

**A story of resilience
and recovery**

**Hydroponie:
des salades qui ont
de l'avenir**

**Les Scientifiques
à l'Ecolint**



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The Development & Alumni Relations Department has made every effort to ensure that the information contained in this edition is accurate and complete. However, despite our sincere desire to avoid errors they might occur. © Copyright Ecole Internationale de Genève, July 2022.

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A WORD FROM THE DG



Dear members of the Ecolint community,

I am writing to you just after we have concluded our 98th school year since Ecolint was founded in 1924. This year, like so many that have come before, was extraordinary in many ways. We graduated our largest and most diverse group of students in our history. These 404 students are heading out for further studies, gap years and service projects all over the world. Students and teachers were learning and teaching while wearing masks during much of the past three school years and nonetheless persevered and did whatever was necessary to remain focused on learning, while at the same time caring for one another's well-being in the middle of a pandemic. Having overcome these challenges is an accomplishment in itself, and it is likely that this has prepared our graduates well for the whatever path they choose to follow in the years ahead.

You will recall that we are on a multi-year journey with several initiatives related to inclusion through diversity, equity and antiracism. We have found that one

aspect of this work that is proving to be effective is using a set of guidelines for multicultural dialogue, developed by our partner organization, VISIONS. I have found them helpful in all sorts of challenging conversations, whether these be with family and friends or with students and staff. During what is left of the summer, I highly recommend them to you, and invite you to review these guidelines and to give them a try the next time a conversation turns into a challenge.

I would also like to share with you that I have decided that next school year will be my sixth and final one as Ecolint's Director General. I am looking forward to a great academic year, prior to taking on the leadership of the Lycée Français de New York in the fall of 2023, which will allow me to be closer to my two children and to undertake another wonderful educational challenge.

Sincerely,

David Hawley
Director General

NEWS AND VIEWS

AN ALUMNA IN THE DRAGON'S DEN

Bianca Rangecroft graduated from La Châtaigneraie in 2011. Since then she has obtained a first-class Bachelor's degree in History and Politics from SOAS and LSE, as well as a Master's degree in Management from Imperial College Business School. Now, she is the founder and CEO of Whering, a fashion tech app that allows you to digitise your wardrobe, in order to see and to style what you own. Earlier this year, Bianca appeared on BBC One's hit TV series "Dragon's Den" to pitch her wardrobe app to the Dragons. Her mission: to upend the "buy, use, dispose" model and use AI to help us make the most of the clothes we already own. The "Clueless" inspired app has been featured in leading publications such as Vogue, Harper's Bazaar, Elle and Forbes, to name a few.

After five years working in banking, first at Barclays Investment Management and then in Goldman Sachs' consumer

division in London, Bianca founded Whering in June 2020 with a deep desire to democratise access to personal styling, after having worked on two big fashion tech IPOs. Fashion accounts for 10% of greenhouse gas emissions, so by encouraging you to wear your clothes for longer and in different ways, Whering changes the way we approach fashion and helps us consume more mindfully.

Despite a very convincing pitch and many positive reactions online, the Dragons did not decide to invest in Whering. Another missed opportunity for the Den? Whering went on to raise more than \$2 million, growing its audience organically to 600,000 Wherers – a year after the episode was filmed. Whering continues to encourage users all over the world to maximise the potential of their existing wardrobe.



Bianca Rangecroft

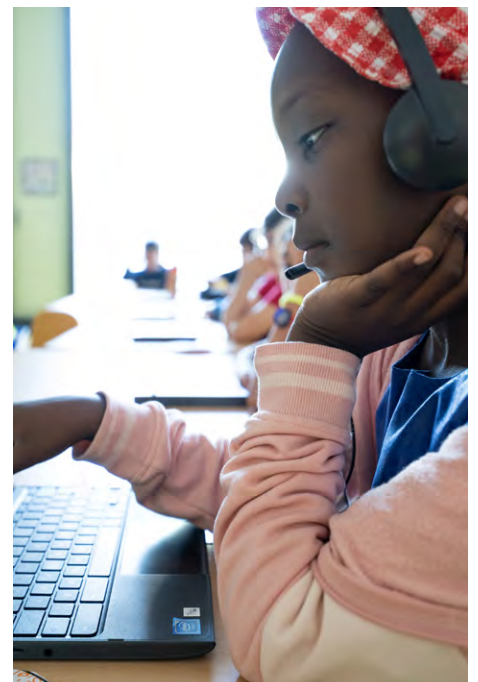
WE HAVE REACHED THIS YEAR'S SCHOLARSHIP GOAL!

We are delighted to announce that thanks to the generosity of many members of the Ecolint community, we have been able to raise the CHF 500,000 needed to unlock a CHF 1 million pledge from a local foundation. These funds, disbursed over the next five years, will enable us to provide educational opportunities for the forthcoming wave of scholars who join us from diverse backgrounds and with exceptional promise and potential.

The first group of scholars, who graduated this spring, are writing new chapters in their stories of perseverance and triumph. Some are university-bound in Europe and the Americas, while others have chosen to pursue a professional degree in Geneva and focus on gaining concrete work experience. We are excited to welcome the next cohort

of five scholars to the Ecolint community, starting in August 2022. Three of the students are Ukrainian, one hails from Russia and one is from Armenia. Unlike the 1.0 version of the scholarships programme, we are proud to announce that the second phase will see scholars attending all three campuses, thanks to key partnerships established with refugee support organisations in the canton of Vaud.

If you would like to contribute and help to make available this opportunity for future scholarship beneficiaries, please visit the [Supporting Ecolint page](#). We reiterate our thanks to all those who gave so generously in response to this appeal, as well as to all other community members who supported the programme in their own particular way.



EDUCATING THE GLOBAL DIGITAL CITIZENS OF TOMORROW

From purpose-built robots twirling around, following carefully coded instructions, to sensors measuring and tracking everything from speed to temperature, from putting the finishing touches to artwork on Photoshop to the publication of a website entirely conceived, designed and created by students, any visitor touring Campus des Nations would be struck by the dazzling variety of technology that is being used in every classroom, every day.

"With its ever-changing digital landscape, the 21st Century is one where everyone is constantly exposed to some sort of technology, and the world of education is no different," explains Richard Allaway, ICT Campus Partner at Campus des Nations. "In our school, digital technology is integrated into day-to-day teaching and learning at all academic levels."

From the earliest age, students in Primary start using technology to support their learning, developing digital citizenship skills that form the foundation on which they build their understanding of the digital world. "Students learn how to care for the technology they use, to act with integrity and honesty while using it, and to take responsibility for their actions," continues Allaway.

