

December 2018

Dunia

THE MAGAZINE OF UWC SOUTH EAST ASIA

UWC DAY:
INSPIRING
CHANGE

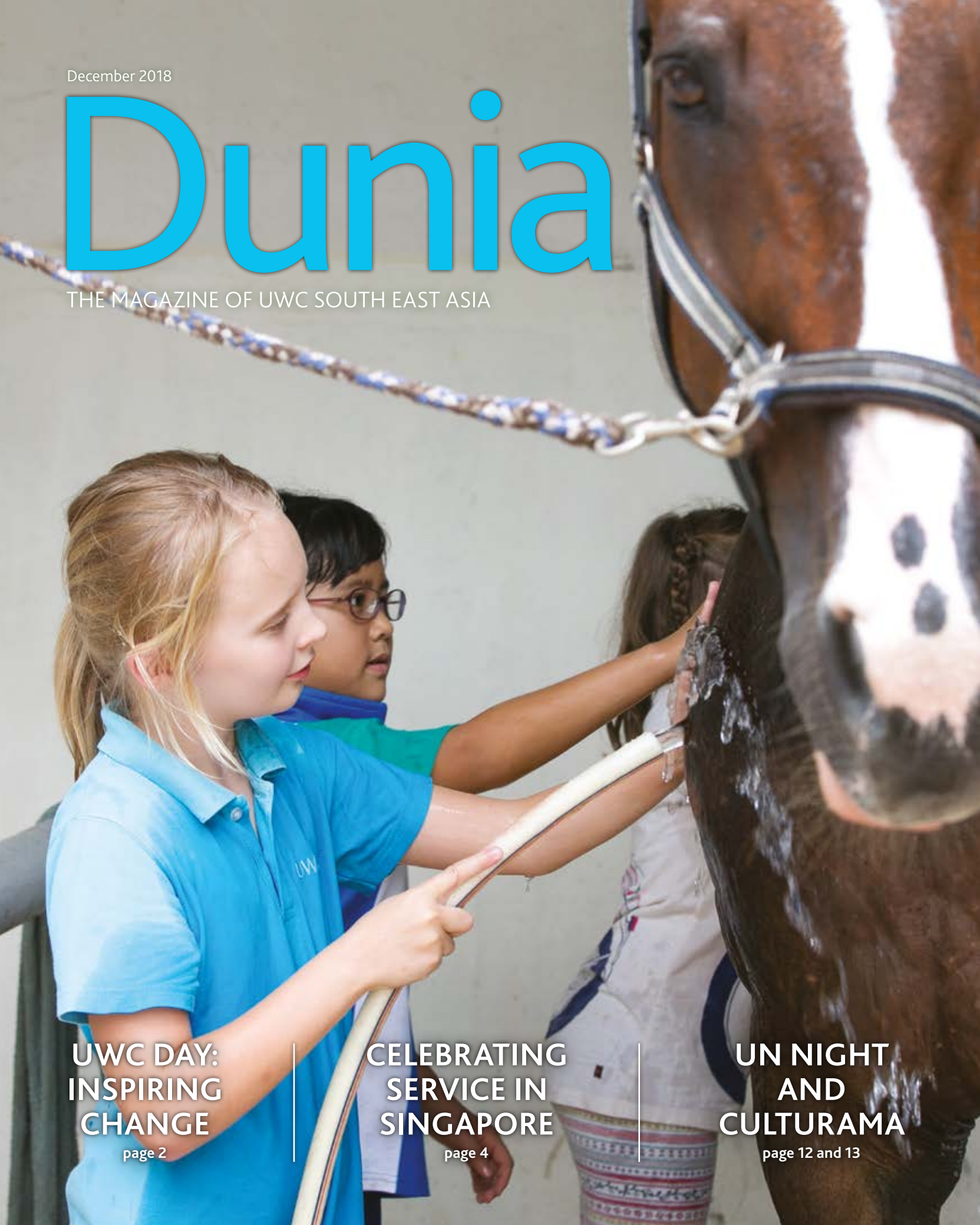
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CELEBRATING
SERVICE IN
SINGAPORE

page 4

UN NIGHT
AND
CULTURAMA

page 12 and 13



“

I like to think the little things I do every single day contribute to a better world ... Just the other day my mum praised me for volunteering at an organisation in Singapore. 'It's normal', I replied. The only reason I think it's normal is because UWCSEA made it normal."

UWCSEA alumnus in response to a survey on the Impact of a UWCSEA Education

Read more about service in Singapore on page 4.

Dunia

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Inspiring change

By Chris Edwards
Head of College
UWC South East Asia

As a species, our obsession with change is a recent one.

Imagine, on UWC Day, if you stopped uniting peoples, nations and cultures for just for a moment or two and got into a time machine instead. Now this particular time machine is one seriously cool piece of kit. In it, you can travel up to 300,000 years into the future. So, you wave good-bye to your UWC buddies (who are of course too busy planting trees to notice you've gone), press the button and in a few seconds the dial reads 302018. With trembling hand, you open the door and to your amazement you look out and see ...

Well I've no idea what you'd see but I do know you'd be pretty disappointed if it looked exactly like the place you'd just left. Your expectation would be that the human species should have made some significant—and I mean significant—progress. Big pointy heads, clothes made out of shiny foil, world peace, underwater cities, and public execution for any teenager using the ghastly construction "I'm like" instead of "I said" ... Stuff that matters.

Now meet Mabel. Mabel is an early Neanderthal. 400,000 years ago she's minding her own business at the entrance to a cave when suddenly that time machine swoops down and takes her 300,000 years into the future to meet her descendants. There's a whoosh, a shudder and then the machine stops. Mabel—also with a trembling if ever so slightly hairier hand than you—pushes open the door. (It's actually the first door she's seen but Mabel's a fast learner). And she relaxes. Home sweet home. She doesn't even know she's travelled in time. Still no crops, walls or villages after all those millennia. Actually, still no houses of any kind. The same old rhino meat for dinner, hacked off the bone by the same stone tools. Mabel fits right in. If only she could figure out why everyone's face had gone all weird.

In fact it's worse than that. Humans, in some form or other, have been around for 3 million years, and for almost all of that time, there was very little intentional change. And even when, just a few thousand years ago, we planted crops and built walls around them which soon became the towns and cities we know today, the forces of conservatism were immense. From Pharaonic Egypt to Confucius in China, a whole raft of significant people were advocating for a steady state (both philosophically and geo-politically). Change was often deemed a very bad thing indeed.

But now, as a UWC Head, I am told to get out there and sew multiple fields with change. I've even been told to "Be The

Change". Why? What has changed so much in the recent past that the word "change" can stand without qualification as something beneficial? And where's Mabel when you need her?

But of course Mabel lived in the supposed-paradise of John Lennon's song *Imagine*. Mabel knew no countries, no possessions, no religion, and maybe even nothing to kill or die for. Actually her steady state was neither hell nor paradise, but it was far less complex than ours. Mabel was not the victim of histories, dogmas, technologies and ideologies as we are. Her sparsely populated world, later to be ravaged by another species of the genus *Homo*, had not devised the cruel and terrible mechanisms of hate and control that preserve the power of the few, subject and marginalise the weak, bully and mock the outliers.

