough, for me this turned out to be belly

dancing. I started taking classes freshman year, and soon I was part of the troupe as a full-time dancer and choreographer. It was a thrilling experience being able to choreograph dances with elements or music from my own culture, to teach them to the troupe, and to perform them at numerous campus venues, such as our Annual Show, International Festival, and Communiiversity.

“The years in UWC and Princeton have been a formative, mind-opening, and growing experience for me. One of the most invaluable things I took from UWC was the ability to appreciate differences and work well with people. At Princeton I chose to major in operations research and financial engineering, which sparked my interest in finance. I’ve had a very positive and rewarding experience working in investment banking this summer, and I am going to spend the next two years at Morgan Stanley.”



Yan Kung
Canada
Li Po Chun UWC, Hong Kong
Colby College

“This year I worked as editor of the campus-wide magazine *The Community Voice*, a forum for Colby students, staff, and faculty to express their ideas,” writes Yan Kung, a chemistry major and music minor. “This magazine has become an important

mechanism for dialogue on campus, as we publish material on a wide range of topics that affect Colby, the U.S., and the world at large. I am truly grateful for this opportunity.

“After my two UWC years, I felt more like a member of the global village, more appreciative of the impact that our actions have on our communities and our world. My Colby experience and the American education have made me realize how hardworking one must be to achieve a high level of academic success.

“It seems that the future path I hope to take changes from day to day! For now, I would like to become involved in the creation, equitable distribution, or legislation of important drugs that battle the serious diseases that plague the world’s population. I wish to make some impact on the more disadvantaged members of our global community.”



Brenda Kwambana
Zimbabwe
Red Cross Nordic UWC, Norway
Wellesley College

“Wellesley is a place where dreams are discovered and realized,” writes Brenda Kwambana, who majored in biology and bioethics. “There are so many things I had always wanted to do, never thought I could do, and yet managed to do in the

four years that I have been at this brilliant college. I did research here and in Zimbabwe, I interned as an HIV/AIDS educator in Tanzania, and I studied abroad in Cape Town.

“At Nordic College and Wellesley, I discovered my passion for research and community service. I hope to pursue a career path that will encompass both. My time at UWC made me more open-minded and gave me a deeper appreciation of self-examination and international understanding. Whatever the future holds for me, I know I have a solid foundation to see me through.

“Chip Case and his wife, Susie, and Dr. Mary Allen have made my experience at Wellesley grander. They are the best in the world. I believe my presence here — just coming from a different country, having a different outlook on life — made a difference, too, in some people’s lives.”



Yunpeng Li
China
UWC of the Atlantic, Wales
Middlebury College

“Life at UWC introduced me to the world outside my country for the first time,” writes Yunpeng Li, who went on to major in computer science at Middlebury, with minors in mathematics and physics. “It greatly broadened my

sight with the diverse international community, and corrected many of my misconceptions of other parts and regions of the world, especially of the developed West. I gradually became inclined to adopt an impartial view of international issues rather than viewing them from the angle of my country.

“To some extent, the UWC experience ‘internationalized’ me, making me more willing to get along with other international students and having less tendency to stick with people from my own country (though most of them are still good friends of mine).

“My professional career will probably be devoted to academic research. I hope to study at a graduate school and acquire expertise in my field, so that one day I can achieve something significant that will make a difference to the world.”



Samir Mastaki
Italy
UWC-USA
Middlebury College

“My friends have been my role models throughout this experience,” writes Samir Mastaki, who double-majored in economics and Russian. “And by friends I don’t mean only students, but also faculty members, staff, and members

of the larger Middlebury community with whom I spent these wonderful four years.

“UWC gave me something that is incomparable. When I first got there, I was an adolescent who looked at the world with curiosity but too little understanding. I graduated being able to fully appreciate all the differences that make our world so beautiful.

“At college I started to really focus on building my future. The finance classes and the Student Investment Committee increased my interest in the field to such an extent that I was led to pursue a career in financial services. At the same time, my academic experiences in Russian and Eastern European studies, and my experience abroad in Russia, changed completely the way I view the world. I hope to start working in the financial sector this summer, to learn as much as possible and then to return home and start my own business there.”



Ivan T. Mihajlov
Serbia
Li Po Chun UWC, Hong Kong
Colby College

“September 11, 2001 came at the time I started my classes at Colby, and has significantly marked my experience here,” writes Ivan Mihajlov, a chemistry and French studies major. “I come from a country that was torn apart by wars. I told

a friend here, a proponent of the war in Afghanistan, that attacking other countries was not the way to respond to terror. My friend stopped talking to me for a while. But when the question of attacking Iraq started dividing the world, he came back and said: ‘Ivan, I understand now what you meant.’

“My life will have to be exceptional, as it has been thus far – I lived in Serbia during a very bad decade, spent two years in Hong Kong and did well there. Colby was next, also permitting me to live in France for half a year. UWC has given my life a blessing and an obligation: I want to work for the better of people, in medical or environmental fields, and will refuse to have a job that strongly clashes with my values. I shall not be ordinary.”



Szymon Mikulski
Poland
Pearson UWC, Canada
Colby College

“I devoted my undergraduate career at Colby College to multidisciplinary study of psychology and chemistry,” writes Szymon Mikulski.

“I became interested in a career in clinical psychology; one of the notions that struck me as remarkable was the repeatability of clusters of personality characteristics across nations and cultures.

“The highlight of my activity outside of the classroom was my co-authorship of two published scientific articles, and the presentation of my research at a national conference. At the same time, Colby gave me ample opportunity to express my creative inclinations at the Language Resource Center Design Studio, where I worked as a multimedia specialist developing online applications and designing web sites.

“I hope that the privilege of a higher education will one day allow me to contribute to the field of psychology. Following a graduate degree, I would like to remain affiliated with an academic institution, sharing my professional time between teaching, conducting research, and clinical practice, working especially in areas of lower economic development and stability, where psychological help is more difficult to obtain and is not as socially accepted as in wealthier countries.”



Alexandru Mocanu
Romania
UWC of the Adriatic, Italy
Colby College

“I cannot point to any single thing that changed me — it was a combination of factors,” writes Alex Mocanu, who majored in government and French. “I enjoyed a lot the classes at Colby, and the fact that you can really have close relationships

with the faculty. I also liked my on-campus jobs; this was how I met a lot of interesting people that are not in my field of study.

“I became president of the Photo Club, and I worked to organize a tutorial for darkroom printing and developing, exhibitions, etc. Both of my majors were very useful for deciding what kind of career I should pursue. The Linda Cotter Award that I obtained twice enabled me to do very interesting internships.

“The UWC experience changed me radically. I could not conceive of myself without it. I would like to pursue a career in international law. I am looking into U.S. law school. At the same time, I am looking for jobs in my field of study in the U.S., most probably in Washington, D.C.”



Nandini Naik
India
Mahindra UWC of India
Colby College

“My UWC experience enabled me to understand the many subtleties there are to each person and every situation you come across,” writes Nandini Naik. At Colby, where she majored in religious studies and theater and dance,

“my participation in the ‘Vagina Monologues’ for three years helped earn money for the Rape Crisis Centre at Waterville. Also, my Zen meditation course gave me a sense of belonging, and encouraged me to be more patient and tolerant.”

Speaking of a faculty member who had a special influence, Nandini writes, “Laura Box is an amazingly intelligent woman. It is completely due to Laura that I went to Ghana for my semester abroad, I and am infinitely grateful for having gone there.

“Colby has given me hope. Hope that I will be able to find truth and integrity in whatever I do. After college I intend to go to a village in India and isolate myself from the world as I know it. Hopefully I will not ever feel the need to earn very much money, and instead I can do service and teach, and continue to travel and learn.”

We continue to be impressed by the quality of the students who are coming to us through the Davis UWC Scholars Program. Faculty appreciation for the classroom effects of the program is profound and continues to grow. The students themselves seem to be more and more fully integrated in the campus community with each year, and to have greater impact on student perceptions, conversations, and self-awareness. In short, after four full years, the positive effects of the program on the community and educational experience at Colby seem to be more powerful than ever. These are young people of exceptional promise and talent, who will make a real difference in the world.

Bro Adams
President, Colby College



Dorian Needham
Canada
UWC of the Atlantic, Wales
Princeton University

“I’ve spent the last two years co-organising PLAY: A Sporting Exchange, the UWCs’ first humanitarian expedition,” writes Dorian Needham. (For more on PLAY, please see page 21.)

“The UWCs taught me that every issue, every problem, and every success has a human face – and getting to know the person behind the story can be more important than the story itself.

“One of my most enjoyable activities in university has been Shere Khan, a co-ed *a cappella* group. I was the group’s music director for over two years. We toured in Florida and the Bahamas, sang the national anthem for the New York Mets, and entertained huge numbers of students here at Princeton. It’s been fantastic.”

Needham studied at Princeton’s Woodrow Wilson School of Public and International Affairs. “University has given me a new passion,” he writes. “I want to study, and later work with, the protection of minority languages. Princeton has given me the research skills, the network, the funding, and the opportunities to study how other countries tackle these issues. Now I want to expand this knowledge, and then bring it back to Canada.”



Daiva Nevidomskyte
Lithuania
Red Cross Nordic UWC, Norway
Wellesley College

“My UWC experience taught me that making a difference comes not as a storm but as a slow, steady process that first has to occur in our own hearts, then can be spread to those around us,” writes Daiva Nevidomskyte. “At UWC, I learned

to accept other cultures and personal differences; at Wellesley I got a chance to put these beliefs into everyday practice.

“As a residential advisor in one of the college dormitories, I had the opportunity to help other students and to develop professional behavior and discipline. Spending my junior year in Vienna, I took classes at the Medical University there, strengthening my determination to study medicine. My Vienna experience also encouraged me to preserve and be proud of my cultural heritage. I also made close friendships working at the Wellesley College Health Services.

