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Overview of Conference:

The "Reconnections & New Directions" conference is an international gathering of staff and students who represent four worldwide educational organizations inspired by the innovative philosophy of Dr. Kurt Hahn: Outward Bound, Round Square Association of Schools, the United World Colleges and the Duke of Edinburgh's Award Scheme.

Kurt Hahn was a key figure in the development of experiential education. "There is more in you than you think" became the motto for the school Kurt Hahn founded in Britain, Gordonstoun, and the cornerstone of his philosophy: that each of us has more courage, more strength and more compassion than we would ever have fathomed. Kurt Hahn's calling in life was to help people around the world realize this truth about themselves. We have summarized four key themes in the philosophy of Kurt Hahn – our task, now, is to articulate how each of our educational organizations have employed those beliefs, and how they have formed the foundations and pillars for our learning spaces. Those four key themes are:

- leadership
- service
- experiential learning
- global education

Methodology

The teaching style of the seminar is a variety of discussion groups, skill sessions, guest speakers, and workshops. We use innovative and creative methods of presenting information, and then divide into discussion groups and interactive activities to talk about the issues that define the educational philosophy of Kurt Hahn. We are stressing the importance of critical assessment, and are bringing all themes back to the central notion of leadership, service, experiential learning, and global education.

Introduction

We use the first day to introduce the program to all the conference participants, to discuss the purpose of the seminar, and to allow conference participants some time to get to know each other better. Participants will explore the campus, the facilities, will "catch-up" with other representatives from their association of schools/groups, and will meet other organizations with a philosophical link to Kurt Hahn.

Leadership

We believe that we cannot talk about leadership, without first questioning the very principles of "truth" about society... do all societies believe that the individual is the most important unit? Do all societies believe that the earth is ours to control? Do all societies view "time" they way we do? Where we are born, and what we are taught, are often taken for granted. In fact, if we don't explore the very first and most fundamental beliefs we have, we will never be leaders capable of speaking for others beyond our own cultural boundaries. We will be relying heavily upon the wisdom of aboriginal perspectives, and listening to local aboriginal leaders talk about these notions.

We will also provide the conference participants with a framework within which they can judge other dimensions of leadership. We will explore ethical frameworks for decision-making.

Service

The second theme deals with Service. As part of the objectives of this theme, conference participants will spend a day in Community Service. Active citizenship necessarily implies that

one engage, and give back, to the community. Pearson Colleges has been working with Victoria Parks and Recreation in removing scotch broom, and other invasive species, from local provincial parks. Its tough work, but is remarkably satisfying, and consistently receives rave reviews from Parks staff, and from students and staff members who volunteer.

The purpose is not only to introduce the natural world to conference participants who may not have had the chance to explore BC's beautiful west coast, but also to challenge and push the notion that part of education is in the doing. Most importantly, conference participants have an opportunity to put in place the most basic of principles: giving back to the community. This activity will be optional. Other activities will have participants engaged in discussions and workshops. Out of service, grows a sense of responsibility and compassion for one another. Shared responsibility and active participation spawn an ethic of service to each other, the community and the environment.

Experiential Learning

The third theme we are addressing deals with the confidence, skills, and education that can be taken from learning by doing. We believe that when students challenge perceived physical, mental, and emotional limits, true learning can truly take place. Various hands-on exercises in team situations will be introduced, with the learning model being, that small failures lead to huge successes. There will be interaction with the natural world, with each other and ultimately with hands-on participation. We believe in models of successful, responsible risk-taking and believe that experience is the greatest teacher. Finally, learning is based on action and reflection. Time is dedicated after each experience to reflect on the importance of the lessons at hand, whether it's teamwork, reliance on others and self, or communication.

Global Education

The final theme of the seminar will focus on introducing ideas related to major global education through exploration of events that conference participants are confronted by each day: human rights, sustainability, debt-forgiveness, dictatorships, community resistance, military economics, and conservation. We believe that the most effective way for conference participants to explore these themes is to engage in discussions about them. Part of building the confidence to be a leader, is in understanding perspectives from different parts of the world. And part of having an opinion, is having a good, solid foundation of information by which to base your beliefs. And of having a mind open to other beliefs, cultures, religions, philosophies and people to share them with.

