

**OPEN SPACE DISCUSSION:
10 YEAR REUNION
26 June 2010**

GROUP 1

What is the mission of the UWC movement?

How do we achieve it? How do we evaluate the achievements? (IVA, PHILIPPA)

What is the UWC MISSION?

- Teach people to value differences
- Educate future leaders
- Bring the world to conflict zones

What we don't want to be?

- Elitist
- Exclusive - allow others to use the model and different aspects of school
- Not just another international school!
- Not a prestige product (every government wants to have one)
- Just a European project
- A loose collection of fragmented schools

Issues:

- Definition - lack of clarity? buy in?
- Telling the stories about alumni
- Mission communication? Internally/Externally
- Should there be a call to action?
- Measuring by what we do
- Evaluate results and impact
- Transparency

What is the mission of the UWC movement? How do we achieve it? How do we evaluate the achievements?

What's the mission?

Teach students how to value differences. The concept of valuing differences is hard to teach, one can live it but it's hard to explain it to other people. Differences in the broad sense: not only geographic but also social (different from other international schools - generally wealthy people).

Educate an elite to transform society. Leading at which levels? Which scales? Leading in the broad sense.

Bring the world to conflict zones. But are we really making a difference (like in the Balkans during the conflict there)? Maybe not directly, but awareness was increased (people from Balkans were our roommates and our friends).

How about the UWC model?

If our model is successful, should we not share it and try to involve other educational institutions? We don't want to be elitist. 'Open source model'. Education (IB syllabus and courses) and the UWC experience are two separate things. Do we really need a piece of paper (UWC diploma) to certify the experience? The objectives are important, the education is not a end it's a mean.

We feel the identity is there, but we don't really know how to define it.

Feedback/impact?

The mission is difficult to define and it is difficult to assess the achievements. There should be more feedback from alumni (especially older generations 40-45 years old). A few over-quoted examples of success stories but they are not the only ones. However this information is difficult to get and not everybody is ready to share it.

Alumni examples can help define what UWC is. 'How can I hear what you say when I can see what you are?'

Feedback is also important in fundraising. Donors want facts and figures or success stories. They need to know what they put their money into. Even alumni don't automatically feel loyalty, they need to have faith in the future of the College in order to invest, need to have a sense of ownership and involvement.

UWC magazine... corporate, not very good. Not any different from any other alumni magazine.

The problem UWC is facing (how to create a movement, unity, momentum and eventually fundraising) is not a new problem. Lots of examples are there (Cambridge 800th anniversary), we should go and ask for advice.

New UWCs?

What defines UWC is the adherence to a given set of values, not the brand. We should worry about that when we think about opening a new school. It's a UWC school if it can follow the same kind of mission.

If there was some regional foundation who wants to have their own UWC should they be set up? Is it sustainable in the long term? Even as a concept it looks bad in terms of what we want to achieve. Integration is important but at the same time the idea is to bring the world in one place. Building colleges in conflict zones is more important (even temporarily).

Who decides what gets to be called UWC? The International Board. Lack of transparency with respect to that: many alumni don't even know how the movement works. When is a good time to discuss it? Maybe just before leaving college.

**HOW CAN WE CREATE A WELL ORGANISED ALUMNI NETWORK/
ASSOCIATION, THAT IS COMMITTED TO THE FUTURE OF THE MOVEMENT
AND HELP RAISE FUNDS FOR THE COLLEGE? (AMANDA)**

**HOW DOES THE SCHOOL LISTEN TO THE OPINIONS /OUTPUT OF EX-
STUDENTS AND MAKE SURE THEY HAVE AN IMPACT? (MARTA)**

Why are alumni important?

They are the eyes and hands of the school, which can make use of their expertise.

They can help financing the College through:

- personal donations

-utilizing their contacts to generate larger contributions.

It would be useful to create connections between existing students and graduates for professional "guidance".

We need a stronger alumni network. *We want to contribute to the College but we need to be given specific objectives and causes for support.*

Better information flows from UWC to Alumni and from Alumni to UWC is needed.

HOW?

1) FROM UWC TO ALUMNI

There is going to be a single point of contact (Colin Thompson)

The College will give information to alumni through a Newsletter (2-4 per year).

We wish to receive information about current students (where they come from, students' initiatives), alumni achievements, events and Conferences we could attend, initiatives we could contribute to.

The Gossip letter could be re-established with the help of generation representatives.

Fund raising: we don't mind be asked for funds more than once. Sometimes we just forget and need to be reminded. We wish for a more structured approach to fund raising. We need to know where the money goes to. When we make a donation we would like to have different options for support (scholarship, specific projects or College needs).