"Inspire Change" is right for UWC Day and right for our times. If the UWC mission illuminates the country ahead, the seventeen United Nations Sustainable Development Goals—however flawed and sprawling some might think them—give us the opportunity to set off with compasses and simple maps to that aspirational state. On 21st September each year, our students have the chance to take stock of where they are as individuals and as a community on that journey. The axioms on which we have constructed this infuriating, wonderful movement of ours should be questioned: but if and when the answer comes back that intentional diversity is a good thing per se, that sustainable, peaceful existence in a world where social justice prevails is self-evidently offering a better future than that promised by posturing nationalists, isolationists and thugs, then we need to get on with things. And that's what UWC Day is in two senses: a time to get on. We can celebrate together, make new friends and rejoice in our personal growth; yet all that is merely chimerical if on UWC Day we don't remind ourselves that the Mission Statement is entirely about impact. The map is not the territory any more than the flare which illuminates the land is the territory.

As a Head I'm not sure that I inspire change. We might facilitate it by making time, encouraging initiatives, supporting colleagues and so forth, but do we provide the inspiration? Frankly, I think it is already bubbling over in the wells of the movement's history, in peer on peer encounters, in the incredible work going on in our schools and through our alumni right now, and finally in the UN, UWC and other strategies that ensure we follow true north. In a world of fake news and limitless relativity, UWC Day is a marker: we stand for this.

I believe you can fulfil the UWC mission if you are running a global bank, or a suburban home with three children, or an



Celebrating UWC Day on East Campus

NGO in sub-Saharan Africa, or even if you're sitting silently atop a mountain planning your next novel. Your impact may be scattergun or surgical depending on your circumstances: but your ethical dispositions will always trump your job title. We can all of us be change-makers, and UWC Day should galvanise us all.

I'm not sure what Mabel would have thought if that time machine had gone forward just a little further and brought her to us. Neanderthal's couldn't write, and interestingly we're not even sure if they could "speak" as we understand the word. I wonder if the aspirational state the UWC mission posits is actually closer to Mabel's world than we might think. Anyway, on this UWC Day, the young people of my school will not be thinking like that: they'll be in the present, looking to the future

and seeking to make that proverbial difference. That's as it should be.

One day, we'll all be Mabels. Primitive ghosts of a long distant past. Let's hope our foil-suited descendents can look back as fondly upon us I can upon her. Not because we lived in a state of innocence: just the opposite in fact. Because we called out injustice for what it is, and offered opportunities for our young people and alumni to start putting things right such as no other schools in the world can do.

Inspire Change? Of course.

We've no choice.

Originally published on the UWC international blog to mark UWC Day 2018.

UWCSEA's Singapore Service Programme

MAKING A DIFFERENCE LOCALLY

At the start of every year, students are asked to "sign up for Activities and Service". There begins a flurry of decision-making, discussion and planning. Which activities am I most passionate about? What are my other commitments? Will I get into the netball team? And, inevitably, what commitment do I have to make to service? For some students, this takes precedence over all else. For others, it is a necessary obligation, like Mathematics or English. For still others, it is simply another demand on their already tightly-scheduled timetables. Regardless, they all sign up, and they all fulfill their commitment, as we expect at UWCSEA.

Of those sign-ups, a substantial number will be to service in Singapore, otherwise known as 'Local Service'. Last year, our community gave over 63,000 volunteer hours to local organisations, with students doing an average of 1.5 hours of local service each week. So, while we don't often do awareness-raising for our local service partners, nor do we raise money for them, each week a stream of students welcome members of the Singapore community

onto our campuses, or travel to visit them in their care homes, hospitals, community centres or residences. Each week, our students and service leaders build connections with Singaporeans that contribute to our collective understanding of Singapore as a diverse society. And each week our students have the opportunity to make a small but direct difference to someone whose life experience may be very different from their own.

UWCSEA was registered with the National Council of Social Service (NCSS) in 1970 at the time the College was being established under the guidance of then Prime Minister Lee Kuan Yew. Shortly after that we began creating lasting connections. In May 2012 Head of Local Service on Dover Campus, Cathy Elliott, accepted a special award from former President Tony Tan in recognition of the contribution UWCSEA students had made to the Movement for Intellectually Disabled in Singapore (MINDS) over a 40-year partnership.

In contrast to some volunteer activities in Singapore where, according to NCSS,

64% of volunteers volunteer as a 'one-off' event, our service programme is predicated on long-term, sustainable and mutually beneficial partnerships. Our older students commit to at least one year of service, and often continue with the partnership the following year. Staff service leaders will lead the same service for years, building close friendships with the partner organisation and with the beneficiaries themselves, attending special celebrations and often becoming part of their extended family.

These individual relationships are at the heart of the UWCSEA's Singapore-based service programme and they are what impacts most on our students. As a Grade 11 student volunteering with MINDS put it, "I think one of the most 'false' words in the English language is the word 'disability'. This word implies that there is a prohibiting factor within these people—but really, being in this service has taught me how far that is from the truth. Each person here an ability, different to our own, that they can share. Some are loud, some love to dance, and some love to just smile and sway—but connecting with each of them

53 service partners
in Singapore

63,000 volunteer hours
given to our
Singapore partners

1.5 average number of hours
volunteered weekly by
students and service leaders



and learning from them in such a fun way is, for me, the most valuable part of our service—and the reason why I, and so many others, look forward to coming each week.”

The benefits to our students are many. As they go through the five stages of service learning (see pages 6–7 for an example), students learn about the complexity of factors contributing to difficulties for the vulnerable in society. Using a systems thinking model, they extend their research and collaborative skills as they develop and plan activities, and build empathy and understanding through interaction with partners. A cycle of feedback, reflection and adjustment ensures that the relationship is reciprocal and that any action taken is founded on a deep understanding of the issues, the surrounding environment and that the needs of all those involved are carefully considered. So, while our partners may focus on the impact on the individuals, we are looking at the learning for students, and it is significant.

But perhaps the most important question to answer is about the overall

impact on society of the service our volunteers provide each week. On Friday, 30 November, Lizzie Bray, Head of Dover Campus, sat on a panel discussion at the annual Singapore Volunteer Management Network meeting, organised by NCSS. In the room were over 150 people with responsibility for managing volunteers in Singapore. The topic for discussion was the value of measuring the impact of service activities. As they worked through stakeholder management, a theory of change model, and approaches to data collection, the intensity of the commitment in the room was palpable. The questions to the panel were complex and difficult “How do we describe our goals with social intervention in ways that are measurable in the long run?”, “What are the interfering factors that can corrupt impact measurement?”, “Is this just another box-ticking exercise?” The answers were as complex as the questions: this is not an easy area. But the final comment came from Lizzie: “The thing we haven’t talked about”, she said, “is the impact on society of a group of volunteers who, through their

efforts to make a positive difference, are pursuing a more meaningful life.” Quoting Martin Seligman, the father of positive psychology, she reminded everyone of the importance of putting yourself in service of something that is larger than you are. For us at UWCSEA this higher purpose is our mission, and service is at the heart of it.

Singapore’s Minister for Culture, Community and Youth, Grace Fu, said in a speech at the Asian Venture Philanthropy Network conference in June 2018 that to “do well, do good and do right—we must be relentless, tenacious, and never give up.” Through the service programme, UWCSEA students are doing well, and doing good, in the pursuit of our mission.