Workshops:

Title: Multigenerational Experiential Education (Program Design and Delivery)

Presenter: Terrance Malkinson

Date: 17- June- 03

Overview of topic

- ✚ Middle aged people are re-evaluating their lives: spirituality, fitness, etc. Global aspect of Outward Bound promotes international understanding
- ✚ Adult learners have life experience. They have accomplished many things and are not set to programs by parents. Adults responsibilities come into play (parenthood)
- ✚ Taking instruction from younger people is harder; moreover, adults can contribute to the teaching process. However, they are rigid in their thoughts: learning pace is slower. Emotional comfort comes to play.

- ✚ Self-directed learning is important: problem solving for example.
- ✚ Health factors come into play with age, causing limitations.
 - For instance; bone structure – flexibility , cautious/ reaction time, cooling – muscular strength, vision

Conclusions that were reached/ Goals that were set:

- ✚ Expected adult learners outcomes:
 - Enhancing leadership
 - High performance teams
 - Renewal and re-emerging
 - Handling conflict
 - Further spiritual well-being
- ✚ Easy to hide your labels (wealth, status, occupation), your age is clear.
- ✚ To change false preconception:
 - Market / Public relation
 - Find people with different backgrounds

Title: The Three Year Option at Pearson College

Presenter: Michelle Bridget and Laura Fulton

Date: 17- June- 03

Overview of the topic:

- ✚ Pearson College makes available to students the option of pursuing a 10 month service option (currently 15 students in 4 sites)
- ✚ This is an idea from UWC heads in an attempt to redefine UWCs, put Hahnian ideals into action, and to expand and enhance current curriculum
- ✚ Programs developed in four countries after consultation amongst staff, students, and the College Board of Trustees

Student expectations

- commitment to service
- more potential for further service
- go beyond ‘comfort zone’
- real world experience, develop skills

UWC community

- more united, transfer of skill between colleges
- action to back ideals,
- keeping alumni involved

Participant Communities

- multicultural contact
- real help

- ✚ Students are selected by rigorous interview process

2 week intensive training process (in addition to college curriculum):

- people skills
- first aid
- teamwork
- ethics of international development (KEY AREA)

Sports

- Sport for life, regular, positive participation, adopting a healthy lifestyle, team and individual sports

Citizenship

- What sort of a person the student is, school charter to list responsibilities- not rules, compassion, respect, open and positive approach

How the system works:

It's a gathering of information by a weekly meeting with a tutor with the onus on student information. The tutors collect the information and record it in a computer program, building up a long-term profile over time. Information is collected from other sources such as teachers. The tutor can then help student set goals and targets for themselves, to become a better, well-rounded student.

“What if the student has no interest or says no?”

- The tutor and “tutoree” relationship is very important in that situation, the tutor does some strong encouraging

“Has thought been put into having the students enter their own profile?”

- Yes, but to gain a better relationship the tutor needs communication and needs to be able to filter out what's important

To manage with day schools (Gordonstoun's model working as a boarding school) try to set a specific time within the week's schedule.

Conclusions and Goals set by this program:

At the end of jr. years and sixth form years, the Record of Development of Citizenship is issued. It summarizes the participation and achievements (not list) by the student, with the emphasis on citizenship.

The goal is to be able to have the student look ahead and see what they are able to achieve, and then give them the support to achieve it.

Title: Defining our Leadership Model: The Grail of Character

Presenter: Jim Raffan

Date: 17- June- 03

Overview of topic:

- ✚ Jim is here not as a member of an organization, but because of the people he has met, because of his background of Queen's University, though Bob Ryne. “Be firm yet gentle, humble yet bold, swayed always by beauty and truth”. Bob was the Kurt Hahn of Queen.
- ✚ What a teacher is is more important than what he/she knows
- ✚ We are here to create “whole people”, and “characters”
- ✚ Character is a well educated, will-strength though adversity. How do you lead people to become leaders? How do you create these leaders?
- ✚ Defining culture- Jim supervised a doctorate student in Aboriginal Education, which she had difficulty computing culture. She wanted PhD to a leader in her

Aboriginal community. These are the courage, luster of human action, which are known as character.