“I hope to study at a U.S. medical school. I would like to practice medicine in a smaller community that needs health care the most, perhaps in my native country. I would like to give back something to my country, and contribute to a little change there.”



Joseph Okeyo
Kenya
UWC of South East Asia, Singapore
Colby College

“The UWC experience was vital in preparing me for Colby,” writes Joseph Okeyo, who majored in economics with a minor in mathematics. “It is difficult to stay away from your family for an extended time while adjusting to a

new culture and environment. The UWC experience eased this transition, and also made me more open-minded and receptive to new ideas.

“My college experience has been rich and exciting. Interacting with smart people from different walks of life has enhanced my appreciation for the differences we have. By learning from our differences, we greatly improve our knowledge. I think this is how the real world operates, and Colby has prepared me for this. My experience would have been incomplete without the interaction and support of so many special people.

“In the short run, I hope to pursue a career in the consulting or financial field. In the long run, I intend to harness my experience and go back home to Kenya where I can start a business. However, the path of life has many turns, and I will take advantage of all situations that present themselves.”



Joannah Opot
Kenya
Mahindra UWC of India
Middlebury College

“My college education has enabled me to ground my passion and experiences with academic discipline,” writes Joannah Opot. “For most of my life I have devoted myself to working with young people from all over the world as they address

environmental issues that affect their communities. This has involved setting up environmental training programs in Kenya, teaching in India and Nepal, and being part of international conferences on the environment in Russia and the USA. Attending Middlebury has enabled me to take courses like ‘Environmental Psychology’ and ‘Comparative Development Strategies,’ which have given me new, innovative ways to address environmental issues.

“I have also had the chance to play field hockey, rugby, and golf, and to do yoga and dance. Most surprising has been my love for alpine skiing and ice skating. I think I need two more semesters to take all the courses I like, and to try log-rolling or archery.

“My graduate studies are geared towards sustainable development strategies, with a focus on environmental and women’s issues. I look forward to using this knowledge to further my ideals.”



Lorenzo Orecchia
Italy
UWC of the Atlantic, Wales
Princeton University

“My most significant college experience has probably been engaging in research and advanced study with the great faculty here at Princeton,” writes Lorenzo Orecchia, who majored in computer science. “Another was to study Turkish

in my junior year. That experience culminated last summer, as I rented a car with a group of friends for an epic journey through the whole Anatolia, from Istanbul to the far city of Urfa, the ancient Edessa.

“I think I owe a great part of this fascinating experience to what I learnt at Atlantic College. Almost on a daily basis there, I faced people from different backgrounds, learnt about their way of conceiving the world, and learnt about myself and my own culture, by simple comparison with what is different.

“I hope to go on to a Ph.D. program in computer science at a top U.S. school, then to work as a researcher or university professor in theoretical computer science. I hope to eventually go back to my country, and maybe contribute to the Italian education system, which is in serious need of innovation and reforms.”



Aleksandra Ossowska
Poland
UWC of the Adriatic, Italy
Wellesley College

“Through international projects that Wellesley enabled me to pursue, I internalized the motto that the UWC seeded in all of us, ‘making a difference,’” writes “Olla” Ossowska. “Culture should be a source, a means and an end of development.

Similarly, being culturally rooted is extremely important in peace-making.

“I began approaching these conclusions when participating in the Wellesley Grassroots Development and Non-Violent Peace-Making winter session in India. Lessons from India guided me in my volunteer work with the Foundation for Sustainable Development in Nicaragua, during my seminars with micro-borrowers on enterprise development and family planning. As an Emily Green Balch Peace and Justice Fellow I explored the lives of refugees in Europe, observing how they proudly carried their traditions with them. They were very enthusiastic when I organized UWC-style cultural evenings in the camps.

“Poland desperately needs expertise in economic regulation; its unemployment reaches 20 per cent, and young people do not have big dreams like us. I really want to change that in my homeland. I want to give my peers the chance that I was given by Mr. Davis.”



Yong Pan
China
Li Po Chun UWC, Hong Kong
Middlebury College

“My summers here made up the best part of my college life,” writes Yong Pan, who majored in molecular biology and biochemistry, and minored in computer science. “I sailed with my research mentor on picturesque Lake Champlain,

went to summer school parties, and visited local restaurants and cinemas. Summer research was great fun and a rewarding experience — not only did I get a chance to expose myself to real-world science, but also I got to know people in the department much better.

“My years at Li Po Chun United World College taught me how to learn from other cultures while maintaining one’s own identity and uniqueness. Thanks to UWC education, I am now more confident and less stereotyped. The most crucial lesson I learned at Middlebury was to think critically and in depth. I am a better observer and evaluator than I was. Before I came, I had lots of dreams; here I learned how to have better dreams, that live with and motivate me.”



Justinas Pelenis
Lithuania
Li Po Chun UWC, Hong Kong
Colby College

“Being a Davis UWC Scholar gave me an opportunity to realize that this world is not as big as I once imagined it to be,” Justinas Pelenis writes. “Wherever I would travel, there would always be interesting and friendly people willing to help you

along the way. The UWC experience has made me much more willing to help others, no matter their race, religion, or sexual orientation. I am truly thankful for the support the Davis family has provided, and I would like one day to become a contributor to such a fund myself.

“The Colby experience has given me grounds to mold myself as a personality. As an economics and mathematics major, I developed a passion for learning, and I hope to continue my pursuit of knowledge by attending graduate school in economics. One day, I hope to go back home and be part of the administration that creates policies for the Lithuanian economy. To do so, I need to complete graduate studies and get more practical experience.

“Most importantly, I hope that one day I will be able to return what I have received.”



Dusan Perovic
Serbia and Montenegro
Red Cross Nordic UWC, Norway
Princeton University

“I spent my junior year at Oxford, where I represented Princeton through a new exchange program,” writes Dusan Perovic, who majored in electrical engineering. “On campus I have been involved in numerous activities, one of which was serving as a peer educator, reaching out to freshmen and providing support. In my last year I was a team leader of a peer educators group.

“My UWC experience helped me learn what the important things in my life are and should be. It also taught me about how I can affect other people and help others succeed. Princeton allowed me to pursue everything I felt passionate about. Apart from engineering I was able to study languages and literature, economics, and dance. I helped found a student dance company on campus, and was able to work with very talented artists. With help from Princeton I was able to work on different projects in Germany. This breath of skills I developed and the freedom I had will serve me greatly in the future, since I will be able to continue working on things I feel very passionate about.”



Stanislav Presolski
Bulgaria
UWC of the Adriatic, Italy
Colby College

“The whole college experience has definitely made me stronger (because it has not killed me yet),” writes Stanislav Presolski, who majored in chemistry and physics. “Prof. Dasan Thamattoor is the most influential, caring, and exemplary

person I met at Colby. In spring of my freshman year I joined his research group and immediately felt a sense of belonging. Das arranged for me to travel across the United States (New Orleans, Columbus, Reno) and do sophisticated studies with leading scientists.

“Throughout my stay on Mayflower Hill I have avoided, as much as civility allows, being politically correct and have tried to challenge the views of international students and Americans alike. As a martial arts instructor I have also stressed the importance of ‘peaceful confidence’ in the Tang Soo Do studio as well as in everyday life.

“I am going to graduate school next year and hope that one day I will live up to my expectations of a responsible citizen of the world. I envision myself going back to Bulgaria eventually, and either working as a researcher in the pharmaceutical industry or even establishing my own company.”



Anna Revchoun
Ukraine
Red Cross Nordic UWC, Norway
College of the Atlantic

“Thanks to College of the Atlantic’s progressive philosophy about educational freedom, my college experience gave me the opportunity to explore many different directions of study in the visual arts,” writes Anna Revchoun. “I spent my junior

year at a top design school, Pratt Institute, where I had an intensive hands-on introduction to the world of design, and took advantage of New York City’s art resources. My experience led to an internship at the Museum of Arts & Design, also in New York City.

“My internship was an enriching experience, where I took on real responsibilities and made real contributions working as a part of a larger museum team. I was with the museum on a full-time basis for a semester, during which I was involved in a wide range of museum activities. From assisting with the museum’s first annual New Technologies and Materials’ Conference, to researching and designing a resource packet for teachers on upcoming exhibitions, to leading gallery tours and family workshops, my experiences were rewarding and gratifying.

“In the future, I see myself continuing to study and work in the field of art education.”



Ben Rice-Townsend
USA
UWC-USA
Princeton University

“UWC dramatically changed my perception of the world around me,” writes Ben Rice-Townsend, who majored in English at Princeton. “There were many times when the things that I took for granted as facts turned out to

be opinions, and this process eventually taught me to always consider the perspective of any given situation. I’ve tried to apply this kind of thinking to my years at Princeton, and I hope to carry it on to whatever adventures are in front of me.

“One of the greatest things that Princeton has given me is a strong optimism for the future. The amazing, brilliant, and dedicated students I have come to know over the last four years have convinced me that our generation has the talent and the energy to truly change the world, if we can only muster ourselves to do so.

“I have a passion for learning from and teaching others, and whatever labels I can attach to myself in the course of my life, from ‘philanthropist’ to ‘family man,’ I hope that ‘teacher-student’ will always be an accurate description of who I am.”



András Rozmer
Hungary
Pearson UWC, Canada
Colby College

“The opportunity Colby provided me to study two semesters abroad was truly tremendous,” writes András Rozmer, a government and international studies major. “My semester in Jordan allowed me a close, intriguing, adventurous look at a region I only

knew from my books. I spent the second semester in London at the highly specialized School of Oriental and African Studies. It was an eye-opening year that challenged me and strengthened my independence.

“Having stemmed from a small village, my UWC experience helped me discover not only the world, but, possibly even more, myself. UWC taught me the value of deeper analysis and open-mindedness about other ideas before I express myself. The UWC experience also gave me invaluable social capital in my interactions with others. I see the expression of this capital, which is so important in today’s globalizing world, in the successes and achievement of my fellow alumni.