Learn more about the UWCSEA service curriculum here:



A student journey with Apex Harmony Lodge

Apex Harmony Lodge opened in 1998 as the first purpose-built home for people with dementia in Singapore. Students from East Campus have been working with residents since 2011. Currently, our students work with a trained music therapist to understand the science behind music therapy and to provide residents with positive experiences in order to stimulate their memories through music.

A recent study of the impact of music therapy at the Lodge showed positive results of the service. Through the 'Music with Reminiscence' programme students were trained in the Observed Emotions Rating Scale (OERS) and Personal Enhancers (PEs) and between 2016 and 2018, 33 students applied these skills in their work with 61 residents. The results indicated statistically significant increases in scores of positive emotions for residents. There was also a significant increase in student understanding of people living with dementia and the positive impact of music and personal interactions on elderly people.

The visual below describes the five steps of service learning through the example of Apex Harmony Lodge.



I

At the end of the year, students review their goals and KPIs, obtain feedback from the service partner and reflect on their journey, examining the difference they have made, identifying questions and considering improvements for the following year. Reflection often leads to new action.

Step 4: Reflection

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> ✓ Varieties of activities ✓ Enjoyed outdoors ✓ accounted for everyone's needs ✓ Vigour and calm - well balanced ✓ took responsibility for the ends 	<ul style="list-style-type: none"> ✓ didn't use playground
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> ✓ make colouring more inclusive ✓ outdoors more often ✓ immer and extra activities at school ✓ more non-facilitator run certain activities ✓ in a more manner 	<ul style="list-style-type: none"> ✓ threat of colouring becoming a redundant activities

Step 5: Demonstration

J

It is not enough to do good: you must also inspire others to do good. Students demonstrate and solidify their learning through sharing their stories in person and through multimedia: Blogs, news stories, learning journals, assemblies, presentations to friends and family—all these raise awareness and inspire others to believe that they can make a difference in their local community.

H

Students then adjust the programme and implement any changes, watching for indicators of improvement. A second SWOT analysis is completed later in the school year.

G

After six weeks, students pause and complete a SWOT analysis, which helps to identify areas of improvement and any additional support or training they need.

ion with value, meaning and purpose



SPOTLIGHT ON ...

OUTDOOR EDUCATION IN THE INFANT SCHOOL

Outdoor Education is far more than the expedition programme, and outdoor learning spaces are valued extensions of the classroom for our youngest students. Regular opportunities are provided intentionally to explore the active, natural, growing, creative and social spaces of the outdoor environments on both campuses. Students are encouraged to make mindful choices, solve problems and observe and investigate the natural world around them. They are encouraged to safely challenge their own capabilities, both independently and in collaboration with others. On-campus activity is extended through a range of field trips that encourage students to form connections in meaningful contexts within the wider Singapore landscape.

SCHOLARSHIPS OPEN A WORLD OF OPPORTUNITY

By Andrea Felker, Middle School EAL teacher, East Campus

Since its inception in 2008, UWCSEA's 5-year Cambodian Scholarship Programme has offered 25 students a UWCSEA education from Grades 8–12. While life-changing for these young Cambodians, their presence enriches our school community in so many ways.

In the most recent selection process, 150 students from across Cambodia participated in Round 1 assessments in February 2018. Twenty-four students

were then invited to attend Round 2 in March 2018, with only two being awarded the UWCSEA scholarship at the end of an emotional 36 hour weekend at Northbridge International School in Phnom Penh.

I was part of the team that selected our two newest 5-year UWCSEA Cambodian Scholars. UWCSEA's Cambodia Scholarship Coordinator Chris Davies and Will Walker, both from Dover

Middle School, as well as our Grade 12 Cambodian scholars, Chanreksmey and Sreylin, joined Penhleak Chan, UWC Red Cross Nordic alumna and UWC Cambodia National Committee member in adding invaluable perspectives. Philosophically, we went into the weekend believing in opportunity for all, and we were confident that the scholarship would best suit two students who would probably not otherwise get a similar opportunity. Here are some reflections on the process:



Saturday: Round 2

All 24 candidates were waiting in silence under a canopy as we arrived at the selection venue. Most came with a parent or two, some brought younger siblings, and a couple made the trip on their own. Among them were familiar faces; two students who made it to this point in the process last year were back again.

Candidates began the day with a written English assessment followed by a group challenge. Teams collaborated to make the highest structure possible using one marshmallow, a short strip of masking tape, and 10 strands of raw spaghetti. Some students were quiet collaborators, others confident and chatty. Almost all looked to one another for guidance and approval.

Students then participated in two interviews, one conducted in English and the other in Khmer. In these conversations we learnt which students enjoy reading books and writing stories and who loves Taylor Swift and Justin Bieber. We got to know who is an only child and who has nine siblings. We learnt that one girl's father works for the Cambodian Mine Action Centre; this conversation became real when the very next candidate told us that her father is an amputee due to a landmine. We always learn more about the students than we expect.

After the interviews, Chanreksmey and Sreylin gave a presentation to the candidates and their families about UWCSEA and Singapore. The session gave students an opportunity to ask questions about the scholarship, studying at College, and living in Singapore. Meanwhile, we were deciding which nine students would be invited back on Sunday.

Sunday: Final Round

In the Final Round, students participated in two more interviews, which were longer and more personal. It's not easy for a teenager to sit in an interview with two adults, with different accents, and converse in a language other than their mother tongue. Our goal was to get to know each student as well as possible so that we could make an informed decision.

We learnt that most everyone wants the scholarship so they can eventually return home and help improve the lives of their families and communities. We also learnt that these students are thirsty for what our school can provide; they want to study science in a laboratory, to meet new friends from around the world, to participate in a drama production—and a few who had researched UWCSEA well, got giddy asking if all Grade 8 students really travel to Chiang Mai to go whitewater rafting and sleep under the stars.

As a team, we discussed and deliberated until we agreed which two candidates would be invited to UWCSEA. Making the final decision is never easy; even more harrowing is watching families huddle in disappointment when their child's name is not announced. One might expect the scholarship recipients to jump for joy and cry tears of delight; Dararasmey (pictured above left with the author) and Chantrea (pictured above right), our next 5-year UWCSEA scholars, smiled quietly and then hugged their families in silence.



They say your life begins at the end of your comfort zone, so thanks to this scholarship I get to experience the true value of life."

Khantey, Grade 12 Cambodian scholar, East Campus

Sailing, lifeboats and the first ever sporting regatta between United World Colleges

By Ian Tymms, Head of Middle School English, East Campus

It may seem a surprise to know that—to the best of our knowledge—there has never before been a sporting event between the United World Colleges. Perhaps the reason is something about a preference for collaboration rather than competition; possibly it is just the tyranny of distance. Regardless, it all changed this summer when four of the colleges came together for the inaugural UWC Sailing Regatta hosted in Wales at UWC Atlantic College (UWC AC). And whilst competition per se may not be deeply embedded in the educational tradition we inherit from Kurt Hahn, sailing certainly is.