- ✚ Reading books, rescues, the stories of hero, for example, is what we do at a single moment in an accumulation of our life experiences, inner strength character.
- ✚ I am a part of all that I have met (Tennyson)
- ✚ Is the adventure worth the risk?

Conclusions that were reached/ Goals that were set:

- ✚ Under whose authority are you doing what you are doing?
 - Suffering produces character = it is our own authority, of our own experiences.
- ✚ The challenge must be physical and mental to wholly embrace the person and create character.
- ✚ The wilderness gives us both to dig deep for inner strength.
- ✚ The more effort you made to add character makes you more aware of your failure. But if you can say this you have character.

When you are stripped of everything, you are a teacher and a leader

Title: Outward Bound as Servant

Presenter: Anthony Richards

Date: 18- June- 03

Overview of the topic:

- ✚ Tony was born in England, but now lives in Nova Scotia, Canada. He went to the University of Colorado. In 1990, he visited seven of UWC colleges. He retired from Outward Bound international, and tries to integrate the notion of Kurt Hahn.
- ✚ Outward Bound as Servant comes from the “Servant of Leadership”
- ✚ The important thing is the young and students need to engage compassion of servant.
- ✚ Notion of servant: could increase capacity, new service activity and customers
- ✚ Can we measure a person service ethic?
- ✚ We need to be more intention towards our programs
- ✚ What is service?
 - For example: if you see a person asking money, would you give him? Why or why not?
 - Some people might, but some not. No matter you give or not, the crucial thing is the issue, which cause him to beg for money. For example: how can we make a difference? Do we eliminate hunger or poverty?

Conclusions that were reached/ Goals that were set:

- ✚ Most services of each organization engage in community service. For example: Hospital visiting at Pearson College (UWC)

- ✚ How we select the activity is crucial
 - If more risk with less skill, participants or students get anxious, but if less risk with more skill, they get bored.
- ✚ We need to match the skill students have and the risk that the activity has, which is the challenging experience for them
- ✚ Service and academic are compactable, they shouldn't be separated. Academic's work is services' also.

Title: International Service in Round Square

Presenter: Judy Warrington, Stephen Eardly, Madhav Saraswat

Date: 18- June- 03

Overview of topic:

- ✚ Orphanage Dominican Republic: Garden Project, teaching locals how to give in the community themselves. Well Projects also important at the orphanage
- ✚ The Dominican Republic faces high economic stress since tourism dropped (due to 9/11 case). UN has released several reports on this country.
- ✚ Incorporation of local teenagers: beach clean-up for example.
- ✚ Combination of work and play, creating a balance
- ✚ Work with children is key
- ✚ Service is not charity. Students learn through active participation in thoughtfully considered projects. In the end, both gain. Students learn how to deal with the real world. Youth lose disillusionment and gain a better focus.

Conclusions that were reached/ Goals that were set

- ✚ Use every chance you have to make a difference. It only takes one person to spark the flame.
- ✚ Local communities must have a comprehensive role in organization and planning in all partnerships.
- ✚ Inter-organization is possible, but no strict procedure is now in place
- ✚ Perception needs to change in order to increase participation in such endeavors

Title: Sandbags and Scenarios: Learning Leadership Experientially

Presenter: Ian Lamberth

Date: 19- June- 03

Overview of topic:

- ✚ Program turns first year students into wilderness leaders
- ✚ Behavioural learning is essential. Scenarios and 'sandbags' are used (scenario = medical / sandbag = behaviour)
- ✚ Experiential learning is key when dealing with scenarios

Title: Expeditions with a Purpose

Presenter: Mike Gibby

Date: June 19, 2003

Overview of Presentation

Singapore is a tiny island, the UWC there (SEA) has a tiny campus, so what do you do with a large number of students?

- There is a distinct shortage in natural resources in Singapore.
 - The opportunity to travel to other places in SE Asia creates options
 - Its not a problem of where to go, it's a matter of time within the school year
- Solution: Grade expeditions starting from Grade 5

Expedition in year 9

- Ladakh, India for 3 weeks in the summer
- 4 days for initial acclimatization with an introduction of the Tibetan Buddhist culture.
- Followed by an 11 day trek in mountains
- Back at the village, a local home stay occurs with the students (Initially made by making contacts with someone who lives in the area)

The students wanted to make give something back to Ladakh for everything that Ladakh had given them.