As students grow, so too does their digital world. In addition to using tools that become more complex and require greater effort and diligence, they are exposed to online platforms, such as social media, with all the benefits and risks that these can bring. "Respect, safety, balance, being informed and positivity are the keywords that shape the way digital citizenship is broached and explored in Secondary," explains Campus des Nations Secondary psychologist Bridget Curran. "Our programme is designed to reflect age-appropriate topics and engage students in rich conversations, moving with the developmental stages of each child."

Be it in the classroom or outside of school, we are all interconnected in a web of technology. Though technology – and especially the online world – comes with its share of challenges and risks, at Campus des Nations, as on our other two campuses, we ensure that our students have the skills to use it in a safe way that is ethical and respectful towards others, educating them to be global digital citizens, committed to transforming the world for the better.

[Take a virtual tour of technology at Campus des Nations.](#)



BUILDING THE FUTURE TOGETHER

The Ecole Internationale de Genève is a not-for-profit foundation, and our day-to-day costs are covered by tuition fees. The school relies on financial support from our community and partners to help achieve development projects.

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With your support, we can make a difference for current and future generations of Ecolint students.

Contact **Brian Wahlen**, Head of Major Partnership, at brian.wahlen@ecolint.ch or +41 (0)22 787 26 19

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A KNIGHT ARMED WITH SCHOLARSHIP, SENSE AND STATESMANLIKE STATURE

The historian Michael Knight, an influential and greatly esteemed Ecolint educator who played a key role in the development of the International Baccalaureate in the 1960s, passed away on Friday 25th February 2022. He is survived by his wife, Elizabeth Knight (who had a long and distinguished career as an English teacher in La Grande Boissière's Secondary and Middle Schools and is the author of the children's novel *The Skull*).

Michael joined Ecolint (which at the time consisted exclusively of La Grande Boissière) as a teacher in 1961. He partnered the legendary History teacher Robert J. Leach in laying the foundations of what would eventually become the International Baccalaureate, which was hatched in LGB's History Department (a department that at one point Michael headed). He was also one of the very first IB Theory of Knowledge teachers and helped to shape our conception of that core subject. In his role as a pioneer of technological aids to education, Michael subsequently created and for many years directed the school's Audio-visual Department, which played a crucial function during the decades when slides, film strips, overhead projectors, reel-to-reel celluloid films, magnetic reel-to-reel audio tapes, audio cassettes, U-matic tapes, VHS tapes and (finally) CDs and DVDs succeeded each other as cutting-edge technology that could assist classroom teaching.

To commemorate its 75th anniversary, the school commissioned Michael to write a new overview of Ecolint's history. This authoritative, elegantly expressed and witty 220-page volume was published in 1999 under the title of *Ecolint: A Portrait of the International School of Geneva, 1924-1999*.

Michael was an impressively cultured, erudite and suave interlocutor, whose beautifully mellow and precise English invariably commanded attention and respect. His imposing physical presence was softened by the grace with which he moved and spoke. He must surely have been handsome as well, for when I was a student at LGB not a few teenage girls were hypnotized by him for reasons that were not entirely related to the competence, cogency and panache with which he taught his classes – but it was doubtless the three latter qualities that inspired Bob Rae, former Leader of Canada's Liberal Party, Premier of Ontario and current Canadian Ambassador to the United Nations, to declare on the IB's website in 2018 that Michael Knight was the teacher who had made the greatest impression on him.

Had Michael not devoted his impressive knowledge and intellect to the field of education, one felt that he would naturally have achieved distinction as an old-school, high-ranking diplomat. Nevertheless, like Erasmus, he never failed to see the ironic implications of human folly and was animated by a mischievous but understated sense of humour. On one occasion, to express his puzzlement at the proliferation of trendy "coordination" roles that had emerged in education over the years, he posted in the school's

Staff Room a very official-looking job advertisement for a "Coordinator of coordinators", complete with a detailed and deadpan job description. I understand that more than one colleague took it at face value and applied.

It can safely be affirmed that, during his long and distinguished Ecolintian career, Michael Knight acquired an iconic status, notwithstanding his indifference to petty professional advancement, from which he remained aloof with his characteristic *savoir vivre*. He will be remembered with admiration, fondness and gratitude by generations of students and colleagues.

Alejandro Rodríguez-Giovo
Emeritus Foundation Archivist



TRIBUTE TO GEORGE WALKER

It is with great sadness that we have learned of the death of George Walker, Director General of Ecolint from 1991 to 1999, on 4 March 2022.



Following the wishes of the family, Ecolint has set up The George Walker Memorial Fund to support the expansion of the Ecolint Scholarship Programme. George believed that every child should have access to quality education, and your generous support will allow us to fulfil his dream and commemorate his life.

Read on for Emeritus Foundation Archivist Alejandro Rodríguez-Giovo's eloquent obituary for George Walker.

George Walker

(25 January 1942 – 4 March 2022)

Although grass-roots initiatives are no doubt the hallmark of Ecolint, the school also owes much to those who, while they were at the helm of our institution, not only contributed their own educational vision but also played an inspirational role by fostering a productive and consultative, moral and intellectual climate that brought out the best in their hundreds of colleagues. It would be no exaggeration to affirm that, among the distinguished individuals to whom Ecolint has entrusted its leadership over the decades, George Walker stood out as a truly exemplary figure.

It could be said that Professor Walker* was animated by the idealism and passion of Jean-Jacques Rousseau – qualities that, in his case, were beneficially tempered with the reasonableness, common sense and hands-on knowledge that Rousseau all too often lacked. Even more important than Walker's outstanding intellect, expertise and lucidity, however, were the kindness, compassion and integrity that he brought in equal measure to his demanding role.

A scientist with two degrees from Exeter College, Oxford, Honorary Fellow of the University of York and later Professor of Education at the University of Bath, George Walker was appointed Ecolint's Director General in 1991. This turned out to be what Shakespeare would have recognized as a "marriage of true minds." Rapidly, Walker established a harmonious and productive working relationship with staff, which led to the drafting and signing of the *Convention collective de travail* (CCT), an egalitarian collective labour agreement that is unique among Switzerland's schools. In the purely educational field, he took the bull by the horns and – with the advice and support of John Douglas and Othman Hamayed – integrated into a single *tronc commun* the bureaucratically cumbersome and

inescapably divisive English and French Language Programmes, thereby restoring Ecolint's original, actively and intrinsically bilingual vocation.

Professor Walker also took a long, hard look at Ecolint's flagship extracurricular activity, the Students' United Nations, founded in 1953 by Robert J. Leach. Over the years we had generously shared the organisation of SUN with other schools, but its quality had declined as Ecolint's control of it was diluted. Acting on the recommendation of the teachers who had struggled unsuccessfully to revert this trend, Walker decided to re-launch SUN in 1993, under the name of "Students' League of Nations", and he secured its reinstatement within the UN's Geneva headquarters (from which SUN had been excluded in 1974), where it has since flourished.