“Like many of my UWC friends, I hope to work in a field that will provide me with a way to influence global policy concerns. My current thoughts range from diplomacy to the intelligence field to non-governmental, conflict-resolution areas.”



Santiago Salinas
Argentina
Pearson UWC, Canada
College of the Atlantic

“I have been exceptionally fortunate to have had so many excellent professors, all of whom have left lasting bits of themselves in me,” writes Santiago Salinas. “I am Guillermo’s bugs and his ecological agriculture, Garry’s crazy dives at Race Rocks,

Helen’s love for little things under slimy rocks. If I looked, I could find deep down inside me a desire to be a feminist scientist like Suzanne or a dissident-on-principle like John. And, of course, Chris’s fascination with sex and evolution.

“The UWC changed me radically. In two years I went from a boy in Argentina to an educated citizen of the world. The UWC still inspires me to stand for what I believe are noble causes: sustainable development, social equality, international understanding. This is why, together with SPARKS, I have instituted an internship program for North American students at an Argentine community center.

“I hope throughout my career to be an advocate for the integration of evolutionary biology and conservation. I plan to do this by undertaking research projects that will inform policy-implementers of evolutionary consequences of their actions, mainly in the aquatic realm.”



Kevin Selby
Canada
Pearson UWC, Canada
Colby College

“My outlook before and after going to UWC is really like night and day,” writes Kevin Selby. “The expectations I have for myself, the possibilities I see ahead, and my desire to contribute all grew dramatically during my time at Pearson. This

growth is partly in response to the scholarship money invested in me — but more importantly, it has to do with the people I’ve been privileged to live with over the last six years.

Kevin majored in chemistry and biochemistry at Colby, with a minor in music. “The idealism I gained through studying at UWC has been given shape and direction during my time here. Colby taught me so much about what I can do with the values I have. Jeff Katz, my honors thesis mentor, pushed me to aim higher in so many respects. Professor Barbara Nelson helped me set up a Jan Plan internship in Mexico City. Living in the U.S. has also taught me an enormous amount, mostly about the complexity of the American position in the world today.

“I’m hoping to study medicine next year. From there, who knows?”

Each year, as the cohort of Davis UWC Scholars has grown, all of us here at Wellesley have become increasingly conscious and appreciative of the positive impact they have on campus. They arrive already having developed impressive leadership skills, and they come as committed global citizens. This academic year, with the national presidential elections very much on the minds of American students, our Davis UWC Scholars inspired everyone they encountered to think more clearly and deeply about what was truly at stake.

Diana Walsh
President, Wellesley College



Mihaela Senek
Sweden
Mahindra UWC, India
College of the Atlantic

“Despite the number of years that have passed since I graduated from UWC, I have continued to think about how things are changing globally,” writes Mihaela Senek. “I still feel like a citizen of the world rather than a citizen of my country.

“College of the Atlantic has no limitations or restrictions. One is always free to design one’s own curriculum. At first this was difficult because I was not used to this level of freedom. I didn’t know myself and I didn’t know what really interested me. However, today I’m thankful that I was given the time and support, because I think that in the process of choosing classes and designing my independent studies I learned what really interested me.

“Next year I hope to continue studying human biology. I would like to work on public health policies in developing countries.”



Sanjeev Kumar Shah
Nepal
Li Po Chun UWC, Hong Kong
College of the Atlantic

“UWC was the turning point of my life,” writes Sanjeev Shah. “This was where I developed a passion for marine studies, which was the main reason I came to College of the Atlantic. At COA, I started to think critically; this is when I decided

to study development economics. Now I have done a study abroad in economics and a couple of internships with development NGOs (World Council of Credit Unions, Madison and Rural Urban Partnership Program/United Nations Development Project, Nepal).

“I think my presence has influenced the college community. After coming to COA I was more attracted to development economics, and I approached the economics professor to teach more of hardcore economics. He was amazed and really excited, and started the theory classes. Now he has several theory classes every year and has more students in his class.

“I would like to continue my further studies with development economics and public policy. I am looking forward to working with some international development agencies in the near future, and to be able to help the underprivileged people of the world.”



Karin Shankar
India
Mahindra UWC of India
Colby College

“I have been very involved in the Theatre and Dance Department at Colby,” writes Karin Shankar, an international studies and Spanish major. “Performing major roles in such plays as ‘A Winter’s Tale’ and ‘The Tempest,’ and being part

of the Social Action Theatre group, I have come to realize this is one of my passions. I hope I can foster it all my life.

“Being at the UWC exposed me to people and places so far from the familiar. I learnt from my fellow 17-year-olds about war-torn regions, Caribbean isles, and bustling cities. What shone through it all was the universality of the human condition.

“Spending a year studying abroad at the University of Salamanca in Spain strengthened my language skills immensely. It was an amazing little city, a parallel universe quite like UWC, with students together from all over the world. Now I hope to go to graduate school to study international development or journalism (international reporting), and thereafter work with an international NGO or write for a newspaper that offers more insights than the mainstream media. I hope to travel a lot!”



Denis Shubleka
Albania

Red Cross Nordic UWC, Norway
Colby College

“Colby has taught me that life does not stop for anyone, and that you dictate your own destiny,” writes Denis Shubleka, who majored in mathematics and economics, with a minor in Italian studies. “I have grown considerably,

intellectually and emotionally, throughout my four years year, and feel more prepared to start a life on my own.

“I aspire to become an educator. Going to UWC and Colby has led me to value a solid education, enabling me to come this far. I am looking to becoming a teacher after graduation, in hopes of reciprocating the invaluable lessons my teachers and professors have given me, lessons that reached far beyond the classroom. They have been a source of inspiration for me, and my summer teaching positions as well as tutoring at Colby have been very rewarding experiences; hence, my intention on pursuing teaching as a career. I intend to get a second degree, and possibly to become a professor myself.”



Ho C. “Anderson” Shum
Hong Kong

Li Po Chun UWC, Hong Kong
Princeton University

“My junior independent work opened my eyes to the world of scientific research, and showed me something that I would like to do as a career for the rest of my life,” writes Anderson Shum, who majored in chemical engineering. “It taught me

that there was a possibility that you could enjoy being extremely busy. I was also one of the very few engineers who studied abroad — and I was the first one who studied abroad at Imperial College, London.

“The UWC experience has provided me with international understanding that enables me to see things with an open mind. It has helped me develop my potential and find my career ambition. I have become more confident of my own ability and think that I can contribute to the world.

“In the short term, I am hoping to go to grad school. Eventually, I would like to teach because it is important to transfer my knowledge, skills, and experiences to others. I would also like to contribute my free time to doing some volunteer services.”



Rita Sikhondze
Swaziland

Pearson, UWC, Canada
Wellesley College

“The UWC experience changed the trajectory of my life,” says Rita Sikhondze, who majored in international relations, with a concentration in political economy. “It shaped most of the interests that I have acquired over the years, from the

major that I have pursued here at Wellesley to the kind of extracurricular activities that I am involved in.

“I would say that my college experience has shaped me into being a stronger, more confident person. One of the greatest things that I have taken away from Wellesley is being a lateral thinker, which is going to be an important tool, among the many tools that Wellesley has given me, in both my life and career.

“I have no clue what I will be doing next year after graduation. I do know that I will be working either in the financial services or consulting field.”



Rohan Sikri
India

Mahindra UWC, India
Middlebury College

“I hope to continue studying for a few more years after Middlebury,” writes Rohan Sikri, who majored in philosophy. “Beyond that, I look forward to contributing to a community in the best way that I can, wherever and whenever

that may be. Middlebury has provided me with four wonderful years of learning, and my hope is that I be able to apply these four years to the rest of my life in a manner that is fruitful and satisfying.”



Bonnie Sit
Hong Kong

Li Po Chun UWC, Hong Kong
Wellesley College

“International economy and finance was an area of study I had never thought of doing before coming to Wellesley,” writes Bonnie Sit. “The courses that greatly affected me were Professor Akila Weerapana’s ‘International Finance and

Macroeconomic Policy’ and Professor Katherine Moon’s ‘State and Society in East Asia.’

“On a Wellesley alumna’s suggestion and help, I obtained an internship with *Far Eastern Economic Review*, where I spent the summer after my first-year and published an article on politics and economies of East Asia. I was the first Wellesley student interning at the publication. When I returned to campus, I helped bring together the *Review* and Wellesley. We now have an internship program at the *Review*, among the Luce Internships in Asia.

“My education at UWC and then at Wellesley has made me a person more appreciative of individuals, a lesser believer of luck, and a stronger believer that hard work will eventually pay off. Working at Wellesley on an independent study on currency unification for China and Hong Kong has been the culmination of my academic endeavors so far.”



Sheena Siu
Hong Kong

Li Po Chun UWC, Hong Kong
Colby College

“My experience at UWC granted me open-mindedness and the quest for challenge and risky projects,” writes Sheena Siu, who majored in economics at Colby, with a minor in administrative science. “It taught me the motto ‘make believe.’

“My one-year study-abroad experience at the London School of Economics and Political Science proved to be an enlightening experience. As much as I loved to indulge myself with the city life of London, meeting new faces and handling challenging academics, I also hated the materialism and pretentiousness which I witnessed in a big university and city.

“At college I was especially affected by the chance to dance — among the Colby Dancers and at sketchy parties once in a blue moon. To lead, to follow, to create, to listen — I got to do something that was not economics.

“My best lesson learned from these years: Always go for what you enjoy, not what you ‘ought’ to do. My best friends from these years, Ly and Pawel, taught me selflessness and determination. I will remember them both.”



Magda Stumpfova
Czech Republic

UWC of the Atlantic, Wales
Wellesley College

“For the past two summers I participated in the Wellesley College Summer Research Program,” writes Magda Stumpfova, who majored in biological chemistry. “I am now absolutely certain that I want to pursue the career of a scientist. I

daresay all would be different had I not been given the opportunity to have a hands-on laboratory experience here at Wellesley College.