- UWCSEA became involved in creating the school, but eventually bought an ambulance instead because it was a greater need

Conclusion from Grade 9 expedition

Repeat visits allow the fine-tuning of the program; going to the same place ensures a good expedition

After the first expeditions occurred, the Lamdon project began (School in Ladakh).

- Child sponsorship started, contributors were asked to sponsor a child for more than a year if possible. Newsletters were produced twice a year for patrons.
- Apple donated 20 laptops for school, with Ladakhi script developed. UWCSEA donates printers.
- Specs Appeal (Old glasses collected in Singapore, donated to village)
- Time for Ladakh (Old watches donated to village)
- Recycle toys for Ladakh (Old teddy bears to village)
- Candy canes are sent each year.

Conclusions from Lamdon project

- The original school now has 6 campuses and over 1,000 students.
- The Dalai Lama is a frequent visitor to the campus

- Teachers at UWCSEA have sponsored a Lamdon scholar to go to the Mahindra UWC
- After 9/11, the people of Ladakh feared for the safety of UWCSEA visitors, and requested that they not return to the village.

The grade 8 students have a similar type of expedition that occurs in N. Thailand

- 2 weeks are spent in the area near ChiangMai
- First an adventure week with hiking, rafting, and culture day; followed by a study week with a river study, AIDS, endangered elephants, Buddhism, and regular core subjects.

Conclusion from students after expedition

-They saw the need and raised money for sewing machines for the hill tribe they encountered on the trek. The handicrafts that are created in the village are sent to UWCSEA, whom then sell them and give the money to the AIDS orphanage encountered in the study week.

Goals for program: The aim for the expeditions is to have a closer integration of adventure for the students.

Title: Experimental Learning and Commonalities

Presenter: Joe Nold

Date: 19- June- 03

Overview of topic:

- ✚ Hahn's ideas were responses to his troubled times (Second World War, Cold War, etc.) – these are also troubled times (wage gap, clash of civilizations)
- ✚ Experiential education is the way to meet these times as well
- ✚ To Hahn academics were important, but not paramount
- ✚ 'Dare to Care' program in a Denver suburb in midst of paranoia of the 60s – OB for teachers/students – pioneered gender equality, programming for teachers, short term programs, racial equality, hiring teachers to take students on weekends
- ✚ Denver was first racial equal school city, OB helped to ease this major transition

Conclusions that were reached/ Goals that were set:

- ✚ We should see OB as an idea bringing out Hahn's values.
- ✚ It was his contribution to ending the war
- ✚ Many people think OB should be more mission/market driven
- ✚ John Dewey (coined the term experiential education) and Hahn had ideologies that "fit neatly"
- ✚ We should see OB as a metaphor with the expedition being learning, having minimum instruction, but maximum involvement
- ✚ "Students should be the crew, not the passengers" – Hahn

Follow Up
Joe Nold
19-06-03

Group discussion conclusions –

- youth – need interrelatedness, motivation, activities
- Teachers – need to work together and spread the word.
- pessimism is related to technology and indifference

What did we conclude?

“The mark of a great leader is not how many followers they have; it’s how many leaders they have inspired.”

Students Discussion:

Title: How can students take more leadership in each organization?

Presenter: Students

Date: 17 – June- 03

Overview of topic:

- ✚ Teachers have the responsibility. Students are young and stupid. Access resources, contacts and friends are in their hands.
- ✚ Students leadership roles include influencing peers, less of a decisive, administrative role
- ✚ Equality, all voices being heard, is something to look at
- ✚ However, even rivalry amongst ourselves impedes leadership plans. (let alone, that age going against us).
- ✚ How do we overcome this?
 - Taking our own initiatives
- ✚ Less formality within organizations
- ✚ More credit must be given to students when they are deeply involved in a cause
- ✚ An initial “initiation” to a movement is crucial to get students hooked.

Conclusions that were reached/ Goals that were set:

- ✚ Students have to prove themselves, being diplomatic at the same time
- ✚ Keep trying, perseverance is key
- ✚ Also, compromise is important because we cannot always get what we want. “Wake your way up”.
- ✚ Advertising, word of mouth, is needed to push these organizations forward
- ✚ Aim to achieve perfection within our organizations
- ✚ We have to support ourselves as much as we can
- ✚ Create a network

Title: Committing to Collaborative Projects for 2003/2004
Presenter: Student discussion
Date: June 19, 2003

Overview of discussion

Conferences such as this one focus on only one aspect. Regionalism is important before focusing on the international front.