Walker also revived the politically *engagé* leadership style of his predecessor Marie-Thérèse Maurette, who directed the school for two decades (1929-1949), and to whom he devoted a captivating and greatly admired biography. While taking care not to align Ecolint with any particular political current, in the years that followed the Persian Gulf War he criticized in

public the continued bombing of civilian targets in Iraq by coalition forces, which had endangered students in the UNDP-sponsored Baghdad International School (an educational partner of Ecolint). Like Maurette, Walker believed that Ecolint had a moral duty to raise its voice against war and injustice, even if some feathers were ruffled. He shared her fervent vision of the school's heritage and mission, healthily coupled with sincere considerateness towards all those around him and a receptiveness to alternative viewpoints.

Walker's tall, spare figure striding purposefully from one venue to another, but always pausing to engage students and colleagues with a kind word or an interesting comment, soon became a welcome sight. Professional successes or personal woes were unfailingly acknowledged by Walker with thoughtful, hand-written congratulations or condolences.

He was passionate not only about contemporary Ecolint, but also about its history, reaching far into the past. He once excitedly shared with me, when we happened to run into each other behind the Grand Bâtiment, his recent discovery that Geneva's *membre du Conseil d'état and Procureur général* in the mid-1700s, Jean-Robert Tronchin, had lived for much of his life in our Château, and had written there a high-profile attack on the views of his contemporary Jean-Jacques Rousseau, *Lettres écrites de la campagne* (Rousseau later responded with his celebrated *Lettres écrites de la montagne*.) Throughout this conversation, Professor Walker spoke to me as if I were his scholarly equal and already familiar with most of this (unwilling to expose my ignorance, I nodded and grunted knowledgeably as he spoke). Two days later, I found a copy of *Lettres écrites de la campagne* in my staff room pigeon-hole. This is a small example of his characteristic considerateness, bearing in mind that I was a relatively young and junior teacher at the time – not someone who would naturally loom large in the DG's field of vision.

Walker's affable accessibility enabled one to drop by his office on the top floor of La Grande Boissière's *Le Manoir* at a moment's notice, where he would receive you warmly and with a slightly mischievous smile, as you recovered your breath after the steep climb (I once made him laugh by cheekily pointing out that his choice of office was strategic, intended to soften up interlocutors who approached him indignantly to voice a grievance – not

that there were very many of the latter). It's easy to remember him giving you his full, considerate attention, whatever your concern, with a twinkle of benevolent humour in his eyes, as he sat directly facing you on a swivel chair (never from behind a desk) with his long legs crossed, invariably turning the plain, gold wedding ring on one of his graceful pianist's fingers with the fingers of the other hand.

Indeed, Walker's distinction as a classical pianist added a full but entirely independent dimension to his already rich personality. In a notably successful partnership with Ecolint's legendary music teacher and Hungarian virtuoso György Kukorelly, he performed in concerts at the *Conservatoire de Genève* and even recorded a dazzling CD of Mozart, Schubert and Ravel sonatas.

When Professor Walker left Ecolint to become Director General of the International Baccalaureate in 1999, it was not only *mélomanes* who regretted his departure – with good reason, as it happened, since he left a leadership vacuum from which it took the school several years to recover. And yet, long after he had departed from our school, Ecolint continued to be in the forefront of Walker's mind. As archivist for the Foundation, I received from him a constant trickle of Ecolint-related e-mails, whenever he became aware of something potentially interesting for our school. Scarcely two and a half years ago he took the initiative of liaising with me, and with the distinguished international educator Ian Hill, urging us to set up a filmed interview of an Ecolint alumna and former employee, Dora Gautier, who was by then in her late 90s. (We gladly implemented George's advice, and Mme Gautier's invaluable reminiscences were duly recorded.)

George Walker has now left Ecolint's worldwide community with another vacuum – one that no further development, nor the passage of time, can satisfactorily fill.

Alejandro Rodríguez-Giovo
Emeritus Foundation Archivist

*Although he insisted that our interaction should be on a first-name basis, such was Professor Walker's stature that I feel it would be presumptuous of me to refer to him as "George" in writing.

Published works by George Walker include:

- *To Educate the Nations*, John Catt Educational Ltd, 2002
- *To Educate the Nations 2*, Peridott Press, 2004
- *Marie-Thérèse Maurette, Pioneer of International Education*, Ecolint, 2009
- *Glimpses of Utopia*, John Catt Educational Ltd, 2013

A tribute event was organised at La Grande Boissière on the 21 March to celebrate the legacy of George Walker.

There were speeches from:

David Hawley,
current Ecolint Director General;

John Douglas,
former Geography Teacher, Principal (ELP LGB) and Director of Admissions (Foundation);

Ambi Sundaram
(LGB, 1973), former Chairman of the Governing Board and Assistant Director General at WIPO;

Phil Thomas,
former Head of Department, Campus Head and Assistant Director General;

Alejandro Rodríguez-Giovo,
(LGB, 1974), Emeritus Foundation Archivist;

and **Hélène Durand-Ballivet**,
(LGB, 1960), former Chairwoman of the Governing Board.

A STORY OF RESILIENCE AND RECOVERY

Some stories will have an impact on you for the rest of your life. The content and type of such stories are different for everyone, but most students, teachers and staff across La Châtaigneraie's campus will agree that Gordon Clifford's story is one of those that will stand out for a long time.

Gordon was 13 years old when he suffered a brain injury that would dramatically change his life. A skiing accident left him in a coma and vegetative stage for over two months. Doctors informed his parents – in what was a terribly difficult appointment – that if he ever awoke, he would neither walk nor talk again.

Fast-forward four and a half years. Gordon is thinking about which universities he will apply to, and how he will head up his new Foundation to help children and families who have suffered injuries like his. He has just returned from leading a CAS trip to Pierre du Möellé, a mountain hut above Leysin, and is playing basketball and football for La Châtaignerie teams.

Gordon's recovery has been nothing short of extraordinary. He has had to re-learn the most basic of functions: breathing, swallowing, speaking, walking. He spent months at the hospital in Zurich practising simple movements, spending time strapped into a machine to keep him upright, going through repeated neuro-physical exercises. He credits the doctors and therapists in both the CHU Grenoble (who called him the "miracle boy") and at the Children's Hospital in Zurich, who worked tirelessly to help him progress.

Gordon says that there are two clear goals that drove his recovery: one, being able to reintegrate school, so that he could successfully apply to university, and the other, being able to play sports again, as he has always found joy and accomplishment in athletics.