At each of Kurt Hahn's schools—Salem, Gordonstoun, and UWC AC—sailing and water activities have had a special place with students spending significant amounts of time learning to build, sail, row, repair and design watercraft. Hahn is reported to have said when at Gordonstoun that his “best schoolmaster was the Moray Firth”¹ (Moray Firth being the stretch of water near the school where students went to sail). In the complex interplay of skills required to keep a boat afloat, Hahn recognised something essential to his vision of education.

Nowhere is this more apparent than in the lifeboat program at UWC AC. The college is blessed or cursed (depending on whom you talk to) with a concrete slipway running down into the Bristol Channel. From early in its history, UWC AC provided a service through their own lifeboat, which was crewed and maintained by the students. During the 50 years of its operation, the UWC AC Lifeboat Station “launched on service 459 times and saved a total of 98 lives.”² The contribution of the college to lifesaving goes way beyond the heroic actions of their lifeboat team, however.

Unhappy with the design of the original rescue craft, students and staff designed a new kind of lifeboat combining the stability of an inflatable raft with the speed and agility of a rigid powerboat hull: the Rigid-hulled Inflatable Lifeboat (RIB) was born. This design proved so successful that eventually the patent was sold for a token 1 pound to the RNLI and the RIB is now the standard craft for inshore rescue work right around the world with hundreds of thousands of RIBs to be found everywhere from surf beaches in Australia to leisure craft in the Mediterranean.

The Atlantic College Lifeboat was more than just a skill for students to learn; in its essential elements it was perhaps the most perfect distillation of all that Hahn valued in education. Through the programme, students were challenged to put the

welfare of others before themselves; they were pushed to find reserves of courage and stamina they may not have known they had; they were given the opportunity to put their minds and imaginations to work through the design process; they were trained to work as a highly skilled team; and they had the opportunity to do all this in the spirit of adventure and trust which Hahn so valued.

At first glance, a modern sailing regatta may seem like a poor cousin to such a noble lineage. Modern sailboats are lightweight, rigged with lines and sails that seem to defy the laws of physics and require skills more akin to gymnastics than the brawn and bravado of many other sports. High performance boats take considerable time to rig and have to be nursed down the slipway like delicate fine-tuned race cars.

And here lies another problem: modern standards of safety regularly render the Atlantic College slipway unsuitable for the launch and retrieval of boats of this type. With regatta participants flying in from around the world for a three-day event, our Atlantic College hosts needed a much more reliable venue to minimise the likelihood of sailing being postponed or cancelled. An ideal venue was found two hours drive away at the Pembrokeshire Performance Sailing Academy (PPSA).³

At the PPSA, Sailing Instructor Taff Own and his staff designed a three-day sailing event that began on the Friday with an assessment of the sailing skills. One of the many challenges of matching the different UWCs against each other was that we all sail different boats. In Singapore, UWCSEA students sail single handed Laser Radials. The Mahindra UWC of India contingent sailed the two-handed 420. In Norway at UWC Red Cross Nordic they don't sail anything because, as the students explained, for much of the year they have neither suitable conditions nor even daylight, but the four participants came with a range of experience from their lives pre-UWC. The two UWC Maastricht students both had experience on double handed boats.

Taff matched skills to boats and set a handicap system allowing for two days of racing on the Cleddau inlet. Challenging tides, fickle winds and passing tall ships each added to the experience. Three days and five races later and the 13 participants had built strong bonds of friendship and a sense of camaraderie and pleasure in their various achievements.

It was a great regatta, but as students relaxed over dinner afterwards, it didn't seem to have quite the power of a lifeboat rescue. Given all the effort involved in organising the event, the resources involved in flying students from various parts of

¹ <http://www.gordonstoun.org.uk/sail-training> | ² Plaque on the wall at Atlantic College replicating a letter from the Royal National Lifeboat Institution recognising the contribution of the college lifeboat station. | ³ <https://www.ppsa.co.uk/>



Photo provided by: Ian Tymms

the world and the elitist nature of modern dinghy sailing, the question needs to be asked: does this event really fit with Kurt Hahn's values?

Two particular elements make me believe it does.

Firstly, the event was initiated and partly organised by students from UWC Red Cross Nordic. From the deep dark of the Norwegian Fjords, Ossian Procope and Asbjorn Lauridsen gained the support of Tom Partridge, Head of Atlantic Outdoors at UWC AC, and then contacted each of the other 16 UWCs gauging interest in a sailing regatta. Without the professional support of Tom and his team and the financial support of UWC AC and their alumni, the event would not have been possible. But, critically, without the enthusiasm and engagement of students in initiating and co-organising the event, it would not have been nearly so meaningful. The competition was serious, but it was not the main point: what mattered most was the collaboration between students as they came together to enjoy a sport they collectively value.

The second reason I think the event fits powerfully in the Hahnian context was a surprise to me at the time. On the final day I was driving one of the students to the airport. I asked him what he valued the most about the event. His reply was that it was the four hours sitting in a bus each day travelling to and from the sailing centre. He explained that he had learned so much about the other students and the other UWCs during this time.

Digging deeper into this observation I found myself reflecting on my own experience of the bus trip. I sat in the front talking to Tom who was driving and we swapped stories about our schools, our families and our values and visions. UWC AC and UWCSEA have the same mission, heritage and values although we appear very different on the surface. Sometimes, daily realities can distort our view of underlying principles; what I found in these bus trips was a sense of perspective that helped me clarify what we have in common as a UWC movement. Hahn's view was that if you took students from different backgrounds and educated them together they would come to value each other for their common humanity rather than being separated by their different cultures. He may not have had a

Ford Transit van in mind when he pictured his ideal education vessel, but the principle seems to hold. When students arrive for the first time at a UWC, they bring with them all their many cultural identities. When they leave, they have a new identity as a member of a bigger human community. Coming together through the adventure of sailing, our different UWCs had this commonality reaffirmed and clarified.

UWC AC no longer has a permanent lifeboat crew. The precariousness of the slipway and the standards of modern crew accreditation mean that it's no longer realistic to train students during the two years they spend at Atlantic College. Nearby lifeboats can launch faster and achieve rescues more reliably. The school and its students still play an incredible role in lifesaving and continue to design and build RIBs through their support of 'Atlantic Pacific'.⁴ Students build RIBs that are transported around the world for rescue work from Japan to the Mediterranean. The school's vision is increasingly global and systemic.

As students and teachers who have had the privilege of being involved in the first UWC Sailing Regatta, we now have a responsibility to explore and explain the meaning of the event. The enthusiasm is there to run the regatta again next year. We need to be asking questions like "How do we build on the relationships that are formed?" "How do we understand the event in relation to our UWC mission and history?" "How can we support UWCs where finances are a barrier to participation?" And a question that I am asking in this article: "how does the model of the Atlantic College Lifeboat programme guide us both in core values and in understanding a changing world?"

Early discussions are happening in many of these areas. The initial enthusiasm of Ossian, Asbjorn and Tom to bring UWC students together sailing has turned into something powerful; it will be fascinating to see how it grows next year.

Congratulations to the UWCSEA students who participated in this inaugural regatta:

Aevar Arnason (1st), Elliot Cocks (1st), Chase Baldwin (2nd), Nikhil Shah and Stefan Pereira.