Projects that could be accomplished:

- Committing to a fund (ie. RS schools, Prince Alexander fund)
- RSIS and UWC 3yO integration should begin using both organizations
- Service for communities, such as food drives, hospitals

Most important thing to do for all organizations is PROMOTING AWARENESS. Before this conference few organizations had heard about the others, and we are all closely connected.

Another important thing is NETWORKING between people, organizations, and projects in general. Networking would be able to provide support, help, and other ideas for projects. Networking would allow others to see what new service ideas are being developed. Networking would be able to provide a way to share information and involve each other.

Conclusion and Goals set from presentation

It was decided that a collaborative project would be very difficult due to the different situations of each organization and student. It was then decided that each group should return to community and commit to at least one project in the next 6 months. It is important to involve all types of people, and to promote awareness. An idea to have a link from the Kurt Hahn website for youth was brought up, where a message board will be set up. Continuous use of the message board is vital in continuing the links set up at Reconnections. Each group should post questions/concerns/achievements on the message board.

Organizational Meetings:

Title: Round Square discussion
Date: 18- June- 03

Conclusions that were reached/ Goals that were set:

- ✚ Another Hahn conference would be beneficial (to reconnect, share and re-affirm common goals, follow up on ideas in this conference, etc)
- ✚ Educating our students and outlining strategies in an effective way to bring more awareness and support from local authorities

- ✚ A Hahn alumni service program
- ✚ A “who’s who” directory of key people in the four organizations
- ✚ An information of services and programs in effect within each organization – useful for people in organizational roles
- ✚ Regional conferences in next 18 months; global in next three years
 - The participation should be around 100, and should be subsidized
 - Ideas from these could be the foundation of progress for RS
 - There should be programs for adults, students and both
 - Each organization should have daily check-ins
- ✚ Shared newsletter (with all four orgs)
- ✚ No need for new structure, just collaboration; organizers of this conference train organizers for the next conference
- ✚ Each organization (@international level) has one member from each of the 3 other orgs to sit on their board leading to more collaboration
- ✚ Websites of all orgs should link
- ✚ RS will encourage students to take part in the other three orgs as well
- ✚ Look into expanding exchange programs to include UWC students
- ✚ More conferences
- ✚ Keep communication between RS schools as good as it is
- ✚ Discuss further effectiveness of RS newsletter

Title: Duke of Edinburgh

Presenter: Rick Ashbee

Date: 18 – June – 03

Conclusions that were reached/ Goals that were set:

- ✚ Conference expectation:
 - Learn more
 - More international involvement
 - Good to speak with other teachers
- ✚ *Future conferences:*
 - Yes! In 2 years
 - Teacher/ student merge
 - To understand significance of Kurt Hahn
 - Timeframe – no good time
 - Fundraising, plan, and preparation
 - Sponsorships: business plan – building foundation for future – local, major corporations, generating database
- ✚ *Collaboration:*
 - OB – make smaller expeditions for D of E
 - D of E – allow OB expeditions to be practicing and qualifying journeys
 - Financing for those who do not qualify for bursary
 - Making newsletters

GAP MEETING

Presenter: Jamie Whiteside

What was said:

- + Attempting to develop full Gap year program
- + “camp” like scenario
 - teaching people worldwide about your culture
 - running programs in another country
 - exchange to other gap students in other international (RS/ OB) schools
 - can tend to through very prescribed situation

- + people not in these scenarios, but actually a fully unorganized adventure in another country
- + youth – challenge international presentations
- + habitat for humanity
- + contact these organizations and talk to them about opportunities
- + lots of internships (search for organization)
- + can also get some certifications
- + potential “umbrella organization” to direct to various groups specializing in gap programs
- + Can the D of E take over umbrella organization?
 - Not really – already a set program

Conclusions that were reached/ Goals that were set:

- + D of E can individually structure its own gap year to meet the award requirements
- + Set goals for gap year then find something to fit what needed
- + Need someone to facilitate learning
- + Very few requirements – loose advisor/ encouragement
- + Contact other schools for opportunities
- + Many schools finding gap year valuable