Gordon speaks about his family – his parents and his younger brother – with great emotion for what they have gone through and for the support they show him daily. He knows how hard it's been. He underlines the crucial role of the school community: from his Head of Year, Mr. Giddings, who attended every meeting with doctors and therapists in order to coordinate his learning and integration back into school, to Mr. Bleadsdale, who



tutored him outside school hours; from Ms. Dale, who has been instrumental in his learning support, to coaches who welcomed him back onto school teams and gave him playtime. And that is just the tip of the iceberg. Gordon says he couldn't have done it without his school friends: their visit in the hospital for his birthday (his favourite memory of that time), the constant gifts and cards and letters that brightened up his room, the help he received once he was back in school, to make it from one classroom to another when his walk was still slow.

As a guest speaker for his old year group's graduation ceremony this year, Gordon shared a message of positivity with his peers and audience at large: "There is always something to be gained from an experience, despite the horrible moments. Don't be discouraged by temporary setbacks; they only help us get better. I have found a new appreciation for every little thing and for life itself, knowing it can be disrupted at any time."

As part of his Year 12 CAS requirement, Gordon set up a campaign to raise funds in order to make a donation to the Swiss Children's Rehab Centre in Affoltern am Albis, in order to help children who are in a similar situation to the one in which he was. His initial goal was to raise CHF 10,000. He has now raised more than CHF 60,000. He has presented the first CHF 10'000 to the Children's Hospital in Zurich, and with the remaining funds will start a Foundation

that helps to finance rehabilitation needs for children who suffer from neurological injuries. You can visit Gordon's GoFundMe campaign [here](#).

Gordon's story reminds us of the importance of resolve, resilience, and community. Here is a young man who, in his humility and smiling enthusiasm, challenges us to live every moment with purpose and gratitude.

From Gordon's Head of Year

When Gordon returned to school in Year 11, it was after an absence of nearly a year and a half. He came back on a reduced timetable, and our initial concerns were how he would cope with walking between buildings (fine, as it turned out), what he would do when it came to carrying a tray in the cafeteria (his friends stepped up and were brilliant) and how he would manage the cognitive load. When it came to the latter we had one goal: that he should not be at the bottom of the class. When his Maths teacher came to me brandishing his Maths test in January of that year and said his result put him in the top half of his group, it was one of the best moments. His progress since then has been extraordinary, and his resilience and dedication have been truly inspirational. Inspirational is a word which can be overused, but not in Gordon's case. He has never sought to lead, but does so anyway through example. He was a hugely important part of his old year group, and remains an integral part of our school. In my 12 years here I can count the number of standing ovations I've seen speakers receive on the fingers of one hand. Two of those have been for Gordon, which is a tribute to the love and esteem that he elicits.

HYDROPONIE : DES SALADES QUI ONT DE L'AVENIR

Il est rare qu'un élève puisse déguster sa propre salade, produite dans une salle de classe ! Elaboré au Centre de STEM de La Grande Boissière en 2018, ce projet pédagogique de jardin hydroponique est remarquable d'originalité et de pertinence, à l'heure où la problématique de l'utilisation des ressources tient le devant de la scène.

Il est rare qu'un élève puisse déguster sa propre salade, produite dans une salle de classe ! Elaboré au Centre de STEM de La Grande Boissière en 2018, ce projet pédagogique de jardin hydroponique est remarquable d'originalité et de pertinence, à l'heure où la problématique de l'utilisation des ressources tient le devant de la scène.

Entièrement fabriqué par les élèves, sous la conduite du responsable du centre, Maxime Miraillet, le «jardin» se compose d'épais tuyaux en serpentin. Les plantes émergent des ouvertures pratiquées à intervalle régulier, et leurs racines baignent en permanence dans l'eau en circuit fermé. Des lampes à LED et de l'engrais bio liquide complètent le dispositif.

«Il s'agit d'un projet typique des disciplines STEM [ndlr: Sciences, Technology, Engineering, Mathematics], explique Maxime Miraillet. Il faut mobiliser une large palette de compétences, et tout a été fabriqué avec des matériaux de récupération et une imprimante 3D.»

Meghna Anand, fraîchement diplômée, est une fidèle du jardin hydroponique depuis deux ans. «J'adore les plantes et j'étais très intéressée de découvrir comment elles arrivent à croître grâce à ce système. Comme le jardin est à l'intérieur et utilise un réservoir d'eau, nous pouvons contrôler l'ensemble des variables telles que l'intensité lumineuse, les nutriments et le pH de l'eau.»

Rien de plus motivant et enrichissant que de pouvoir élaborer un projet, le réaliser et le faire vivre soi-même. Avec à la clé une conscience plus aigüe des problématiques environnementales et de leurs implications concrètes : «Grâce à ce projet, explique Meghna, j'ai pu comprendre les différences entre la culture traditionnelle et l'hydroponie, et découvrir un système plus respectueux de l'environnement.»

Grâce à des expériences aussi connectées avec le réel, les élèves de l'Ecolint, futurs citoyens du monde, pourront participer à la construction d'un monde plus responsable.



Meghna et sa récolte, devant l'installation hydroponique

DES MONTAGNES SAVOYARDES À L'OMS

Yves Charpak (LGB, 1971) est médecin spécialiste en santé publique et a travaillé, entre autres, à l'OMS et à l'Institut Pasteur. Nous avons discuté avec lui de son impressionnante carrière.

Lorsqu'il arrive à l'Ecolint pour faire sa dernière année de baccalauréat français, Yves se décrit comme «venant de sa montagne et baragouinant à peine l'anglais.» Après une scolarité dans le système français «rigide», l'enseignement à l'Ecolint lui convient mieux et tout le monde l'accueille à bras ouverts. Fils du physicien Georges Charpak qui travaillait au CERN à l'époque, ensuite prix Nobel de Physique 1992, il est également sauvé par ses facilités en mathématiques, qui d'après lui n'était pas la matière favorite des Ecolintiens.

Baccalauréat en poche et après s'être frotté à la communauté internationale à l'Ecolint, il décide de partir faire ses études à Paris au lieu de rester dans la région. Il opte pour la médecine et devient médecin généraliste. Il exercera même à l'hôpital d'Evian. Mais après quelques années, il décide de se former à la recherche en se spécialisant dans l'épidémiologie clinique et l'évaluation de médicaments. Travaillant avec les acteurs publics, il contribue à la création de l'ancêtre de la Haute Autorité de Santé, autorité publique indépendante qui contribue à la régulation du système de santé français par la qualité. Yves décide alors de sauter le pas en rejoignant le secteur privé, et il prend le risque de créer EVAL, une société de conseil et d'étude spécialisée dans l'évaluation du système de santé national. Pendant plus de 10 ans, il travaille avec les acteurs publics et privés français, tout en regardant ce qui se fait à l'international. Son unique expertise attire l'intérêt de l'OMS, et en 2000 on lui propose de rejoindre la nouvelle équipe de direction du bureau régional Europe à Copenhague en tant que Conseiller scientifique. Une nouvelle fois, Yves tente l'aventure et part s'installer au Danemark avec toute sa famille, et son expertise en santé publique prend alors une orientation internationale. Lui et son équipe couvrent 52 pays, et il contribue au lien entre les décideurs politiques et le monde de la santé. Il devient même représentant de l'OMS Europe auprès de l'Union Européenne de 2004 à 2007. Puis, pour des raisons familiales, il



décide de rentrer en France pour devenir Directeur des Affaires Internationales à l'Institut Pasteur. Un poste qui n'arrange pas son bilan carbone mais lui permet de garder une ampleur internationale. Il «finit» sa carrière dans une institution publique «très française», l'Établissement Français du Sang.