⁴ <http://www.atlanticpacific.org.uk/>

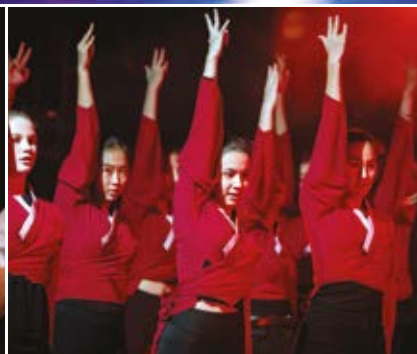
UN NIGHT

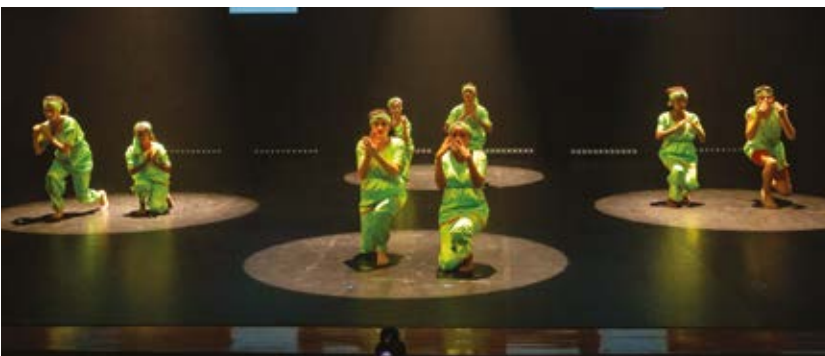
Dover Campus



*By Tanya Dholakia,
Varenja Gupta, Ethan Jong,
Tanisha Naqvi, High School,
Dover Campus*

Beyond the glamour of the costumes and thumping music of the dance performances, there is much to find in UN Night that supports the UWC mission. Sustainability, raising awareness of important global causes, and students collaborating across the College, all make the night a fundamental part of UWCSEA. UN Night 2018 involved not only 27 dances showcasing the culture of countries across the world but also 29 stalls raising awareness and funds for Global Concerns.





CULTURAMA

East Campus



***By Sachi Sawant, Grade 11,
East Campus HS Journalism Team***

CultuRama celebrates a variety of cultures through performance and pushes more than 300 students outside their comfort zone; giving them the opportunity to learn different dance styles as well embracing their own traditions, bringing the UWC mission to life. This year 14 countries were represented and there was a performance by the Blue Dragon GC, where UWCSEA students collaborated with the children from Blue Dragon who had flown in from Vietnam to perform a magnificent piece showcasing their country's rich heritage.



Multilingualism in our learning community



“One language sets you in a corridor for life. Two languages opens every door along the way.”

Frank Smith in *To Think: In Language, Learning and Education*

By Margaret Chhoa-Howard
Primary EAL Coordinator
Dover Campus

For many people, speaking more than one language can be a foreign concept. That is certainly not the case at UWCSEA where the diversity of languages and cultures is regarded as a rich resource. At UWCSEA 72 languages are spoken by students from around 90 different nationalities. A microcosm of even greater diversity exists in our residential community; the 324 boarding students on our two campuses speak 40 languages between them, with 33 different first languages. The development of bilingualism and home languages is recognised and promoted. All bring a richness of language diversity and culture which makes up our community.

To support our multilingual students, a range of home languages are offered across both campuses. In addition

to our English as an Additional Language (EAL) programmes. These aim to support students to develop and maintain home language skills. In May 2018, 146 students gained a bilingual diploma in 37 languages, including English. By promoting home languages, we want our students to feel valued, that what they bring to our learning community is valued and to demonstrate that our community appreciates, celebrates and promotes language and cultural diversity. Above all we want to avoid students gaining English at the cost of losing their home language which is central to their family communication, identity, relationships and culture. It is part of their story. Parents are encouraged and frequently reminded, to expose their children to the home language continually, even if the children reply in English.

In his book *The Future of English* (1997) David Graddol argues that in the next

50 years or so it will be those with both English and their home language who will benefit most and who will be most involved in world affairs. Those with only English might be less fortunate.

UWCSEA promotes additive bilingualism is promoted, where acquiring English, while actively encouraging the maintenance of home languages, is key. To use the analogy of a bicycle (Developing bilingual skills Source: Baker (200:13) adapted from Cummins (1996), one wheel can get you places, as can a big wheel and a little wheel. When both wheels, however, are fully inflated and nicely balanced, you will go farther. Balanced wheels, ie, balanced languages, are what students should aim for. This might be home language plus English or, where English is the home language, English plus possibly the host country language.

There is a growing movement to promoting bilingualism as scientific



research shows evidence that it can have immense benefits on psychological and cognitive development (Dr Leher Singh, NUS).

Dr Leher Singh visited Dover Campus last academic year, discussing how a child's proficiency in his/her first language is a significant predictor of how he/she will perform in the second language and the ability to become bilingual. The riches of Language 1 will transfer to Language 2. The bilingual world is a more complex world than the monolingual world as the bilingual brain has to deal with dual languages and systems, multiple dialects and cultures. As it does this, the bilingual brain develops into a more complex machine. Bilingualism sharpens the brain's executive system and encourages focus, self regulation and verbal reasoning. Bilingual children show evidence of being able to take in another's perspective earlier, a greater ability to think out of the box, increased creativity and improved problem solving. As children develop both

languages in tandem, their vocabulary may initially be more limited than in monolingual children but evidence shows that they can catch up later. There may be intrusion errors. This might be seen in phoneme learning when phonemes are represented in the mother tongue in a different way. This is a normal part of the bilingual journey along with mixing languages.

Dr Singh further outlined how there can be a positive transfer between languages when commonalities are shared. Knowledge of one language can help understanding in another. Bilingualism has positive social benefits including a positive impact on friendship choices. Bilingual children are more open to people that are not just like them; they are more likely to trust people based on behaviour rather than race, making them less vulnerable to social biases and more able to have a complex understanding of the behaviours of others.

She also mentioned how bilingualism is also a 'preservative' for the brain.

The brain maintains a greater cognitive 'reserve' making the ageing brain more resilient.

Raising a bilingual, and in many cases biliterate, child requires commitment from all stakeholders: child, family and school. Becoming bilingual is hard work and rests precariously on bilingual motivation. Buy in is vital so that the child intrinsically sees the advantages and benefits. Goals need to be set. In younger children it might be that they can converse with family members during holiday visits. Older children might have the goal of a Bilingual IB Diploma.

As UWCSEA develops our EAL programme in the Dover Campus Primary School, we aim to follow best practices. Our goal is two well inflated tyres shaped for success and efficiency. We might encounter a few punctures and roadblocks along the way, but armed with determination to ride the journey with our students and parents, we know that we will get there and our students will be better for it.

Home Language Programme at UWCSEA

The programme is offered for students who want to maintain a language spoken at home but who do not study this language as part of the academic curriculum during the school day. By providing personalised lessons our aim is to support biliteracy rather than simply bilingualism.