“Thanks to my UWC experience, I often feel nothing is impossible and am zealous to try new and seemingly crazy things. I now have trust in my capabilities, which hasn’t always been the case. The way I make decisions is by asking myself: ‘Who else should feel encouraged to try than those of us who share the UWC experience?’

“I would like to pursue a career of a pathobiologist. My idea is to get involved in clinical research and later, perhaps, join academia to help spread the knowledge — something I would have not even considered had I not been supported by UWC, Wellesley, and the Davis family. I feel well-prepared for what is waiting for me out there.”



Neha Sud
India

Mahindra UWC, India
Colby College

“What I value most about my Colby experience is what I have learnt academically,” writes Neha Sud, who majored in international studies and French. “I came here determined to enter the field of diplomacy, yet I had little clue as to how

to effectuate my plan. Here I took courses in international law, particularly ‘Politics of War Crimes Tribunals,’ which helped me realize where my true passion and interest lies. I have decided to make a career for myself in international humanitarian law, and in working to ensure human rights for all.

“Being a French major gave me the opportunity to study abroad in Paris for an entire year. It was a shaping experience, as it ameliorated my language skills and also made me realize that Paris is a city that I can see myself living in permanently.

“I plan to work for human rights, either with the United Nations or with an NGO specializing in the issue. My second option is to enter the field of diplomacy by joining the Indian foreign service.”

**Abdelqader Sumrein**

Jordan
Pearson UWC, Canada
Middlebury College

“My freshman seminar course, ‘Communism and Fascism,’ was probably the most interesting course I have taken during my career at Middlebury College,” writes Abdelqader Sumrein, who majored in chemistry and economics. “My

chemistry research experience persuaded me that a career in chemistry is what I want to do.

“The most important effect my UWC experience has had on me is that it has made me realize that not many students receive the resources and support that I have during my education.

“I hope to begin graduate study next fall, working towards a Ph.D. in chemistry. Eventually I want to be able to apply my knowledge in chemistry to help improve science education for underprivileged students, especially in my home country of Jordan.”

**Nina Therkildsen**

Denmark
Red Cross Nordic UWC, Norway
College of the Atlantic

“When I began college I was convinced that I wanted to become a marine biologist — and College of the Atlantic’s excellent marine mammal program was one of the main reasons why I chose this school,” writes Nina Therkildsen.

“I enrolled in an introductory marine mammal course, became a work-study student for the whale research group, and got a field internship doing whale research. I was excited about these opportunities; but at the same time I took classes in many different subjects, including philosophy, economics, policy, etc.

“I started to realize that what I was truly interested in was not science itself, but how it is applied to resource management, conservation, etc. For the rest of my college career I focused on this application of science in policy. My interests now are mainly centered on fisheries and food policy.

“I believe it is only because of the way COA encourages us to explore many different academic fields that I have been able to find my true passion. The self-directed nature of my degree has made me better appreciate the interconnectedness of all things.”

**Rishma Thomas**

Canada
UWC of the Atlantic, Wales
Princeton University

“SPARKS has been, far and away, the most inspiring project of my Princeton career,” writes Rishma Thomas, who majored in Near Eastern studies. “I have been in the fortunate position to watch it grow from an elementary school

community service club in 1994 to a charity registered in both Canada and the U.S. The support of the Princeton administration and faculty has helped to create an institution beyond our wildest dreams. Our most ambitious projects to date include a school for young boys and girls in Afghanistan, a widow support program in Kabul, and internship programs for university students in a number of developing countries.

“The UWCs are a great breeding ground for activism and passion, and helped to motivate the development of SPARKS, bringing it from a local school group to the organization it has become today. UWC gave me the courage and humility to work in difficult conditions, and the deep desire and self-confidence to continue this kind of work after graduation. I don’t know what is happening next year, yet, but working in this field is sure to be exciting!”

**Sally M. Torbert**

USA
UWC-USA
Princeton University

“Though I have been involved in many activities at Princeton dealing with community and international issues, what had the most impact was my sport — taekwondo,” writes politics major Sally Torbert. “I started as a freshman and,

as a senior, became president of the club. The main tenets of taekwondo (courtesy, integrity, indomitable spirit, perseverance, and self-control) are virtues I have found invaluable for juggling the rigors of college.

“I’ve been working on a student committee trying to make Princeton better at being actively engaged. We produced a report this year, based on our observations of programs at other universities; it has been widely circulated through the administration and faculty, suggesting such changes as sophomore seminars on local community issues and increased help for students who want to do independent work within the community. I hope our work will make a difference for future Princeton students.

“I know I’m going to law school eventually, but I’m taking a couple years off to hopefully teach. I want more experience on the ways the world actually works, and be more certain about the things I fight for.”

**Elona Toska**

Albania
UWC of the Atlantic, Wales
Princeton University

“I truly felt the influence of Atlantic College (AC) throughout my years at Princeton — and I often felt that, like good wine, the events and experiences in Wales needed the extra time to become more valuable,” writes Elona Toska, who

studied at Princeton’s Woodrow Wilson School of Public and International Affairs. “The time at AC opened a window onto the world of issues that I now am passionate about.

“After many deliberations, I am most probably taking a year to work in Vietnam as a Princeton-in-Asia fellow, with an NGO that works on child health and well-being. Slightly longer-term plans include med school and possibly a degree in public health/epidemiology or development. My main goal is to work with Doctors without Borders, possibly on child health and HIV/AIDS.

“Having come to Princeton planning to be a physics major and ending up enthralled by theories of development in politics, economics, sociology, and many other areas, I now know I could never be just a doctor, or just a scientist, without knowing and using knowledge from other disciplines, social sciences, and humanities.”

**Ly Tran**

Vietnam
UWC of the Atlantic, Wales
Colby College

“As I was gasping for breath, walking up a hill at the University of Ghana for some fresh air to lessen a terrible headache from malaria, a familiar face passed by,” writes anthropology major Ly Tran. “I stopped, turned around, and we screamed

out names, ran and embraced each other tightly. Filomina, my good friend from UWC! Here we were, a Vietnamese girl, studying in Ghana from an institution in the U.S., and a Ghanaian girl, now in a master’s program in her home country. In a most lonely and vulnerable moment, I found a dear friend from those most memorable years of my life. What a small world!

“There is so much to learn and so much to forget; so much to try, yet so much to fail; so much you can do but so much you cannot. Colby made me realize that finding the balance of these is what I need to learn in life. I hope to keep living my nomad lifestyle, returning my debt of fortune to the less fortunate people on my path of career, in the field of NGOs.”

**Marc Verdiel**

Canada
Red Cross Nordic UWC, Norway
Princeton University

“Graduating with a degree in mechanical and aerospace engineering, I have a lot of offers and pressure to work for major defense industry contractors,” writes Marc Verdiel. “However, in the international experience I gained at UWC, and

in some of my travels through less developed countries, I have seen some of the destruction wreaked by the same bombs and rockets that I would be building. With my UWC experience, I have the foresight to choose something that’s ethically as well as intellectually satisfying.

“For the past three years I’ve been volunteering on the Princeton First Aid and Rescue Squad. I have also been a leader for Outdoor Action, the trip that many freshman participate in when they arrive at Princeton. As an OA leader trainer, I’ve been responsible for updating the curriculum along with teaching classes. I hope this work will have an impact on the Princeton classes to come.

“I plan to continue in engineering, with a lot of interest in control systems and adaptive control. I also think I would very much enjoy returning to academia, and taking up a teaching role.”

**Nilochana Wickramarachchi**

Sri Lanka
Li Po Chun UWC, Hong Kong
College of The Atlantic

“COA gave me the freedom to learn everything I always wanted to learn,” writes Nilochana Wickramarachchi. “At this college I learned music, which I was not able to do in my previous school life. When I came to COA I did not know

how to read or write music — but after taking several classes with John Cooper, I not only learned to read and write music but also to play several instruments. I consider myself to be very lucky.

“I came to COA not knowing exactly what I want to do, or who I want to become in the future. Finally I have found the answers to those questions, thanks to the support I got from my advisor, Chris Peterson, and other faculty members. I became interested in the microbiology field after I took a course on the subject, and I did my internship at The Jackson Laboratory on Mount Desert Island.

“My goal for the future is to continue my education in microbiology, and to acquire a career in that field.”



Christopher Rodney Yeoh
Malaysia
Mahindra UWC of India
Colby College

“I have had a lot of interesting experiences at Colby, but my most interesting was with the Religious Studies Department,” writes Rodney Yeoh, who majored in religious studies and biochemistry. “Its professors have been immensely

helpful. And I believe my research, such as my work on the role of the Catholic Church in improving the Jewish-Christian relationship, added a fresh dimension to interfaith studies here.

“In my personal statement for grant applications and university admission essays, I would never fail to write about how my UWC and Colby experiences have shaped who I am. I am no longer interested in getting only good grades; my greater concern is with larger questions, such as that of religious violence in society.

“I hope to earn a Ph.D. at a well-established divinity school, then to teach at a small liberal arts school like Colby. I want to encourage my students to ask questions — especially questions concerning the Others. What separates the Others from Us, what makes Them different and Us similar? Through this study, I believe a small step toward peace and tolerance can be taken.”



Clara Koh Zhijia
Singapore
Pearson UWC, Canada
Colby College

“The opportunity of being at a liberal arts college like Colby has changed my worldview considerably,” writes Clara Koh, who majored in biochemistry and religious studies. “Although I initially had goals of becoming a medical doctor,

I explored areas of knowledge beyond the sciences. Taking classes in the Religious Studies Department helped me learn about myself as a past Christian believer, and affirmed my growing awareness of the oppressive potential of religion.

“Ethical biblical interpretation, in particular, stood out for me because its approach is in stark contrast to the way the Bible is read in the evangelical churches that I have encountered. In addition, the necessity of such interpretation is vividly apparent in our present world, where religion is raised as a banner over violence.