Mais Yves reste un retraité hyperactif et continue à exercer en tant que consultant et membre de sociétés professionnelles et de comités d'experts divers. Il a bien sûr été très sollicité pour donner son point de vue au début de la pandémie de COVID-19. Mais ce qui l'occupe le plus en ce moment est la direction de la fondation qu'il a cofondé en 2020 : «Fondation Charpak, l'esprit des sciences.» Cette création familiale s'inspire du travail de son père, qui était convaincu que la science doit être accessible à tous et est un outil formidable de compréhension du monde. Il a lui-même été à l'origine de «La Main à la Pâte», qui fournit des outils pédagogiques aux enseignants pour amener la science dans les classes. Avec la Fondation Charpak,

le but est de «démocratiser» la science, de ne plus considérer les scientifiques comme des êtres à part, et d'expliquer la méthodologie scientifique. Après avoir géré des crises intenses à l'OMS et avoir vu des discours de décrédibilisation de la science par des lobbies, il est pour lui essentiel de ramener la science et les scientifiques au cœur de la société et au service de la démocratie.

Quand on lui demande quel serait son conseil pour de futurs chercheurs, Yves n'hésite pas. Pour lui la vie est faite d'opportunités, et il faut les saisir quand elles se présentent. Cela a été sa devise pour sa carrière. Pour lui il faut donc s'enlever l'idée de la tête que l'on épouse une carrière dans la recherche pour la vie, mais qu'il est au contraire important de faire des choses différentes pour trouver sa voie. Il est possible de passer de la recherche à l'exercice de la médecine et même de la gouvernance des institutions. Il déplore cette tendance française qui pousse à faire des choix de filières définitifs.

Le jeune homme «descendant de sa montagne» a donc sillonné le monde mais n'est pas encore revenu sur le campus de la Grande Boissière, malgré ses nombreux passages à Genève. Rendez-vous est donc pris pour son prochain voyage en Suisse !

WAVING GOODBYE TO DUFF GYR

After nineteen impactful years as La Grande Boissière's Primary School Principal, Duff Gyr retired at the end of the 2022 school year. Every school day, Duff is typically the first person to arrive each morning, so that he can give a warm welcome to our youngest learners, their teachers and their parents. Now it is our turn to give him a warm sendoff! Duff's many contributions to Ecolint have formatively shaped global citizens whose impact on the common good, like his own, will last for generations to come.

What brought you to Ecolint back in 2003?

I saw in the Ecolint advert a fantastic opportunity to come back to Switzerland and my family origins. My family and I were ready to move on from our time in Canada (due to pesky visa issues), and this seemed like the perfect fit.

What made you stay for nearly two decades?

It was easy! Ecolint is a wonderful place to work in, and I love the children and the families we have here. And the colleagues are unbeatable.

What do you love about working with primary students?

I love working with all students, but the very young have an enthusiasm that can become more moderate as they get older.

What is your favourite part of your day as Principal?

The highlight of my day is greeting the students in the morning, seeing their smiles and having to slow them down as they run into the school.

Are there any anecdotes that stand out from these daily interactions with your students?

There is one student who graduated about six or seven years ago, and who left a big impression on me because he was always very passionate about his education. One day, I went up to him outside the library because I found him sobbing there. I naturally asked what was wrong and he answered, with incredible verve, "They don't have the book I wanted!" Once his tears were dried, it was wonderful seeing this manifestation of his deep desire to learn.



How do you hope LGB Primary School alumni would describe you as an educator?

I am an educator who strives to be compassionate, empathetic and always curious about education. I believe that every child needs to be actively involved in their own learning, and that it should be enjoyable! I hope that the first thing that comes to mind for alumni is that I am someone who genuinely enjoys being around students. The students pick up on this sincere joy of being present, and generally don't hesitate to come talk to me!

How have you seen Ecolint address some of the major societal shifts that are affecting childhood and early education?

We implemented our "Philosophy for Children" programme in all classes, the objective being to develop critical thinking skills, listening skills and empathy. We find it necessary to focus on what could be called "soft skills," but I prefer to call them

"essential skills." You would be amazed at the levels to which young children can raise a discussion and question each other respectfully when given the right tools and support.

During your nineteen years as Principal, what accomplishments make you most proud?

In addition to Philosophy for Children and the Universal Learning Programme, I would say that I am quite proud of the more fluid integration of the Francophone and Anglophone programmes we have been able to accomplish. When I arrived, Francophone students said that they felt marginalised. So one of my first priorities as Principal was to add classes to the Francophone section in the hope of creating a better balance. I would hope that all students now feel that the two programmes are one.

What are some of the best lessons that your students have taught you?

My students teach me lessons continually! They are lessons in how to be frank, spontaneous and playful. Many people use the expression, "Think outside the box", but I think I could easily say "Think like a child."

Any major plans for retirement?

Travelling and writing! I have a keen interest in what I call *vélo et vigne* - cycling through vineyards and getting an up-close feel for the *terroir*, then tasting that *terroir* later in the evening, after a long day of pedalling! I am now being paid to write about this passion, which adds a research and exploratory element to this adventure that I enjoy.

BACK TO NORMAL

After more than two years of Covid-19 restrictions, we are all pleased to roam around mask-free. Since 30 March 2022, all healthcare measures were lifted in Switzerland, and with this easing of restrictions has come much relief, but also a transitional awkwardness in deciding how exactly to greet people. Although we're still getting used to being around one another, thankfully life is now back to normal on all the campuses of Ecolint: teachers and students can finally see each other's facial expressions, and the staff can once again share office space, coffee catch-ups and lunches in the cafeteria.

Graduation organisers are also relieved, as they no longer have to engineer socially-distanced ceremonies. La Grande Boissière and Nations still have to adapt to the large-scale construction work on campus, but this year all students graduated together with their teachers and families attending in person, not behind a screen. The class of 2022 was our largest cohort ever, with no fewer than 404 students who benefited from a proper celebration and a rousing send-off, as they set themselves new goals in their educational, professional and personal lives.

