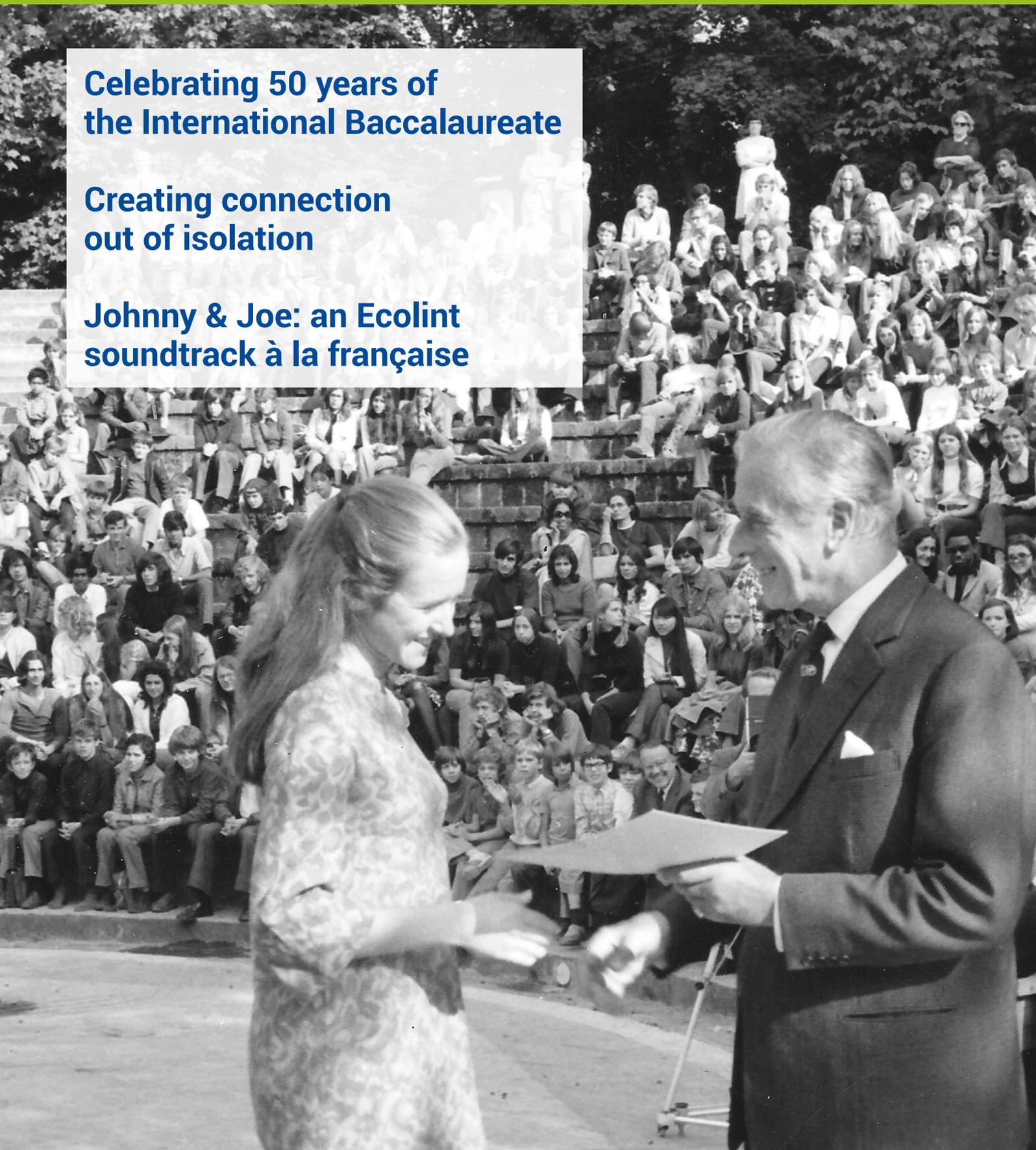


Celebrating 50 years of the International Baccalaureate

Creating connection
out of isolation

Johnny & Joe: an Ecolint
soundtrack à la française





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**On the cover:
Peggy Ray receives
her IB diploma from
Lord Mountbatten**

A WORD FROM THE DG

Dear members of the Ecolint alumni,

It is with great pride that I write to share with you, in whatever part of the world this finds you, that we concluded the 2020-21 school year the same way we started: with all students and teachers in person and on-campus learning and teaching together. Of course, that is not a big deal in normal circumstances, but these are not normal times.

Keeping Ecolint open during the Covid-19 pandemic is a testimony to the courage, agility, resilience, and gutsy perseverance of every member of the Ecolint community. It has not been easy for anyone. Imagine teaching all day long wearing a mask. Imagine all the cafeterias having to close with no advance notice. Imagine a school where parents are forbidden from visiting and where staff cannot be in the same room with each other. All that and much more happened.

Even with all the disruptions and challenges, the May IB exams took place and we have found creative and safe ways to have our graduation ceremonies. In the midst of all the challenges we have been facing, we persevered in other ways too.

Several months before the pandemic, a group that included students, staff, parents, and alumni set out on a mission to transform the many ways that Ecolint expresses its purpose to the world into something more concise.