“Now I plan to undertake biblical studies at a graduate level. Specifically, I aim to study the biblical hermeneutics of the evangelical churches in Southeast Asia, my native region. It is my hope to eventually become an educator to engage academia and religious communities, in which the Bible is read and applied, in conversation on the topic of religion.”

The Davis United World College Scholars Program stands as one of the most useful and comprehensive initiatives ever devised to promote global education, and it could not be timelier in its goals and good work.

Shirley M. Tilghman
President, Princeton University

IV. A Widening Circle

52 Participating Institutions, 469 Undergraduates



A Drive to Make a Difference

At Harvard, an American Scholar Draws on His UWC Inspiration



Already in his first year at Harvard, American Davis UWC Scholar Jeremiah Hendren has chaired the education branch of the Harvard Progressive Advocacy Group, working to support community organizations' efforts toward positive change. Jeremiah knows where this work started, for him. It was in Singapore.

As a student at the United World College of South East Asia, Jeremiah was a lead organizer of a school-based project called the Initiative for Peace. For its first effort in summer 2002, the Initiative brought 38 students from India and Pakistan to Singapore for a conference on the conflict in Kashmir. "It was the most powerful experience of my life," Jeremiah says today.

"They put the program together in a way that history and media and politics, and everything else, got dealt with," recalls Rabia Ghalib Mir, a Pakistani student who took part, and who now also attends Harvard. Jeremiah, she says, "always came out as a very energetic person, very friendly. When you talk to him, he's always smiling."

"Focus on Kashmir" had several outcomes. It led to a second conference the next year at the Singapore UWC, on Sri Lanka; it gave rise to student groups in both India and Pakistan; it prompted students at the UWC of the Atlantic, in Wales, to organize a continuing series of similar gatherings on Northern Ireland — and it sparked in Jeremiah Hendren a drive to keep on working to make a difference.

After UWC, he spent a year volunteering at the Simón Bolívar UWC of Agriculture in Venezuela. There he met Sudanese student Simon Lombé, who had become a conscripted soldier at age 12, and later escaped from a forced-labor camp. "Simon and I were very good friends," Jeremiah says. "I encouraged him to apply to one of the

Davis schools." Simon did, and became a freshman this year at College of the Atlantic.

Jeremiah became a freshman at Harvard, where he took on an extra-heavy course load, preparing for an honors concentration in social studies, while pitching himself into community advocacy. He and Rabia Mir won a university grant to travel to the World Social Forum in Brazil during February.

As education branch chair for the Harvard Progressive Advocacy Group, "I spend a lot of time just emailing, making contacts, making phone calls, making sure everyone's going to attend a meeting," he says. "It's so essential to get to know the community, to spread our name to different community groups."

"As a group leader, he does a really good job of bringing in people," says Mir, who went to UWC of the Atlantic, and is now the Harvard Advocacy Group's director. "Jem is one of the most caring people I know. I value the fact that I can always count on him."

"People can be responsible, but not passionate," she adds. "He's passionate."

There is no substitute for the experience of human interaction in promoting understanding. What we're all about at Harvard is giving people a chance, so they can give the world a chance to be that much better. We are a much better place for the presence of the Davis UWC Scholars here.

Lawrence H. Summers
President, Harvard University

Opposite: Davis UWC Scholar Jeremiah Hendren at Harvard.



From the Cold War To a New World

Where Churchill's Words Ring, a Small Campus Goes International

When the Davis UWC Scholars Program expanded this year from five to 52 colleges and universities, among the new participants were such historic campuses as Harvard, Yale, and Dartmouth. Another is Westminster College, a small Midwestern school that has its own special place in history.

In 1946, Winston Churchill came famously to this campus in Fulton, Missouri, to give a speech on keeping the postwar world at peace. In the college gymnasium he warned that in middle Europe, “an iron curtain has descended across the Continent.” Churchill also noted that “now war can find any nation, wherever it may dwell, between dusk and dawn.”

The world survived the Cold War, and today on the Westminster campus stands a sculpture by Churchill's granddaughter that includes a piece of the former Berlin Wall. Today, too, a new presence of international students, including Davis UWC Scholars, is reshaping social and intellectual life at this 860-student college.

Having begun working to attract international students several years ago, Westminster now has 71 of them — including 19 Davis UWC Scholars.

“They have had a clear impact,” says Academic Dean Robert Seelinger about the Davis UWC Scholars. “They’re used to interacting with people from various parts of the world; they’re engaging, they engage one another, they engage faculty members, they’ve been very successful students.”

“They’re wonderful young people to have on our campus,” adds College President Fletcher M. Lamkin.

“They’re highly motivated — and they tend to want to be involved, also, outside of the classroom.”

“I see exactly what I was hoping to see, when I heard

about the chance of more UWC students coming to Westminster,” observes Lithuanian Vytas Stonis, a junior who’s a UWC-USA graduate. “Most of the UWC grads are very much more socially aware than other students — so that definitely contributes to classes.”

Vytas is president of the newly formed campus UWC Club. Through a club program called “Be Open,” he says, “we go to nearby middle schools, and each of us tries to interact with children. We tell them about our countries, and why we are here. It’s a chance for the seventh and eighth graders to get a grasp of the world outside the Missouri area.”

Indeed, on a campus where 60 percent of students come from Missouri, the Davis UWC Scholars are having a similar impact on their American classmates.

“Our students from Missouri come into this environment needing to have their horizons broadened,” says President Lamkin. “What happens when these groups mix is that our students from the U.S. are exposed to broader perspectives — and that directly connects with our mission, which is to create leaders of character in a global community.”

“I was discussing this last week in the dining hall, with a group of American students,” says Frank “Swanzy” Essien, a Davis UWC Scholar from Ghana. “There’s been a drastic change. Now people try to open up and be aware about what’s happening in other parts of the world.”

One of the new Davis UWC Scholars is Rita Udisho, whose home is Baghdad. Westminster officials worked hard to help Rita get her student visa to study here. She is thankful to them — and to the Davis program itself.

“If we don’t have this money, we couldn’t be here,” Rita says. “We are so many now.”



Opposite: *At a piece of the Berlin Wall that was transported to the Westminster College campus is Lithuanian student Vytas Stonis (UWC-USA, '02).*

The Undergraduates

The following pages list the undergraduate Davis United World College Scholars — the members of the Classes of 2006, 2007, and 2008.

The scholars are listed alphabetically by class. Each scholar's name is followed by his or her home country (or countries), UWC school, and present college or university.

Class of 2006

Anthony A. Abakisi Ghana

United World College of the Atlantic, Wales
Colby College

Seamus R. Abshere United States

United World College-USA
Princeton University

Gonzalo Alonso Argentina

United World College of the Atlantic, Wales
Middlebury College

Olatakunbo Augustus United States

United World College-USA
Middlebury College

Maria Banica Romania

Red Cross Nordic United World College, Norway
Wellesley College

Selma Belkhatat Abou Omar Morocco

United World College of the Atlantic, Wales
Princeton University

Lih Ben Shitrit Israel

Red Cross Nordic United World College, Norway
Princeton University

Anisa Berdellima Albania

United World College of the Atlantic, Wales
Wellesley College

Erin A. Blake United States

United World College of the Atlantic, Wales
Princeton University

E. Evrim Bozkurt Turkey

Red Cross Nordic United World College, Norway
Colby College

Jessica K. Y. Chan Hong Kong

Li Po Chun United World College, Hong Kong
Colby College

Julia Clark Canada/United States

Lester B. Pearson United World College of the Pacific, Canada
College of the Atlantic

Andreea Cojocaru Romania

United World College-USA
Wellesley College

Nandita Dinesh India

Mahindra United World College of India
Wellesley College

Sebastien Douville Canada

United World College of the Atlantic, Wales
Princeton University

Nikhit D'Sa India

Mahindra United World College of India
College of the Atlantic

Adil J. D'Sousa New Zealand

Lester B. Pearson United World College of the Pacific, Canada
Colby College

Page E. Dykstra United States

United World College of the Atlantic, Wales
Princeton University

Harriet N. Egeesa Kenya

United World College of South East Asia, Singapore
Colby College

Shu-Hong Fung Hong Kong

Li Po Chun United World College, Hong Kong
Colby College

Christopher Geier United States

United World College of the Atlantic, Wales
Middlebury College

Neli Georgieva Bulgaria

Mahindra United World College of India
Middlebury College

Malvina Goldfeld Israel

Lester B. Pearson United World College of the Pacific, Canada
Princeton University

Tafadzwa L. Gwitimah Zimbabwe

United World College of the Atlantic, Wales
Colby College

Maua Herme Tanzania

United World College-USA
Wellesley College

Jun-Wei Hew Malaysia

United World College of South East Asia, Singapore
Colby College

Ameera Hiary Jordan

Li Po Chun United World College, Hong Kong
Wellesley College

Yauheni Hladki Belarus

Red Cross Nordic United World College, Norway
Colby College

Sikhululekile Hlatshwayo Zimbabwe

Lester B. Pearson United World College of the Pacific, Canada
Wellesley College

Claire Hua Singapore

United World College of South East Asia, Singapore
Wellesley College

Salahaldin Hussein Syria

United World College of the Atlantic, Wales
College of the Atlantic

Kristopher T. Kang Canada

Li Po Chun United World College, Hong Kong
Princeton University

Krista Kateneva Estonia

United World College-USA
Wellesley College

Khushnum Kharas India

Mahindra United World College of India
Middlebury College

Diana Kombe Tanzania

United World College of the Atlantic, Wales
College of the Atlantic

Jakub Kostal Czech Republic

United World College-USA
Middlebury College

Polina Labovskaia Russia/Mozambique

Waterford Kamhlaba United World College, Swaziland
Wellesley College

Virginie Lavallee-Picard Canada

Lester B. Pearson United World College of the Pacific, Canada
College of the Atlantic