Other milestones in the school's life, after a two-year hiatus, were the Kermesses at La Châtaigneraie and Nations. Unfortunately, due to the construction work for the new Sports Centre, the La Grande Boissière Kermesse could not be organised. However, at Campus des Nations and La Châtaigneraie the event took place under a radiant sun, with hundreds of happy visitors, ready to explore cuisine from around the world, reconnect with friends and have a jolly time. At La Chât we witnessed the Ecolint spirit come alive with the traditional football match involving students and alumni: it was wonderful to see the young and the not-so-young playing together.

Even more significantly, visitors are back on our campuses, and some alumni have already taken advantage of this. La Grande Boissière's class of 1988 organised a small reunion in the former Library, now the Staff Room, and the LGB class of 1972 returned to Geneva for their 50-year reunion, with some travelling to Geneva all the way from Australia. They rejoiced in Geneva classics such as hamburgers at Road Runner and a boat excursion on the Lac Léman, while sharing stories of how they used to escape from their dorm rooms at night. Their visit to the campus was one of the highlights of the weekend, and they enjoyed a guided tour and a historical lecture with Emeritus Foundation Archivist Alejandro Rodríguez-Giovo (LGB, 1974).

Alumni also gathered for some less joyful occasions, to celebrate the lives of members of our community who recently passed away. A memorial event was organised as a homage to George Walker, who was Director General from 1991 to 1999. We heard speeches from former members of staff who worked with George, and paid tribute to the lasting impact he had on the school. On 25 June, alumni and friends came together in the Greek Theatre to commemorate alumnus Amanuel Abate, who died during the pandemic.

After the restrictions were lifted, they were finally in a position to mourn together and honour the life of Amanuel on the grounds of Ecolint, a site that was deeply significant to him. In his honour, Amanuel's daughters released beautiful butterflies in the Greek Theatre.

We were also delighted to welcome LGB alumni visiting Geneva from Australia, Canada, the UK, the USA and the Netherlands. Everyone was impressed by how the campus has evolved, but relieved to see that the hallowed Greek Theatre was unchanged and perfectly preserved: still central to the lives of today's students but refreshingly tech-free.

We are looking forward to seeing more alumni back on campus and to organising in-person events. If you are planning a visit to Geneva and would like to re-explore your campus, do not hesitate to get in touch with the Alumni Office to organise a tour. Contact us at alumni@ecolint.ch.



SOWING THE SEEDS OF SCIENCE



Ecolint Physics class (circa 1929)

Throughout the world, what does the name "International School of Geneva" (or "Ecolint", for short) evoke? To claim that it resonates quite as universally or inspiringly as, say, "UNICEF", might be a bit of an overstatement (though the same noble individual, Dr. Ludwik Rajchman, was crucially involved in founding both institutions). Nonetheless, Ecolint is widely respected and admired as one of the world's great educational establishments: a pioneering, idealistic and strictly non-profit organization, animated by humanitarian and egalitarian values, and pursuing the altruistic cause of "educating for peace" since 1924. Ecolint's "glamour" (should we want to employ this term) has nothing to do with snobbery, exclusivity or social status. Quite the contrary: Ecolint aspires to welcome and morally enlighten all young people, regardless of their origins, background or identity, in order to promote a more just and joyful tomorrow for mankind. The record number of nationalities (145) represented by its 4,500 students, the open-minded generosity with which it successfully accommodates a vast range of learning abilities (leading to a 99% IB Diploma pass rate), and – less readily quantifiable, but most important of all – the generations of decent, compassionate, ethically-minded human beings it helps to shape and disseminate beneficially throughout the world, all bear

witness to the success with which Ecolint continues to implement its mission.

Notice that the associations typically triggered by "International School of Geneva" or "Ecolint" are related to values, principles, ideals and moral aspirations. You might think: *C'est tout à notre honneur* – what could be more gratifying for Ecolintians? However, to do good in the world effectively and lastingly, simply being a good person may not be quite enough. Ethics are most usefully implemented in conjunction with knowledge, competence and keen critical thinking. To be sure, the amoral, uncritical transmission of knowledge for its own sake, as a tool to be used by students purely for their personal promotion, with no sense of responsibility towards those around them, or towards humanity as a whole, could not be more alien to Ecolint's fundamental ethos. Nevertheless, the mere parroting of principles and modelling of ideals at the expense of inculcating concrete content and skills would betray our core educational responsibilities. As it happens, Ecolint has always taken with utmost seriousness its duty to instruct young people in vocational, readily implementable ways, so that they graduate as well-informed, cultured and competent global citizens, equipped with specialized, in-depth knowledge and abilities in key

areas of human understanding and action: not least, in the Sciences.

To single out the Sciences – especially if one has in mind those (such as Physics, Chemistry, Biology and Mathematics) that are often referred to as "hard" Sciences (in contrast with the Social or Human Sciences) – may seem provocative or unwarranted to some readers. Nevertheless, rightly or wrongly, there is a widespread and persistent perception that the no-nonsense rigour demanded by these disciplines elevates them above others. This perception is reinforced when one takes into account how the Sciences, when applied through Engineering, Technology or Medicine, can contribute concretely to the wellbeing of mankind, and – even more to the point – how scientific errors, inaccuracies, sloppiness or quackery can cost human lives. The consequences of bad science (a bridge that collapses, a nuclear power plant that blows up, an aeroplane with design flaws that crashes, an ill-conceived vaccine that cripples patients) are empirically determinable and frighteningly tangible. In contrast, although (say) great Art can incalculably enrich human existence, mediocre or fraudulent Art, though spiritually impoverishing, may (if it's not imposed on us) simply be ignored, and is unlikely to kill anyone. Hence the special importance that is attached to competent and meticulous instruction in the Sciences.

It's therefore deeply satisfying to note how methodical and conscientious Ecolint has been from the outset in teaching the Sciences. Circumstantial evidence of this was provided as early as 1927, when Albert Einstein wrote to Ecolint's director, Paul Meyhoffer, requesting that our school should consider employing his cousin, Edith Einstein (herself a physicist of some standing, author of a doctoral dissertation on the "Theory of the Radiometer"). The confidence with which, in subsequent decades, Nobel Prize-winning physicists such as Robert Hofstadter, Georges Charpak and Tsung-Dao Lee enrolled their children in Ecolint provides further confirmation of the school's scientific credentials – particularly since three of these children went on to achieve scientific distinction in their own right: Douglas Hofstadter as Pulitzer Prize-winning physicist and cognitive scientist, Yves Charpak as a biostatistician and epidemiologist, and Stephen Lee as a

chemist. Neither did the physicist Mario Bunge – one of the greatest philosophers of science of the 20th and 21st Centuries (he died in 2020, aged 100) – hesitate to send his daughter Silvia Bunge to Ecolint; she is now a neuroscientist, with degrees from Yale and Stanford, who heads the Building Blocks of Cognition Laboratory at UC Berkeley.