Classes are delivered by a qualified teacher in small groups after school, supporting students to develop their home language skills. In K1 to Grade 1 the focus is on maintaining or expanding a student's exposure to their home language in an environment other than home. A particular focus on developing the literacy skills of reading and writing is introduced from Grade 2. For older students, the programme is intended to assist them maintain a level of proficiency that may allow them to move into classes offered in the academic curriculum in Middle or High School, including the option of School Supported Self Taught Language courses from Grade 9. Although the intent of the programme is the same, there are slight differences by campus, including the languages on offer. Classes are offered subject to demand from our community; at the time of writing the home languages programme at UWCSEA offers:

Dover Campus

- Bahasa Indonesian
- Danish
- Dutch
- French
- German
- Hebrew
- Hindi
- Italian
- Japanese
- Portuguese
- Spanish

East Campus

- Bahasa Indonesian
- Bengali
- Cantonese
- Dutch
- French
- German
- Hindi
- Italian
- Japanese
- Korean
- Malay
- Russian
- Spanish
- Tamil
- Thai
- Urdu

Taking action for scholarships

In 2018, two members of the UWCSEA community took fundraising into their own hands; exciting initiatives to enrich the UWCSEA experience: Mikael Mörn '92 undertook a Three Peak Challenge and Charles (Charlie) Ormiston cycled on a Cross America Tour. Both endeavours required incredible physical feats—Mikael summited three treacherous mountain peaks and Charlie pushed himself to the limit cycling across America. Mikael rallied the support of the alumni community and Charlie's initiative mobilised support from parents, many of whom he knew through his work as Chair of UWCSEA Board of Governors (2010–2017) and as a parent of a UWCSEA graduate.

Thank you to both Mikael and Charlie for undertaking these extraordinary feats in support of the UWCSEA Scholarship Programme. Their challenges raised substantial funds and served as catalysts to bring our community together in a way that is connected to the UWC mission.

Photo provided by: Mikael Mörn

THREE PEAK CHALLENGE

Mikael Mörn '92 and member of the UWCSEA Foundation Leadership Council, climbed not one but three of the world's most remote mountain peaks, Mount Ararat (Turkey), Mount Damavand (Iran) and Mount Elbrus (Russia), generating funds for a new UWCSEA scholarship opportunity. From atop a mountain peak, Mikael encouraged the alumni community to get involved and help make a difference. And they rose to the challenge! UWCSEA community will open its' doors to a new scholar in August 2019. The goal is to offer this scholarship to a young person who has come from difficult circumstances, potentially as an Internally Displaced Person, and give them the opportunity of a life-changing UWC education.

“I do not know a group of more positive and passionate leaders of tomorrow than UWCSEA graduates—within that cohort, the grit and determination of scholars, who have often risen from incredibly challenging circumstances, makes them changemakers to watch!”

Read more about Mikael's challenge:



About the UWCSEA Foundation

Small and big acts of giving have the potential to transform lives. Since 2008, the UWCSEA Foundation has found the support of our community on four key pillars of activity: scholarships, sustainable development, teaching and learning, and endowment. The collective generosity of donors, through gifts large and small, has helped fund important initiatives including Solar for Dover and East, the IDEAS Hub, and the ever-expanding scholarship programme.

Inspired to take on a fundraising challenge of your own? Perhaps you've always wanted to swim the Channel or complete a series of marathons; share your plans with us (no matter how big or small) and we'll let the community know!

foundation@uwcsea.edu.sg | www.uwcsea.edu.sg/supportus

Photo provided by: Charlie Ormiston

CROSS AMERICA TOUR

Over 52 days in June-July, Charlie Ormiston, cycled an incredible 3,840 miles (6,180 km) across the USA, from the Pacific to the Atlantic coast. It was an emotional, mental and physical challenge that pushed him to the absolute limit over nearly two months, but his determination and dedication to his cause held him on course.

"It was a daunting goal," he said, "but every journey starts with one turn of the pedal."

Charlie was raising funds for a new endowed scholarship and awareness of the UWCSEA Scholarship Programme. When asked why he took on this challenge, he speaks about the transformational potential of a UWC education:

"One of my passions in life has been supporting the UWC movement generally and the UWCSEA scholarship programme specifically ... Every time I have met a scholar I have been extremely moved. Each one has a story; many have come from very difficult situations. To give them the gift of a UWCSEA education and an IB Diploma is life-changing."

Read more about Charlie's cycling tour:





UWCSEA EAST 2008–2018

10 YEAR ANNIVERSARY

#east10years

Now a thriving community of over 2,500 students, the East Campus opened in 2008 in a refurbished MOE school in Ang Mo Kio while the campus we enjoy today was constructed on a greenfield site in Tampines. While there were few buildings in sight at the time, the campus is now located in the heart of one of the fastest growing hubs in Singapore.

Early in Term 1, the East Campus community came together to mark the 10th anniversary of the opening at a community picnic event. Throughout the term, we have marked our milestone with a series of events and decorations around the campus to celebrate the achievements of the last 10 years.

At the community celebration in September a new 'living time capsule' was unveiled by Head of East Campus Graham Silverthorne, a 10th birthday cake was cut and a series of 'limited edition' memorabilia was launched, featuring designs by Ruth Alchin '18.

In 2005 when the plan to build the East Campus was announced, Kishore Mahbubani, then Chair of the UWCSEA Board of Governors outlined the reasons for the expansion, "Singapore is booming. However, its growth as a global economic and business centre requires the availability of quality international schooling opportunities for the children of the global talent that Singapore is keen to attract. Hence, a second campus will both enable the College to spread the values of the UWC movement further and Singapore's economy to soar to greater heights."

Guest of honour at the official groundbreaking ceremony in June 2009 was Mr S. Iswaran, then the Senior Minister of State, Ministry of Trade and Industry and Ministry of Education, who concluded his address by saying, "I look forward to the continued success of UWCSEA as one of the region's leading international schools, and as a nucleus for the development of the next generation of global citizens."

In the 10 years since, we've had many reasons to celebrate. And we're sure the future will provide many more.





Meet the Middle School Principal

PETER COOMBS

Marking his 20th year in international education, Peter Coombs joined Dover Campus as Middle School Principal in August 2018. He has previously held teaching and leadership roles in the Netherlands, Hong Kong and Taiwan, as well as in his home country of Australia.

A passionate advocate of middle years education, with a particular interest in ensuring that learning is purposeful for each student, he believes that students should be provided with challenges and choices to guide their own learning. He has presented workshops in Asia and Europe on concept based education, and in particular, how learning can be assessed and reported.

Peter holds a Masters degree in Education from the University of Melbourne and is working on a doctoral degree in Organisational Behaviour. He has also served on school accreditation teams visiting schools in Asia, Europe and Africa.

At the end of his first term at UWCSEA, Dunia asked Peter for his first impressions.

What were your first impressions of UWCSEA, and how have they changed over the term since you've joined us?

My first impressions related to the sheer size. I wondered if, with all of the people, systems and locations needed to operate such a large school, there would still be the feeling of collegiality that I had experienced in previous schools. I'm pleased to say that I needn't have worried. Despite the size of the school there is a real sense of community among the staff, students and parents.

What drew you to teaching the first place?

I am fortunate that I knew early in life what I wanted to do for a career. From high school I was always comfortable saying that I would be a teacher, no doubt influenced by some of the terrific teachers that I had through my own schooling. They were the ones that connected well with students, and made learning interesting and fun. I always liked learning and I liked the idea that I could be a positive influence for young people, so teaching seemed like the ideal job.