Jia-Ling Loo Malaysia

United World College of South East Asia, Singapore
Colby College

Artan Loxha Kosovo

United World College of the Adriatic, Italy
College of the Atlantic

James Ivor Loxton Canada

Mahindra United World College of India
Princeton University

Pascal Maharjan Nepal

United World College-USA
Middlebury College

Marcin Matuszek Poland

Red Cross Nordic United World College, Norway
College of the Atlantic

M. Bettina Miguez Uruguay

United World College-USA
Princeton University

Boryana Mihaylova Bulgaria

United World College of the Adriatic, Italy
Wellesley College

Nayantara Mukherji India

Mahindra United World College of India
Wellesley College

Amanda Muscat Malta

Lester B. Pearson United World College of the Pacific, Canada
College of the Atlantic

Nicholas K. Mwai Kenya

United World College-USA
Colby College

Caroline Mwaniki Kenya

Lester B. Pearson United World College of the Pacific, Canada
Wellesley College

Bhupendra Nagpure India

Mahindra United World College of India
College of the Atlantic

David Ng Australia

Li Po Chun United World College, Hong Kong
Colby College

Minh Tu T. Nguyen United States

Red Cross Nordic United World College, Norway
Wellesley College

Christoph G. Nguyen Germany

United World College of South East Asia, Singapore
Colby College

Devyani Parameshwar India

Mahindra United World College of India
Wellesley College

Anjana Rajbhandary Nepal

United World College of the Adriatic, Italy
College of the Atlantic

Martin Rajcan Slovakia

Mahindra United World College of India
Middlebury College

Yerzhan Rashev Kazakhstan

Red Cross Nordic United World College, Norway
Middlebury College

Sashank R. Rishyasringa India

United World College of the Atlantic, Wales
Princeton University

Alexander Salvador Guido Nicaragua

Red Cross Nordic United World College, Norway
Middlebury College

Hanano Sasaki Japan

United World College of the Atlantic, Wales
College of the Atlantic

Marie Jeanne Coutchy Sene Senegal

Li Po Chun United World College, Hong Kong
Colby College

Nicole Sta Maria
Philippines

Lester B. Pearson United World College of the Pacific, Canada
Middlebury College

Magdalena M. Stepien
Poland

United World College of the Adriatic, Italy
Colby College

Melania S. Strycharska
Poland

United World College of the Atlantic, Wales
Princeton University

Geshu Sugandh
India

United World College of South East Asia, Singapore
Colby College

Mihnea Tanasescu
Romania

United World College of the Adriatic, Italy
College of the Atlantic

Justin Tata
Sudan

Red Cross Nordic United World College, Norway
College of the Atlantic

Tiyona R. Taylor
United States

Lester B. Pearson United World College of the Pacific, Canada
Princeton University

Optat Tengia
Tanzania

Waterford Kamhlaba United World College, Swaziland
Middlebury College

B. Emilia Tjernstrom
Sweden

Red Cross Nordic United World College, Norway
Colby College

Ana Trandafir
Romania

United World College-USA
Wellesley College

Patrick Uwihoreye
Rwanda

United World College of the Atlantic, Wales
College of the Atlantic

Jayadev Vadakkanmarveettil
India

Mahindra United World College of India
Colby College

Dominique Van De Sompel
Belgium

Mahindra United World College of India
Princeton University

Mutumwapavi C. Vengesayi
Zimbabwe

United World College of the Atlantic, Wales
Colby College

Villian S. Vilhelmov
Bulgaria

Lester B. Pearson United World College of the Pacific, Canada
Colby College

Tomas Vorobjov
Slovakia

United World College of the Adriatic, Italy
Colby College

Grace Wanjiku
Kenya

Li Po Chun United World College, Hong Kong
Wellesley College

Blake Williams
United States/United Kingdom

United World College of the Atlantic, Wales
Middlebury College

Demeke A. Wondmagegn
Ethiopia

United World College of South East Asia, Singapore
Colby College

Pinar Yurekli
Turkey

United World College-USA
Wellesley College

Rami W. Zahran
Palestine

United World College of the Adriatic, Italy
Colby College

Tomasz T. Zajackowski
Poland

United World College-USA
Colby College

Mao Zheng
China

Li Po Chun United World College, Hong Kong
Colby College

Adelajda Zorba
Albania

United World College-USA
Colby College

Class of 2007**Husevin Akturk**
Turkey

Waterford Kamhlaba United World College, Swaziland
Colby College

Aleksandra Aljakna
Estonia

Red Cross Nordic United World College, Norway
College of the Atlantic

Muayad Almahariq
Israel

Lester B. Pearson United World College of the Pacific, Canada
Middlebury College

Anton Altement
Estonia

Red Cross Nordic United World College, Norway
Middlebury College

David A. Amadu
Sierra Leone

United World College of South East Asia, Singapore
Colby College

Sangeeta K. Asre
Fiji

Lester B. Pearson United World College of the Pacific, Canada
Colby College

Maria Lis Baiocchi
Argentina

United World College of the Adriatic, Italy
College of the Atlantic

Babatun Bamigboye
Nigeria

United World College of the Atlantic, Wales
Colby College

Carmen Bedard-Gautrais
Canada

Lester B. Pearson United World College of the Pacific, Canada
College of the Atlantic

Tamara Bogojevic
Yugoslavia

Waterford Kamhlaba United World College, Swaziland
Middlebury College

Magdalena Bokiej
Poland

Red Cross Nordic United World College, Norway
Middlebury College

Anita Buragohain
India

Mahindra United World College of India
Colby College

Mauro Carballo
Uruguay

Lester B. Pearson United World College of the Pacific, Canada
College of the Atlantic

Marco Casas
Venezuela

Waterford Kamhlaba United World College, Swaziland
Middlebury College

Rodney Chabikwa
Zimbabwe

Li Po Chun United World College, Hong Kong
College of the Atlantic

Dhruv Chadha
India

Mahindra United World College of India
Colby College

Petrina Chan
Hong Kong/Canada

Li Po Chun United World College, Hong Kong
Wellesley College

Maria Charles
India

Mahindra United World College of India
Wellesley College

Kelly Chen
China

Li Po Chun United World College, Hong Kong
Middlebury College

Kunda Chinku
Zambia

Waterford Kamhlaba United World College, Swaziland
Middlebury College

Yi Kwan Chu
Hong Kong

Li Po Chun United World College, Hong Kong
Wellesley College

Gilberto Cuadra
Nicaragua

United World College-USA
College of the Atlantic

Bac T. Cuong
Bulgaria

United World College of the Adriatic, Italy
Colby College

Horacio Diaz Adda
Uruguay

Red Cross Nordic United World College, Norway
Colby College

Dumsani Dlamini
Swaziland

Waterford Kamhlaba United World College, Swaziland
College of the Atlantic

Tshokey Dorji
Bhutan

Mahindra United World College of India
College of the Atlantic

Nidhi Eipe
India

Mahindra United World College of India
College of the Atlantic

Annelene R. Fisher
South Africa

Lester B. Pearson United World College of the Pacific, Canada
Colby College

Alexander Fletcher
Canada

Lester B. Pearson United World College of the Pacific, Canada
College of the Atlantic

Rachel Fong
Hong Kong

Li Po Chun United World College, Hong Kong
Middlebury College

Vivek A. Freitas
India

Mahindra United World College of India
Colby College

Gjergji Gaqi
Albania

United World College of the Adriatic, Italy
Colby College

Cybill A. Gayatin
Philippines

United World College of the Adriatic, Italy
Colby College

Adelina L. Grozdanova
Bulgaria

United World College-USA
Princeton University

Naomi Haefner
Germany

United World College of South East Asia, Singapore
Middlebury College

Adam S. Herling
United States

United World College of the Atlantic, Wales
Princeton University

Juan Pablo Hoffmaister Patino
Costa Rica

Lester B. Pearson United World College of the Pacific, Canada
College of the Atlantic