Requests for speakers: we would like to be asked to talk to current students. Since the College doesn't necessary know what our expertise is, we can be told which items are interesting for current students and school programs, so that we may volunteer by giving a presentation.

Alumni database. The College is going to launch a new database. We would like to be able to search for other alumni through it.

How can we contribute to the future of the UWC movement? It would be good if we could be asked for our opinions on strategic choices. We are not in touch with students' representatives in the UWC Board and Council and we should be.

2) FROM ALUMNI TO UWC

UWCAD needs our contact information and information about our profession.

We should decide who is our generation contact person (1 up to 3)

We should give financial contribution to the College

We can contribute to courses by giving a speech or sending content

We can give our contribution to UWC movement's development and funds.

3) ALUMNI to ALUMNI dimension

Social and professional contacts.

UWC AS A MODEL OF EDUCATION

Questions of group discussion:

What is the UWC model of education (PETER HOWE)

- *How can open education philosophy be applied to UWC's educational model? (STIAN)*
- *How can the UWC educational model become a real international experience beyond rhetoric? (LINA)*
- *What are aspects of the UWC education model that can be tweaked to create a more progressive, influential and interactive environment.*

On technology and open education:

** Open education resources: the idea is to make the educational experience available online. An example is the MIT which began in 2003 to make available all its educational material online and now it is done around the world. Can this be done at our school? Could we share resources as schools? Could we make it possible for students to access those resources in their own languages?*

** A creative activity towards the generation of open education values is to engage students in filing Wikipedia articles in their own language, especially that Wikipedia is saturated with English content, but not in other languages.*

** What are the benefits of education resources online sharing as opposed to time costs? Has the Internet helped or hindered the colleges' experience? Does connectivity come at the cost of the social face-to-face experience? Is the knowledge consumed from the Internet different in value from the knowledge garnered through more traditional ways?*

** We need to come to terms with the availability of the Internet. The student experience has changed by virtue of the expanding availability of the Internet and, by extension, greater opportunities to connect with the wider world.*

** Is there a value to being in a 'bubble', rather disconnected, which is a once in a lifetime chance?*

** The use of technology has also backfired in many ways. For example, the selection process in Brazil was marred by such habits of students not switching off their mobiles. Moreover, an important aspect of the UWC experience is having to socialize with everyone face-to-face, rather than virtually, which can be hindered by the use of social networking facilities.*

** The challenges of technology need to be dealt with strategically. Students need to learn how to use the Internet responsibly. They also need to be encouraged to be producers and creators online as opposed to only being consumers.*

On internationalism:

** Internationalism needs to be unpacked within the schools, which lifestyle and curricula remain to be Euro-centric and more generally Western-centric. How can we break down this hierarchy productively in our colleges? How can the Internet as a relatively 'democratic' tool be used to this end?*

** The deployment of more multi-cultural strategies can be useful for donor solicitation as donors feel they are helping the whole world and that their donations are being leveraged.*

** International days/weeks become just gestures of internationalism that need to be tweaked more into real exchange and shared learning about other cultures.*

** A more 'open space' format is needed where students are empowered to offer ideas and experiences from their local contexts. An example is when an economics class was taught on the basis of getting examples from each student about the notion of corruption from their national context. Another example is when a Chilean student challenged a taught common perception that Pinochet was hated by most of the Chilean population, by explaining the more complex nature of Chilean local politics. History classes must be participatory.*

** The fact that we have to speak English is already a 'western-centric' approach, but can be complemented by other genuine aspects of internationalism/multiculturalism. Opening up to other schools worldwide can be a great opportunity to achieve this dimension, again through the use of digital solutions. This is a proactive way of addressing the issue of ethno-centricity as opposed to lamenting it.*

On the UWC education model:

** UWC's model of education should be perceived as a laboratory of education, where experimentation is a key aspect.*

** There needs to be a space for reflection about the learning process as it happens. This will bridge the college environment to a more progressive one.*

** There needs to be an investment in the non-IB aspects of the experience including social activities and other non-classroom dimensions. For example, visiting scholars and scholars-in-residence, especially from amongst the UWC alumni body (not necessarily the most established amongst them) can be very beneficial to putting the experience into perspective.*

** Push towards non-academic pursuits because of the nature of the academic experience.*

** There is a lot of conservatism in the teaching model in use, especially given the demographics of the teaching body. But there is also much to learn more 'conservative' teachers.*

** There needs to be both talented teachers and an informed methodology. They are not interchangeable.*

** A core value in the UWC experience is the ability to change gear and be willing not to conform as opposed to producing generic stereotypes about what the typical UWC graduate should do professionally.*