UWC Meeting:

Date: 18 – June - 03

- Objectives:*
- evaluate conference
 - articulating our initiatives

what was said:

- + Not much work – just focus on coming together
- + Don't formalize relationships beyond conferences
- + Adversity recognize as said by HRH
- + Next conference – service based/ experiential educators/ best practices
- + Invite other educators? Important to grow our philosophy by inviting superstar educators
- + More team-work

- ✚ UWCSEA works in Cambodia to build houses
- ✚ Students wanted more students
- ✚ How to attract: really enjoyed session with students: play up opportunity to run your school – facilitate mini- PSYL? / have note given to teachers
- ✚ Why so few students? The first time: significant cost: UWCSEA sends students to international meetings
- ✚ Not enough contacts within UWC?
- ✚ RS had international promotion, UWCs just bad at getting information out, don't spread information well. Hard to find funds
- ✚ Students initiatives not shared
- ✚ There are students swapping between programs: alumni meet regularly
- ✚ Initiatives needs to be brought into infrastructure, so orient personality dependant
- ✚ Building up resources to run initiatives (self-sustaining)
- ✚ PSYL works because of facilitator from different UWC
- ✚ Middle-east project in 3 schools: how to pull together more cohesively and look to other organizations for partnering
- ✚ International needs to promote activities
- ✚ Staff- shifts people around? Exchanges? : complex because of salary, employment issues, children
- ✚ Smaller capacity building exchanges
- ✚ Ought we work together on initiatives? Expected other colleges to help/ great if we shared initiatives
- ✚ Ethics initiative: our specialty to offer; middle-east? A specific job
 - Students will transmit knowledge so it's ok.
 - Important to take it into high schools out UWCs? – MUST expand at UWCs
- ✚ Does IB eat up so much time, that activities are irrelevant?
- ✚ Work-load creep on IB program? Best option? Universities like IB because it's a standard
- ✚ Maybe it's enough for students to talk as alumni, pre-college, country admission
- ✚ Demonstrable collaboration in project, not just students connecting
- ✚ Other organizations? Tapping into us for strengths, us into them for strengths
- ✚ Bring alumni into international projects

Overview of Conclusion Reached:

The value in bringing people together physically

Discovering cousins we'd never met; "new continents"; differences & similarities

Expanding the "muscles of friendship"

Mining the potential of collaboration

The vitality of Hahn's ideas today

Synergy between generations and organizations

The young got down to it while others sometimes suffered from “analysis paralysis” !

Our incredible potential for creating change.

Improving Jed’s salsa skills was greatly appreciated by all

DECISIONS:

To report back to the Conference Organizing Committee on positive things that have occurred as a result of the conference.

To hold another conference based on positive outcomes of this one, based on a 2 year timeframe.

To maintain a conference coordinating committee to steer us toward that goal.

Organizations will forward nominations/suggestions for new team members to Cynthia.

The current organizing committee will follow through on transition to a new team.

Committee will assess impact of the conference and evaluate what will happen next.

Committee will explore the possibility of holding regional conferences.

To share information between organizations

To maintain the Conference Web Page on <http://www.pearson-college.uwc.ca/reconnect>

To establish a presence on the Kurt Hahn Website (<http://www.kurthahn.org>)

Terry will create a bi-monthly electronic newsletter containing a single sheet of news created by each organization:

- o Contributions will be coordinated by:- Terry Guest (RS); Rick Ashbee (DoE); Rebecca Bear (OB); Keith Clark (UWC).

To create an E-mail listserv to encourage people to look at the website as it changes.

To maintain links with the Kurt Hahn Archives through Sophie Weidlich, at soweidlich@gmx.de.

To review and update the Briefing Notes issued at the beginning of the conference.

* John Hasell in conjunction with Terry Guest(RS); Abner Lico (DoE Canada); Sarah Wiley (OB); Sean Rodman (UWC)

* This will be made available on the Web Sites

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Bibliography with links to the schools attending:

Outward Bound Canada	www.outwardbound.ca
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The Lawrence School
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UWCSEA
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Westfield School
Westminster School
Windemere St. Anne's School

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