David H. Hogue
United States

United World College-USA
Princeton University

Liisa Hummal
Republic of Estonia

United World College of the Adriatic, Italy
Princeton University

Juan A. Jung
Austria

Li Po Chun United World College, Hong Kong
Colby College

Olivia K. Kamarebe
Uganda

United World College of the Atlantic, Wales
Princeton University

Bocar Kante
Sensgal

Lester B. Pearson United World College of the Pacific, Canada
Middlebury College

Michael K. Kiprop
Kenya

Lester B. Pearson United World College of the Pacific, Canada
Colby College

Cha-Ly Koh
Malaysia

Mahindra United World College of India
Middlebury College

Ninoslav Krgovic
Serbia/Montenegro

Waterford Kamhlaba United World College, Swaziland
Colby College

Jeff Lam
Hong Kong

Li Po Chun United World College, Hong Kong
Middlebury College

Celene M. Lizzio
United States

United World College-USA
Princeton University

Terry Maha
China

United World College of the Atlantic, Wales
Middlebury College

Pardon Makumbe
Zimbabwe

United World College of the Atlantic, Wales
Princeton University

Candice Manatsa
Zimbabwe

Red Cross Nordic United World College, Norway
Wellesley College

Rhobhi Matinyi
Tanzania

Red Cross Nordic United World College, Norway
Wellesley College

Simran McKenna
United States/Canada

United World College of the Atlantic, Wales
Middlebury College

Renzo M. Mendoza Castro
Peru

United World College of the Atlantic, Wales
Colby College

Chikoti Mibenge
Zambia

United World College of the Adriatic, Italy
Wellesley College

Petar Mitrevski
Macedonia

Red Cross Nordic United World College, Norway
Middlebury College

Nawar Najeeb
Malaysia

United World College of the Atlantic, Wales
Wellesley College

Tsegts Narangerel**Mongolia**

Mahindra United World College of India
Middlebury College

Julia Neubauer**Austria**

Mahindra United World College of India
Princeton University

Tsering Norbu**Tibet**

Mahindra United World College of India
College of the Atlantic

Andra T. Ofosu**Ghana**

United World College of the Atlantic, Wales
Colby College

Mei Shan Ong**Malaysia**

Lester B. Pearson United World College of the Pacific, Canada
Wellesley College

Gladys Onyango**Kenya**

United World College-USA
Wellesley College

O. Rocio Orantes**Guatemala**

Lester B. Pearson United World College of the Pacific, Canada
Colby College

Paul K. Pawlowski**Canada**

United World College of the Atlantic, Wales
Princeton University

Archana M. Prasad**Fiji**

Li Po Chun United World College, Hong Kong
Colby College

Felipe Pruneda-Senties**Mexico**

United World College of South East Asia, Singapore
Middlebury College

Adriana Qubaia**Jordan**

United World College-USA
Middlebury College

Vasumathi Raman**India**

Mahindra United World College of India
Wellesley College

Anna Rogers**United States**

United World College-USA
Vassar College

Elisheva Rubin**Israel/US**

United World College of the Atlantic, Wales
College of the Atlantic

Dzhelil S. Rufat**Bulgaria**

Red Cross Nordic United World College, Norway
Princeton University

Fatou B. Sagnang**Senegal**

United World College-USA
Princeton University

Vani Sathisan**Singapore**

United World College of the Adriatic, Italy
Middlebury College

Kenza Sayegrih**Morocco**

United World College of the Atlantic, Wales
Colby College

Parul Sharma**India**

Mahindra United World College of India
Wellesley College

Sujit Shrestha**Nepal**

Mahindra United World College of India
Colby College

Jui Shrestha**Nepal**

Waterford Kamhlaba United World College, Swaziland
Colby College

Simran Singh**Singapore**

United World College of South East Asia, Singapore
Lewis & Clark College

Maris Skujevskis**Latvia**

Red Cross Nordic United World College, Norway
Colby College

Pei Chieng Soh**Malaysia**

Li Po Chun United World College, Hong Kong
Princeton University

Pranay R. Sonalkar**India**

Mahindra United World College of India
Colby College

Nikitas Stamatopoulos**Greece**

United World College of the Adriatic, Italy
Middlebury College

Pavel Svaton**Czech Republic**

Red Cross Nordic United World College, Norway
Middlebury College

Jamyang Tashi**Bhutan**

Lester B. Pearson United World College of the Pacific, Canada
Colby College

Magda R. Tsaneva**Bulgaria**

Lester B. Pearson United World College of the Pacific, Canada
Colby College

Shehzia Valiulla**India**

Mahindra United World College of India
College of the Atlantic

Livia Vastag**Hungary**

Red Cross Nordic United World College, Norway
Middlebury College

Andre Filipe Veiga**Portugal**

Mahindra United World College of India
Princeton University

Sigrin Birta Vidarsdottir**Iceland**

Li Po Chun United World College, Hong Kong
Middlebury College

Eirik Vikum**Norway**

Li Po Chun United World College, Hong Kong
Middlebury College

Shamsher Virk**Canada**

Lester B. Pearson United World College of the Pacific, Canada
College of the Atlantic

Tatiana Virviescas Mendoza**Columbia**

Li Po Chun United World College, Hong Kong
Middlebury College

Jian Wang**China**

Red Cross Nordic United World College, Norway
College of the Atlantic

Wenao Wang**China**

Red Cross Nordic United World College, Norway
Wellesley College

Ruth Wang'oudu**Kenya**

United World College of the Atlantic, Wales
Wellesley College

Amity B. Weiss**United States**

United World College of the Adriatic, Italy
Princeton University

Alice Wilkinson**United Kingdom**

Red Cross Nordic United World College, Norway
College of the Atlantic

Vincent H. Yu**Hong Kong**

Li Po Chun United World College, Hong Kong
Princeton University

Nahal Zebarjadi-Sar**Australia**

United World College-USA
Princeton University

Chenyang Zhang**China**

Li Po Chun United World College, Hong Kong
Wellesley College

Jingjing Zhou**China**

United World College-USA
Colby College

Oded Zinger**Israel**

Lester B. Pearson United World College of the Pacific, Canada
Princeton University

Class of 2008**Nadine Abdallah****Lebanon**

United World College-USA
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Cornell University

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Lesotho

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Harvard University

Dong Wang
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V. Ripples Around the World



The Pioneer Class of '04: An Update

Alums Are at Work Across the Globe

When they graduated last spring from Princeton, Middlebury, Colby, Wellesley, and College of the Atlantic, the 44 Davis UWC Scholars in the Class of 2004 became the program's first alumni.

Not surprisingly, today they are all over the world.

At this writing, members of the Class of '04 are living in the U.S., Great Britain, China, the Caribbean, Argentina, Lithuania, Germany, Costa Rica, and Colombia. They are immersed in graduate and professional schools; they're employed by corporations, law firms, and other businesses; and they are working to make a difference at public agencies and nongovernmental organizations.

They are, each in their own way, walking what they've learned, and finding their paths.

Here is a brief report on what we know about where the Class of '04 is, what they're doing, and how it's working out:

Immersed in Academics

The Davis UWC Scholars Program alums who went on to graduate school are enrolled in a diversity of programs across the world.

"I'm currently in Beijing, studying Mandarin at Beijing Language and Culture University," reports **Ana Barfield** (Princeton). Ana planned to enroll at a private school this spring. "I've also applied for Princeton-in-Beijing for the summer and Princeton-in-Asia for next year, so fingers crossed!"

Even when the subject is not language, grad school is a full-immersion experience. "I am at Cambridge University Law School in the UK," says **Emma James** (Colby). "And

as that leaves me no time for a life ... that's about it!"

Charles Data (Colby) is in Costa Rica, working toward a master's degree at the UN University for Peace.

Valentina Saltane (Colby) is working toward a master's in public administration at the Cornell Institute for Public Affairs in Ithaca, N.Y. "I have a passion for learning and did not want to part with my exciting and challenging student life," she writes. With a concentration in international development, she has been elected a vice president of the program.

Also in Boston, **Elizabetha Gorgoska** (Colby) is a research assistant at the Harvard School of Public Health, while **Rohan Chitrakar** (COA) is working toward a master's in fine arts at Boston University's College of Communication, in film production. Rohan has already made two short films, and hopes to do his thesis film in Nepal. "Most of the stories I would like to explore are founded in my home country," he writes.

"I am in Colombia, volunteering, dancing, resting, and enjoying the last few months of my year off before beginning medical school," writes **Mariana Mejia** (Wellesley). "I will be attending the University of New Mexico in Albuquerque."

Helene Songe (Middlebury) spent the school year volunteering at the Simón Bolívar UWC in Venezuela. "I'm helping out with the teaching of basic English for Venezuelan students in their first year here," she writes. "I'm also co-coordinating social and cultural activities on- and off-campus, known as the CASD (Creativity, Action and Social Development). By early June I'll be heading back home to Norway to work during the summer. From there,



Charles Data



Helene Songe

I am impressed by the energy and enthusiasm that these students bring not only to their studies, but also to their new lives at these colleges. It is clear to me that they are not only learning a lot from this experience, but also bringing a good deal of knowledge about the world to others whom they meet at these colleges. As the program continues over the years, these students will come to play a large leadership role in the world.

I cannot speak too highly of what this imaginative initiative will mean to a world which needs ever more cross-border contact among young people.

Henry Owen
Fellow, Brookings Institution
Former Senior Advisor, Solomon Smith Barney
Former U.S. Ambassador-at-Large

I guess I'll be looking into graduate schools around Europe, preferably in England."

Chin Hin Leung (Middlebury) is a grad student in chemistry at Yale; **Adelina Voutchkova** (Middlebury) is also enrolled at Yale, and **Peter Rashkov** (Colby) is in graduate school in Germany.

Perhaps most colorfully, **Anna Kurien** (Wellesley) is studying Creole cultures on the Caribbean islands of Haiti, Martinique, Jamaica, and St. Lucia, thanks to a Watson Fellowship.

In the Business World

Quite a few alums have gone to work in the private sector.

Anna Wlodarczyk (COA) is at a large law firm in Washington, D.C., and "enjoying my job tremendously," she writes. "My job is challenging, and I am having a great time applying lessons learned in college to my working life."

Also at a D.C. law firm is **Salma Anam** (Wellesley), who's a project assistant with Garvey Schubert Barer. "People are interesting and the work is fascinating," she says.

"Currently my goal is to work for a year or two, then apply to law school."

Stania Dratvova (Wellesley) is working as an analyst for McKinsey & Company in Boston. She is also active in Wellesley College recruiting.

In Chicago, **Ana Prokic** (Colby) is a litigation/legal project assistant at the law firm Kirkland and Ellis, LLP, with hopes of starting an MBA program in the fall. In New York City, **Javier Fernandez Riveiro** (Middlebury) is a paralegal with Cleary Gottlieb Steer & Hamilton.

In the financial world, **Nurlan Assibelkov** (Colby) is an analyst on the Credit Derivatives Structuring Desk at Barclays Capital in New York City (Nurlan is also married, we hear).

Also in New York, **Robert Ngetha Waitthaka** (Middlebury) is an analyst at Credit Suisse First Boston, while **Mahdi Bseiso** (Colby) is an analytical consultant with Deloitte and Touche, a consulting and accounting firm. Mahdi is in the Analytic and Forensic Technology Division, helping use technology to investigate major financial-fraud cases. "Right now I am working on a very high-profile case ... possibly one of the largest financial scandals ever," he advises.

In Boston, **Sardar Shokatayev** (Middlebury) works for Lexecon, a consulting firm that specializes in economic consulting, litigation support, and public policy analysis. "On the job I was pleasantly surprised to find out that economic theory actually has some practical application," he reports.