Silvia Bunge

Regarding Nobel Prize laureates in the Sciences, La Châtaigneraie can go one better and boast of having given rise to one, in its pre-Ecolint days: Edmond H. Fischer, who studied there for eight years in the late 1920s and early 1930s, went to become an internationally renowned biochemist and won the world's most prestigious award (specifically in the field of Physiology or Medicine) in 1992. (One might add that Fischer retained an affectionate bond with Ecolint's second-largest campus, and made a point of revisiting it whenever his professional activities brought him back to Geneva. He passed away last year, at the impressive age of 101.)

A mere list of Ecolint alumni who have excelled as scientists might be invidious, because – given the sheer magnitude and complexity of the Foundation, with its myriad graduates and three vast campuses – many would inadvertently and inevitably be omitted. Nevertheless, a few additional names can give us a sense of the level and the scale of alumni achievement, which had its roots in the

classrooms and labs of LGB, La Chât and Nations. Consider the following sample: Harold Furth, a trailblazing physicist in the field of thermonuclear fusion; the astronomer and engineer Mark Trueblood, who pioneered robotic telescopes; the cutting-edge, award-winning theoretical physicist Alan Kostelecký (Distinguished Professor of Physics at Indiana University); the prominent neuroscientist and mathematician Gail Carpenter (Professor Emerita of Mathematics and Statistics at Boston University); David Leach (son of Ecolint's legendary history teacher and IB mastermind Robert J. Leach), Professor of Molecular Genetics, Head of School of Biological Sciences and Dean of Academic Excellence at the University of Edinburgh; and Craig MacLean, Professor of Evolution and Microbiology and Director of Graduate Studies in Oxford University's Department of Zoology.



Alan Kostelecký

Of all the applications of scientific understanding, Medicine is doubtless the one that affects each of us most directly, intimately and urgently. It therefore deserves to be considered separately and with particular respect. In this light, the hands-on contribution of Ecolint's alumni to the health of their fellow human beings is huge, and deeply moving. It is beyond the ability of any single individual in the Foundation to compute just how many of our tens of thousands of former students have become physicians, but a wealth of anecdotal evidence gleaned from scores of sources suggests that we could organize a multitudinous alumni reunion just for them.

To realize how children and adolescents who were once in your care, as an Ecolint teacher, often develop into devoted, top-notch medical doctors who one day might end up having your life in their hands, is a healthily humbling experience. A few years ago, as I was crossing the concourse of Geneva's *Hôpital Universitaire Cantonal* (HUG) to visit a patient, a voice I didn't initially recognize hailed me from a distance: "*Monsieur Rodríguez!*" A tall, pleasant-looking man in his late 30s who, with his white gown and stethoscope, might have just stepped off the set of "*Grey's Anatomy*", came up to me, shook my hand and and repeated warmly: "*Monsieur Rodríguez – quel plaisir de vous revoir! Vous vous souvenez de moi, dans votre cours d'anglais?*" My eyes focused on his vaguely familiar face as I strove to activate a cobwebbed database containing the names of the 3,500 or so Ecolint students I've taught since 1989. Providentially, something clicked in my brain and the right one came to my lips (I must confess that it not always does). He was pleased, and – upon questioning – explained that he was now an orthopaedic surgeon and *Chef de clinique* at HUG.

I managed to resurrect vivid memories, going back a couple of decades, of a jovial, likeable, happy-go-lucky 16-year-old, who was not nearly as diligent as I would have liked, and who struggled somewhat with the metaphorical nuances of *Lord of the Flies*. At no point had I discerned in him the rigour, precision, discipline and nerves of steel with which a successful surgeon must be endowed; but I dare say that my colleagues in the Biology and Chemistry departments may have had a more reliable overview of his potential, and were instrumental in fostering it. Countless other Ecolint teachers have had parallel experiences, all the more startling when it dawns on them that the specialist or surgeon to whom they have been referred is one of their former students!

That this life-affirming vocation of so many Ecolint alumni is beautifully in tune with the ideals and goals of our institution was brought home to me by an alumnus who had graduated in the 1960s and recently returned to show off La Grande Boissière to his wife, all those decades later. He shared excitedly his reminiscences of LGB as I took the couple on a guided tour of the campus, and our conversation eventually got around to his post-Ecolint career in

the United States. It turned out that he had recently retired as an obstetrician. This was intrinsically interesting, but he took my breath away when he added, with an understandable glint of pride in his eyes, that during his decades of practice he had helped to bring some 4,000 babies into this world. I gasped and looked at him with awe: for me, this statistic transformed him from an agreeable but physically unremarkable interlocutor into an angelic figure, so blessed had his mission in life been. What nobler goal can Ecolint have than to be a seedbed of obstetricians?



Mieke Kamiya

However, the fruits of Ecolint in the medical field are far more diverse than this. They range from one of our earliest students, the multitalented Japanese psychiatrist, author and literary scholar Mieke Kamiya (1914-1979), who devoted many years of her life to the care of leprosy patients, to Daniel Haber, currently Director of the Massachusetts General Hospital Cancer Center and Professor of Oncology at Harvard Medical School. Others are involved in long-term research in highly specialized fields, such as Professor Walter Reith in the University of Geneva Medical School, who heads the Walter Reith Group, a laboratory that focuses on Molecular and Cellular Immunology, or Rava Azeredo da Silveira, a versatile theoretical physicist with a PhD from MIT who is now *CNRS Directeur de Recherche* at the *Ecole Normale Supérieure de Paris* and heads the Theoretical & Computational Neuroscience Group in Basel's Institute of Molecular and Clinical Ophthalmology.



Daniel Haber

Some are emphatically hands-on, and work directly with patients in vulnerable population groups, as for example Deborah Lehmann (Clinical Associate Professor, University of Western Australia), an epidemiologist who for decades led multidisciplinary research teams in Papua New Guinea, and – more recently – among Australia's Aboriginal populations, or Gene Feder OBE, Professor of Primary Care at the University of Bristol, who for many years has devoted his medical expertise to the specific health problems of Traveller gypsies, and to the victims of domestic violence.



Walter Reith

Those who have recently made headlines with their research on breakthrough vaccines or treatment against COVID-19 include Carina Tyrrell, an Academic Clinical Fellow at Cambridge University's MRC Epidemiology Unit, or Ratko Djukanovic, Professor of Medicine and Director of the Southampton NIHR Respiratory Biomedical Research Unit at the University of Southampton. All these alumni are, of course, no more than illustrative samples; a more complete list would vastly exceed the scope of this article.