How did you become involved in Middle Years as a specialist?

When I was at school and for the first part of my teaching career in Australia, middle schools did not really exist. A secondary school was grades 7 through 12. It was only when I moved overseas to teach English and Social Studies in the middle school at Taipei American School in 1999 that I really became aware of specialised middle years programmes. It did not take me long to recognise the benefits of the separation between middle and high school. I appreciate the uniqueness of the middle school age years for young people as they develop academically and socially into young adults. It's this age group that I have chosen to work with ever since.

Had you visited UWCSEA, or any other UWCs, before applying to work here? Did you have previous experience of the movement?

I was aware of the school through meeting teachers at various professional conferences, and also through coaching at regional sporting events. In becoming aware of the Principal position, I did contact a former colleague and friend who currently works on the East Campus and ask for her insights. She said that she would be very happy to have her children complete all of their schooling at UWCSEA because she was so pleased with what they were experiencing. That was enough for me to investigate the school more and put in my application.

How would you describe the importance of the UWC mission and values?

This school is more mission driven and actively lives out its stated values more than any of the other schools I have worked at. If you look at the websites of many international schools, generally they all include statements about global citizenship, compassion for others and academic success. While I am sure that they do indeed believe in these things, not many of them would walk the walk they way things are done here. Through their participation in the wide range of activities available, their experiences with service, their relationships with people from many backgrounds and an openness to a variety of viewpoints, UWCSEA students really can be a force for peace, unity and sustainability.



PHYSICIAN-PHYSICIST with a passion for education

Kyong Christopher Oh '91

Chris Oh '91, attended UWCSEA from 1985 through 1990, graduating early at the age of 16, when he was accepted into the Honour's Program in Medical Education (HPME), a combined, accelerated BA/MD program at Northwestern University. Chris, who speaks five languages, currently works as an internist in Chicago, USA, but as the interview below reveals, he does so much more than practice medicine. We caught up with Chris over email and here is his story.

Where did you spend your early years?

I was born in South Korea and moved to Malaysia when I was nine. We lived in Johor Bahru, and my two older brothers and I commuted to school in Singapore. Every day we crossed the causeway and went through immigration on both sides twice daily. It was an interesting experience.

When you left UWCSEA, where did you go?

After graduating from UWCSEA in 1990 I started the HPME at Northwestern. This is a great program for those who know they want to go into medicine but also have another area they want to explore during their undergraduate years. I took three years off from the medical program to study subatomic and particle physics at Caltech, obtaining a Master of Science degree. Following that, I finished medical school, completed a three-year residency in Internal Medicine and started private practice.

What inspired your interest in medicine and physics?

I was drawn to medicine and to physics through my love of science. The inner workings of a living organism have always fascinated me and even though science and technology have advanced a great deal, it still amazes me how little we know about the human body and the origins of life. Medicine also gives me an opportunity to help people,

which is very empowering for me and something I've always known that I wanted to do.

My passion for physics developed during my undergraduate years. My experience at Caltech was amazing. I had the opportunity to take classes from physicists doing cutting edge research, including John Schwartz, one of the founders of String Theory, as well as Kip Thorne and Barry Barish who won the Nobel prize in physics in 2017 for their work on Gravitational Wave detection.

I understand you have initiated several volunteer projects in Guatemala. Can you describe them?

On a vision care trip to Guatemala in 2018, I noticed the lack of basic healthcare in the rural areas. I realised that the best way to provide ongoing medical care to rural areas like this would be to teach volunteers living in the villages how to treat basic medical conditions and provide medications so they can treat themselves. Since 2013, our church has provided funds to teach volunteer 'health promoters', many of whom are illiterate, how to treat common illnesses. The health promoters charge a small fee, which they then use to buy more medicine. In this way, the program is sustainable and does not depend on ongoing funding other than for the initial education. In 2017, 34 health promoters provided

2,211 patient visits in their own community.

I also developed a system where the health promoters submit treatment logs to the main clinic every few months and staff there upload them into an online database. In this way, I can keep track of treatment data in real time, from the U.S. In the future, I would like to create similar sustainable healthcare systems for other rural areas of the world.

In addition to working with health promoters, we also work with traditional midwives known as comadronas. Comadronas, most of whom again are illiterate, provide prenatal and postnatal care to pregnant women, and deliver babies at home. However, due to lack of training and resources, mortality for both newborns and mothers in this setting has traditionally been high. I created an ongoing educational program whereby these traditional comadronas would

Chris Oh evaluating a sick child in Guatemala





Chris Oh with Mayan family

come to a central clinic once a month and watch teaching videos I have created on USB and YouTube. They then work with a mannequin to practice what they have learned. I was proud to learn that other Spanish speaking clinics are now using these resources.

On that first trip to Guatemala in 2012, we also found that the clinic we visited had been donated ultrasound machine that no one knew how to use. We knew that teaching a doctor how to use one would be very time consuming—not something that could be done during a one or two-week trip. So I came up with a strategy of using Skype to teach the team how to do basic prenatal ultrasound scans. The internet connection was slow and there were many technical challenges but after several meetings between a radiologist, obstetrician and myself in the US and the doctors in the clinic, we confirmed that they were able to do basic scans and detect anomalies. They are also

now able to send us ultrasound images that we can review. The clinic has since informed us that after using the ultrasound technology, their rates of birth-related complications and deaths has significantly reduced.

After seeing these successes in this one clinic, I reached out to the Ministry of Health in Guatemala and was introduced to the doctor in charge of the district of Quetzaltenango who informed me that none of the clinics in his district had ultrasound due to funding issues. Through private fundraising I was able to donate eight ultrasound machines. I have also created YouTube training videos for the doctors, demonstrating basic obstetric ultrasound techniques.

I would like to implement this strategy in other rural areas of the world to help reduce maternal and neonatal mortality.

I understand you are also passionate about K–12 science education. Can you describe your interests and initiatives in this area?

I believe that education is the most important thing, not just for students but for everybody. Even in my medical practice I try as much as I can to educate my patients on their medical condition and the inner workings of their body.

When my children started attending school in Chicago, I realised that many teachers appreciate having

additional resources made available to them. I was able to connect enthusiastic graduate students from the Department of Physics and Astronomy at Northwestern University with nearby Elementary and Middle Schools to give presentations on science and astronomy. I have also worked with Northwestern's Department of Education to put together an inquiry-based teaching curriculum that graduate students can use for their presentations. The program has been very successful so far.

During my medical trips to Guatemala I had a chance to visit rural schools as well, where it was clear that teachers lacked basic curriculum to teach core subjects like mathematics, so I created a basic maths curriculum based on Singapore maths. I have heard that this is still being used, and that students are reported to be learning the material well.

Chris Oh demonstrating ultrasound



To read the extended interview please visit UWCSEA Perspectives at perspectives.uwcsea.edu.sg

EAST CAMPUS Design Technology Labs

In the design technology curriculum on the East Campus, practical and theoretical skills are developed in a range of multi-purpose workspaces, equipping student designers with the competencies to work individually and collaboratively. Students in Grades 6–12 take part in whole-class discussions and spend time refining their designs before constructing prototypes. In practice this means assigning areas for research and analysis, design, planning and fabrication, as well as testing and evaluation through a range of problem-solving activities that enrich both teaching and learning.