Working at a company that creatively combines business and a social mission, **Ranjan Bhattarai** (COA) is a design associate at MediaWORKS Enterprise in Bangor, Maine. "MediaWORKS works with at-risk youth (17-24), training them in graphic arts, web design, music and video production on actual client projects," Ranjan reports. "I am in charge of training our interns in filming, editing, authoring DVDs, and designing web sites, and work as project manager on all the video and web design jobs at MediaWORKS Enterprise."

Also in Maine, **Arber Davidhi** (COA) recently told us he was "working at Home Depot and UPS in Ellsworth/Bar Harbor, while looking for a permanent job."

"Since graduating from Middlebury College in May '04, I have been working as an account coordinator at the Synapse Group, Inc. (now a subsidiary of Time Inc.) in Stamford, Conn.," writes **Natasha Shevde**. "I also live in Stamford, and am truly enjoying my transition into the working environment."

Finally, **Ashirul Amin** (Princeton) is working for ALK Technologies in Princeton, NJ, as a developer and analyst on GPS navigation systems. He's still involved with SPARKS International, coordinating its internship program. "I also joined Drishtipat, an amazing organization of Bangladeshi expatriates who campaign for human rights issues in Bangladesh," Ashirul writes. "This fall, I will be going to the Fletcher School at Tufts University to pursue the MALD (master of arts in law and diplomacy) degree."

At Public Agencies & NGOs

Not surprisingly, several program alums have already gone to work for public agencies or for nongovernmental organizations.

In Argentina, **Diego Puig** (Colby) has joined the advisor's team of a senator in Buenos Aires. "I work with legislation and projects related to health and tourism," he tells us. "My newest baby is a project on e-tourism, based on a UN initiative. I'm also taking some courses and stuff related to film and documentaries ... and enjoying Buenos Aires."

In Lithuania, **Ona Virketyte** (Colby) is a senior specialist at the Finance Ministry's EU Affairs Coordination Division. "One of my tasks is to get our finance minister ready for ECOFIN, the Economic and Financial Affairs Council ... I can't claim to have become an expert, but I do get a chance to be in touch with the hottest issues of EU finances — money laundering, national data reporting, excise duties, and so on. My job is 'stressful fun.'"

And in New York City, **Dominic Muntanga** (COA) is special assistant to the president of the Borough of Manhattan. "I report on the progress of tasks assigned to staff members, write letters to articulate our positions on policy matters, and seek the support of other elected officials on various political matters," he writes.

On the NGO side, **Volha Roshchanka** (COA) is working with the Global Forest Watch in Washington, D.C. "We work internationally, mapping forests with high conservation value and helping companies stay out of those," she tells us. "Every day confirms the value of everything I ever learned at COA; it is about understanding the relationships between things and learning how to learn. I feel very fortunate."

If you would like to get in touch with any of these or other members of the Class of '04, please see the contact information on page 81.



Anna Kurien



Stania Dratvova



Ana Prokic



Nurlan Assibelkov



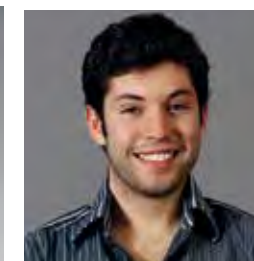
Mahdi Bseiso



Ranjan Bhattarai



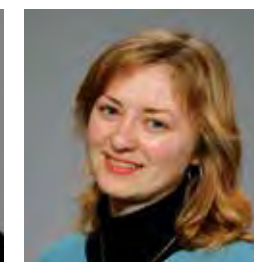
Ashirul Amin



Diego Puig



Ona Virketyte



Volha Roshchanka



Hua Wang

From MIT, A Site for the Davis Formula

Learn, Earn, and Return.” Every Davis UWC Scholar knows the phrase. It’s Shelby Davis’s formula for life: the first third is to earn, the second is to earn, and the third is to return.

Class of ’04 member Hua Wang of China, a graduate of Pearson UWC and College of the Atlantic, has put this wisdom on the web. Her site is titled www.learn-earn-return.com.

“I come from Suzhou, China,” Hua writes on the site’s home page. “I am a candidate for a master’s in city planning at the Department of Urban Studies and Planning at MIT. I am open-minded and hard-working. I want to bring positive changes to this world through self-cultivation and outreach.

“I started this web project on May 21, 2004, with two goals in mind. The first goal of the project is to promote the idea of learn, earn, and return. The second goal is share with you my grad school life at MIT.”

Hua’s site also asks and answers some frequently asked questions. She starts by introducing the concept of the United World College:

“This is an amazing place, where there is no boundary among races and ethnic groups. This is a place where Israelis and Palestinians can become friends. This is a unique place for the young people to learn about



Hua Wang

the world and leadership. There is never such a place like UWC that provides me with so many different ideas and perspectives. The experience at UWC really made me an open-minded person. To learn more about United World College, please visit www.uwc.net.”

Hua’s site also offers readings from her diary, photos she has taken at MIT and around Boston, and an opportunity to help her meet the costs of her education.

“As a beneficiary of Mr.

Davis and many other generous people, I was able to attend College of the Atlantic in Bar Harbor, Me. on full scholarship,” Hua writes. “It is life-changing for me and I am very grateful to receive such a good education that has brought the best out of myself. I can never fully express my deep appreciation, but to live to my potential and remember to pay back to the society by helping many others whenever I can.

“I believe that learn, earn, and return is how one can live a meaningful life and how we can build a better society.”

Visit Hua Wang’s web site at www.learn-earn-return.com.



Andriy Avramenko

Pitched into International Banking

Red Cross Nordic UWC and Colby graduate Andriy Avramenko wanted to work in international banking.

Well, he has pitched himself right in.

Andriy, who grew up in the Ukraine, is in London working nearly 12-hour days as a junior trader on the emerging local markets (“meaning products denominated in local currencies”) trading desk with J.P. Morgan Chase Bank.

“My main tasks include: learning, learning, learning,” Andriy writes from London. Also, “covering for people when they go on vacation, running some everyday functions for the desk, like doing a daily summary of what happened in all the markets that we trade in. I am also the main person responsible for starting up new markets in Ukraine, Romania, and Kazakhstan — so I have been talking to banks both in UK and those countries, just trying to learn everything I could.”

In March, Andriy traveled to the Ukraine, to meet banking colleagues and government officials. “In the short term, I will take over doing Poland and maybe the Czech Republic as well, working with another trader,” he writes. “Finally in the long end I will be the one trading Ukraine/



Andriy Avramenko

Romania/Kazakhstan.”

During a Colby study-abroad year at the London School of Economics, Andriy did an internship with J.P. Morgan. “After the internship, I was offered a full-time position,” he says. “Needless to say it made for a beautiful senior year.

“London is fun although I do not have much time (7 a.m.–6:30 p.m. are my work hours) and often energy to do anything. Now as I am getting in the rhythm I am starting doing a lot more. Went to see a play yesterday about Russia. Movies. Just

wandering the streets. Dining out! Excellent amazing food from anyplace on earth!! My girlfriend is here; she was also at Colby.

“UWC prepared me in that I can deal with a lot of people from anywhere. UWC provided the skills of tolerance and understanding. Colby prepared in an academic way; Colby taught me how to learn.”

After working “for about five years,” Andriy hopes to earn an M.B.A., “then probably back into international banking, hopefully becoming responsible for Ukraine/Russia area.”

Andriy can be reached at andriyavramenko@jpmorgan.com



Dominic Muntanga

Learning Politics in the Big Apple

Zimbabwe native Dominic Muntanga '04, who attended College of the Atlantic, concluded his senior profile last year by saying he might like to go into politics. A year later, he's immersed in it as a special assistant to C. Virginia Fields, the president of Manhattan Borough in New York City.

"I came here as an intern, hoping to be here for the summer," Dominic says. "I really wanted to work in New York."

After that summer he was offered a full-time job. Dominic accompanies the borough president to meetings, advocates for constituents, works with staff policy analysts, seeks other officials' support on policy matters, and often acts as the first contact for new issues that come into his boss's office.

"If it's a new issue, I pull together a team, think about how best to approach the issue, then carry it through," Dominic says. "It's been a great, great opportunity. You understand how things get done, and why and how things don't get done. You think, 'It's pretty cool to be caught up in all this.'"

Dominic's passion for politics has, if anything, grown through the experience. His boss's term ends in December; she's a candidate for mayor, and Dominic's own future is evolving.



Dominic Muntanga

"Having been here, I look at how best to improve politics at home," he muses. "I have a vision of how to better things at home — to build institutions that will support democracy and transparency, and meet our development needs. I am seriously thinking about running for office in the near future."

While he's in New York, Dominic has been organizing monthly get-togethers for UWC alumni in the city. He has developed an email list of local alumni that has grown to number almost 100.

"When people get into college, out of college, and into the work force, it's important that the UWC experience should always be a point of reference for people," Dominic says — "because the experience was amazing."

He has a vision here, too: that in years to come, there may be a permanent UWC Club in the city. He has been working to develop interest and support for the idea.

"Like the Harvard Club," Dominic says. "Why not? Financially, that's way out of my league, but it's a vision I try to share with everybody. I feel like this is the first step."

To reach Dominic Muntanga, email yatumana@yahoo.com or dmuntanga@manhattanbp.org.



Alumni Contact Information

Here are the most up-to-date phone numbers, cell phone numbers, and/or email addresses that we have for members of the Davis UWC Scholars Program Class of 2004. All information is provided by permission of the individual.

If you have any new information about how to reach an '04 alum, please email Doug Wilhelm at dwilhelm@together.net.

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If you are inclined to invest your own philanthropy in a college or university of your choice, in the program shown here or in the United World Colleges, we

encourage you to do so. Your investment can help change the world. For assistance, please contact:

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Or visit: www.davisUWCscholars.org

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College of the Atlantic senior portraits by Ken Woisard; Colby College senior portraits by Fred J. Field; Middlebury College senior portraits by Tad Merrick; Princeton University senior portraits by Ross Stout; and Wellesley College senior portraits by Michael Lutch.

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