It would, of course, be absurdly arrogant of Ecolint to claim all the credit for the scientific achievements of its alumni. The key factor was their own intelligence and stamina, which propelled them through some of the world's most prestigious universities. Still, it stands to reason that from its earliest days our school provided its students with outstandingly solid scientific foundations, which they were able to build on in university. Ecolint's first-rate laboratory facilities, which have always been a priority for the school, partly explain this success; but obviously most of the educational merit must be attributed to the knowledgeable, skilled and passionate biologists, chemists, physicists and mathematicians who actually taught the courses, and ignited the long-term interest of their students. As is the case with the scientists among our alumni, these inspiring teachers cannot all be listed here; but what characterized them was not just their ability to equip their students with the essential toolkit of up-to-date scientific facts, concepts and methodology, but also to nudge them towards scientific critical thinking, so that they could operate autonomously and develop novel approaches. Today, our STEM centres are a visible outgrowth of this approach.



Carina Tyrrell

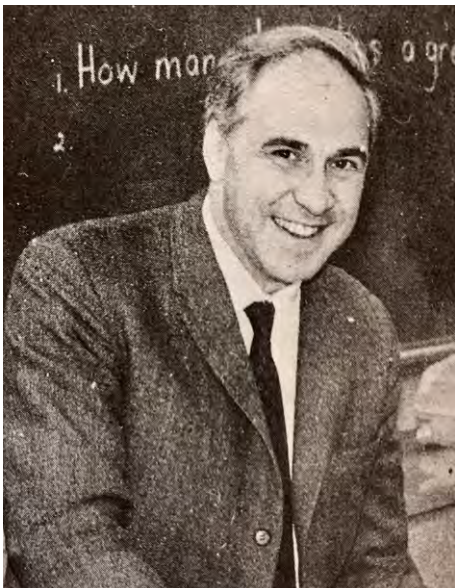
Former Governing Board member Chris Elliott – an alumna with science degrees from the University of London, Yale University and the Swiss Federal Institute of Technology (EPFL), who is now one of the world's leading experts in conservation and ecosystem management – recently told me how grateful he is to Reginald Unitt, his Biology teacher at La Grande Boissière in the early 1970s. In addition

to Unitt's obvious expertise in his field, his charisma and his incisively engaging teaching style, it was his insistence that students should devise, conduct and assess their own experiments, under his demanding supervision, that Elliott now recognizes as having had a crucially beneficial impact on his understanding of how science functions.



STEM center

I myself also had Unitt as a Biology teacher, and concur with Elliott's assessment of him. Although my own university studies focused on Law, and later on English Literature, the deep-rooted understanding of scientific methodology that Unitt and, in parallel, my Physics teacher Tony Montgomery fostered in me has served me well all my life, enabling me to assess (however tentatively) the scientific claims that we encounter every day, and to distinguish between real science, pseudo-science and outright charlatanism.[i] Thousands of other Ecolint alumni who opted not to pursue advanced scientific studies also continue to rely on the sound, trustworthy basis of scientific



Reginald Unitt

understanding that our school has always made a point of providing. Some would argue that the quality of its instruction in the Sciences (including Mathematics) offers the most reliable benchmark of a school's genuine competence and seriousness of purpose, as no amount of trendy educational rhetoric or elaborate window-dressing can disguise failings in this field: the results can be objectively assessed, don't lend themselves to fanciful interpretation, and in the long run affect concretely the comfort, safety and health of human beings. Given the motivation and know-how with which so many of our alumni have pursued brilliant careers in the Sciences, this is a criterion that Ecolint can embrace with confidence. It is by its fruits that you can most dependably know a school. Well might Ecolint quote Shakespeare to its students: "I have begun to plant thee, and will labour / To make thee full of growing" (*Macbeth*, Act I, Scene iv, lines 28-29).

Alejandro Rodríguez-Giovo
Emeritus Foundation Archivist

[i] In case it seems arbitrary thus to highlight two Science teachers from among the many dozens who have excelled (and still excel) in their educational roles at Ecolint, I should clarify that the rationale for naming them here is that they both passed away within the last two years.



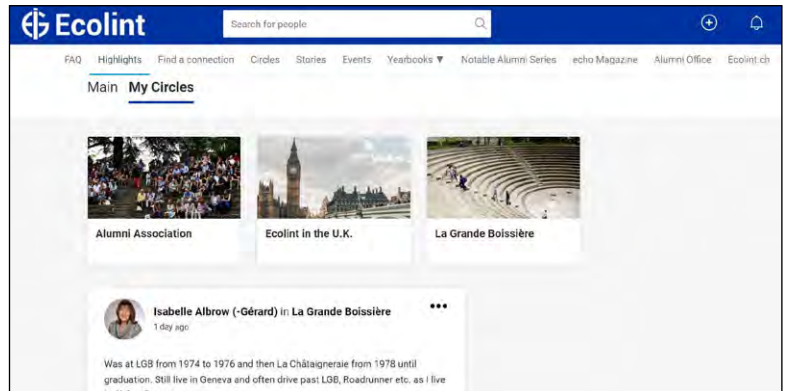
Ecolint Chemistry class (circa 1929)

YOU MAY HAVE MISSED...

New Alumni website: Ecolint Connect

We launched the new Ecolint Alumni website in December 2021. Ecolint Connect makes it easier to find alumni in your area, exchange memories with former classmates and make meaningful connections. If you were a member of the previous website, you should have received an activation email. If not, go to connect.ecolint.ch to register.

Join the many alumni and former teachers who have already activated their accounts!



Alumni Voices

We have also recently launched "Alumni Voices," a podcast series celebrating all the ways in which our former students bring Ecolint's values to life. Tune in for 20-minute episodes during which current students interview alumni from all over the world..

<https://bit.ly/3lmvQr7>

Notable Alumni Series

Ecolint's Notable Alumni are global citizens using their education to create a just and joyful tomorrow. They are innovative, they fight for justice, they strive to make the world a better place, and they foster diversity. In short, they embody the values of Ecolint, in their professional or personal lives.

Our goal is to celebrate 100 alumni by 2024 in honour of Ecolint's 100th birthday.

<https://bit.ly/3liuPQP>

Scholarship Goal Reached

Thanks to the generosity of several Ecolint parents, staff members, alumni and friends, we exceeded our CHF 500,000 goal for this year, raising CHF 687,000 via gifts in cash and multi-year pledges. Coupled with the Oak Foundation's CHF 1 million grant, these funds, disbursed over the next five years, will enable us to provide educational opportunities for future waves of scholars who dream of creating a better life for themselves at Ecolint.

<https://connect.ecolint.ch/news/7443>

SOCIAL MEDIA

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Alumni on Facebook	facebook.com/ecolintalumni
Alumni on LinkedIn	sl.ecolint.ch/linkedingroup
Alumni on Twitter	twitter.com/ecolintalumni

CHANGE OF ADDRESS? GET IN TOUCH !

Email:	alumni@ecolint.ch
Telephone:	+41 (0)22 787 25 55
Web:	connect.ecolint.ch (Alumni can update their own details on the website.)