Aspects of design thinking require designers to utilise our 'clean spaces' with large collaborative areas for creative design thinking utilising traditional graphical and the latest Computer Aided Design (CAD) digital modelling. 2D and 3D display areas enable discussion on the design of form and function, manufacture and assembly of physical products.





Rapid Prototyping

Computer Aided Design (CAD) operates both 3D printers and laser cutters, enabling our student designers to create a range of physical prototypes. These prototypes are then tested and evaluated from a range of feedback strategies and users further develop and refine their ideas into a successful product.



CADCAM

Computer Aided Manufacturing (CAM) is used for planning the different manufacturing operations that go into creating parts of a product. CAM uses data from CAD software to control automated machinery and generate tool paths. Student designers have access to a range of CAM including large Computer Numerically Controlled routers and smaller PCB Electronic Circuit board engravers.



CAD: Autodesk Fusion 360

CAD is predominantly used for detailed engineering of 3D models and 2D drawings of physical components. It can also be used throughout the design thinking process: from conceptual design and layout of products, through strength and dynamic analysis of assemblies, to definition of manufacturing methods of components. The product on the laptop screen can be tested, modified and finalised before real production.



Systems and Control equipment

Students use this to explore electronics, coding, programming, robotics and wider systems thinking. CAD simulates electronic systems and prototypes with hardware electronics. Problem solving skills are then applied to practical and technological problems in the context of structures, mechanisms and electronics. A range of practical experience helps learners to identify how these areas interrelate.



ESTABLISHING THE EVEREST FUND



Photo provided by: Joan Liu

Imagine the joy and excitement of getting a full scholarship from a US university. Last year, this dream came true for 104 international students accepted for University of Texas at Tyler. They began gratefully accepting Tyler's Presidential Scholarships, withdrawing and rejecting the rest of their university offers. With enthusiasm, they began applying for visas, sharing the good news with friends and family.

What happened next was unprecedented. The university wrote to 61 of these students, all from Nepal, advising them that their scholarships had been revoked "due to extraordinary demand."

Due to the scale, scope, and timing of the scholarship revocation, all 61 Nepali students now had nowhere to go. Rupesh Koirala was one of these students. His is a typical profile: scoring in the top 1% on the engineering entrance exam, he gave up a scholarship at the Institute of Engineering in Nepal, to accept an offer to study at the University of Texas at Tyler. With his full scholarship cancelled, he now did not have a university to attend.

To seek help and support, students travelled to the EducationUSA office in Kathmandu, where advisor Selena Malla posted an urgent message on social media, calling on the international community for support. At UWCSEA, East Campus University Advisor Joan Liu stepped forward to leverage her networks to mobilise additional ad-hoc counselling support for the students, and 40 high school counsellors from 20 countries responded, including UWC Thailand, UWC Mahindra and UWC ISAK Japan. UWCSEA colleagues Niki Dinsdale, Patrick Desbarats and Shruti Tewari all volunteered their expertise to help resolve this very difficult situation. Through extensive efforts in outreach, leveraging social media to its fullest, counsellors were able to find 57 of the 61 impacted students.

Our University Advisors advocate for UWCSEA students as part of our university advising programme. For our students, this process spans several years; in this instance counsellors squeezed what would normally be a one-year admissions cycle into 12 weeks, running virtual information sessions on higher education systems and scholarships schemes in countries including Canada, Brunei, Japan, and the Netherlands. As Patrick said, "The hardest part was the immediacy of the situation. We did not know the students very well so it was challenging to properly advise students about college choices."

As news of this situation spread through the higher education community, universities from the US, Canada, Netherlands, Qatar, Hong Kong, and Indonesia came forward to offer seats, pulling together last minute funding in an effort to support these students. Through extensive outreach efforts, online meetings, a Facebook advising group, and hundreds of emails, there was incremental daily progress. The College of Idaho was one of the first to come forward. Brian Bava, VP of Enrollment and a UWC-USA alumnus, made an exception even though the admissions cycle had finished and offered three seats to the Nepali students, "They're risk takers, leaders—these are the types of people you want in a campus community."

Shruti helped Sumit Acharya navigate an accelerated admissions process, to matriculate at College of Idaho as a freshman in 2018. She is currently still supporting Kanchan Thapa through the process of applying to universities in Canada, and observed, "The news had a very significant emotional impact on the students. It was important ... to provide a support system, to help them navigate their options, and show them that no matter what life throws at anyone there are other opportunities waiting to be found. It's the same advice and emotional support we give to UWCSEA students."

Today, 53 of the 61 Nepali students have found new universities in Canada, US, Nepal, Qatar, and South Korea. Against all odds, half have received full scholarships.

Niki helped one of two Nepali students reach Quest University in Canada on a scholarship. When asked why, Niki says, "I'm the first person in my family to go to university. I know first hand that the experience is transformative. I live in Singapore, have a fantastic job and all of this is because I went to university. I am very lucky and I think there is an obligation for all of us lucky ones to look at where we can pass on that good fortune."

Joan agrees, "I had a 10th grade teacher who said, 'When faced with someone else's dilemma, someone else's problem, it matters not what happens to you if you get involved, but rather what happens to them if you do not.' We should not be bystanders when we have the expertise, skill, and resources to help. This is at the heart of the UWC mission."

To learn more, go to www.everestedfund.org

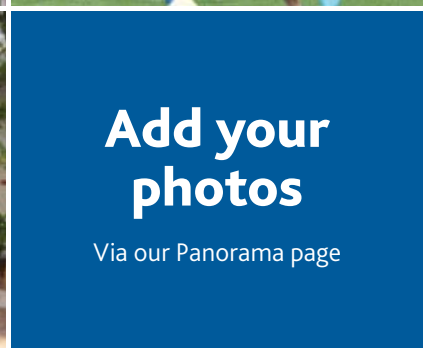
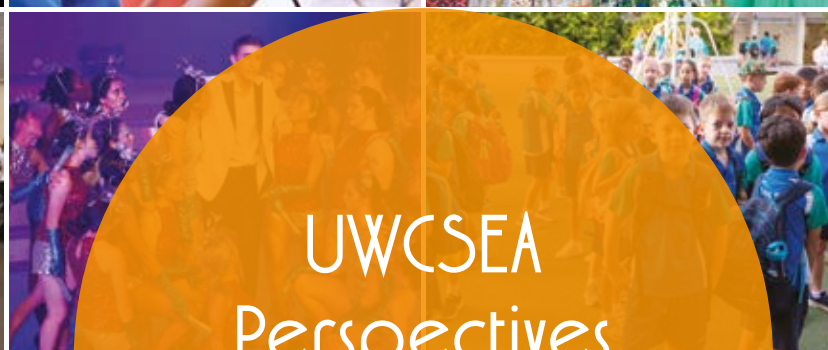


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UWC DAY

All 17 UWC schools and colleges celebrated UWC Day on Friday, 21 September, coinciding with World Peace Day. At UWCSEA, students, staff and parents came together to celebrate under the theme of *Inspire Change*, with the community engaged in a variety of mission-focused lessons, activities, service projects, discussions, and cultural performances.