We called the group that was formed the "mission refresh team". This was not the first time that this effort was made. In our accreditation visiting team report from seven years ago, Ecolint was asked to do this work. And in our accreditation preparatory visit two years ago, we were reminded, essentially, that we hadn't done our homework. After several meetings including a mini-retreat and lots of data collection pre-pandemic, the mission refresh team managed to build enough of a working relationship with each other to maintain momentum and present a recommendation to the Ecolint Governing Board in June 2020. Here is what was approved:



Ecolint's mission is to educate students to be global citizens with the courage and capacity to create a just and joyful tomorrow together.

Now comes the hard part - putting this into practice in our interaction with the wider world, and making it a reality of an Ecolint graduate's lived experience.

As you can imagine, every single word makes its own contribution to the full expression of Ecolint's mission. And each word had to compete with many others to be included. For example, we fought and wrestled over the word "joyful" for hours. Its main competitor was "peace". In the end, we reached common ground on the word "joyful". To oversimplify, you can have peace without joy, but it is much harder to have joy without peace.

For the next few years, we aim to bring this concise expression of our mission to the lived experience of everyone at Ecolint. We will also spend time sharing and reflecting upon why each of the words or phrases was chosen. Posters featuring key words from Ecolint's mission along with a

question have been displayed on all three campuses since 12 April 2021. The posters are meant to invite engagement with both the meaning of the word and the mission. You can reflect on two of the posters for yourselves on the following pages.

In parallel to this work to ensure that our community understands, embraces and embodies our revised mission statement, we have also set ourselves five strategy ambitions that we plan to achieve by the time Ecolint celebrates its 100th anniversary in less than 3 years. You can watch [this video](#) to learn more about these strategic pillars.

With that, I invite you to enjoy this issue of the *echo* Magazine, which brings to life some examples of our students, staff and parents demonstrating the courage to address head-on the work that needs to be done - and is being done - to create a more just and joyful tomorrow at Ecolint and beyond.

David Hawley
Director General

GLOBAL

www.ecolint.ch/mission

—
Is being global a way
of thinking, doing or
being?



www.ecolint.ch/mission

CITIZENS

—
To be one, must you
always contribute to
the common good?



NEWS AND VIEWS

MARCHING TOWARDS INCLUSIVITY IN U.K. COURTROOMS



In the U.K., an Ecolintian, Sam March (La Châtaigneraie, 2010), has developed an invention that is set to break a 200-year-old convention: the traditional horsehair wig worn by all barristers appearing in court.

In the span of ten years, Sam March went from being a theatre kid at La Châtaigneraie to a fully-fledged criminal lawyer on the cusp of making history. For Sam, this trajectory seems more coherent than at first glance. His many hours spent in costumes equipped him to some extent for this unique and, at times, surreal profession: "I am expected to intervene in some of the most important moments of my clients' lives, all while dressed like an 18th century gentleman, in a white wig, black gown, collar and bands".

After studying at Cambridge University, Sam's five-year career in marketing left him disillusioned. That's why, not uncoincidentally, Sam became a vegan and applied to law school in 2017. These two major lifestyle changes went hand in hand, both arising "out of a deliberate decision to try to do less harm and more good".

As a vegan, Sam opposes all forms of animal exploitation, including those that are not fatal. Up till now, the only vegan-friendly options for a barrister's wigs are synthetic (read: plastic) and extremely costly to import from Australia. So, like any true Ecolintian driven by moral conviction, he set out to blaze his own trail for himself and others.

"The wig is deeply symbolic", Sam reminds us. He "didn't want a highly artificial, not to mention polluting, material masquerading as something else, [but rather] something that was natural, distinct, and proudly different". Sam was also seeking to cultivate inclusivity within courtroom attire, similarly to how Sikh barristers don turbans instead of wigs.

Sam's goal was to invent a product which was both local and practicable. Enter his idea for a hemp barrister's wig. After conceiving this "delightfully disruptive" notion of wearing a plant closely related to cannabis in the criminal courts, Sam partnered with a manufacturer, Cultiva Kingdom, to turn it into reality. Working alongside a master wig maker, the company was able to manufacture a 100% biodegradable hemp wig, ensuring that it will not end up in a landfill, if it has not already been passed down to incoming pupils.

Thus, the legacy that Sam hopes his invention will create is one of doing no harm, either to animals or to the planet. Sam envisages the product being in production by the end of 2021, and that it should become the norm within courtrooms in the space of "a few years".

THE LEARNER PASSPORT, A HOLISTIC HIGH SCHOOL TRANSCRIPT BY ECOLINT

Upon graduation from high school, a student's transcript becomes a metaphorical passport needed to venture into society. Currently, high school transcripts capture only academic achievements and are geared towards assessments and testing. As Conrad Hughes, Campus & Secondary School Principal at La Grande Boissière, puts it, "school and learning become a transactional process driven by a cold set of numbers corresponding to subject scores".

When schools are forced to narrow the human experience to a grade transcript, they inherently become less and less inclusive, catering to certain personality types, learning styles and narratives at the expense of others.

All three campuses have been engaged in the development of the Learner Passport, an Ecolint Foundation vision for a new high school

transcript that promotes inclusion and reflects learning and character growth wherever it has happened.

The Learner Passport will detail the student's learning in seven credit areas, in line with the Universal Learning Programme's (ULP's) focus on seven essential competences. Students will have agency over their passport and select evidence of learning, allowing them to celebrate and demonstrate the achievements they are most proud of, both in and out of the classroom. This enables universities and industries to evaluate a fuller, more holistic representation of a student's potential, compared to how it is portrayed on a traditional transcript.

By 2024, every Ecolint graduate will carry this new type of passport out into the world, in the hope that it will inspire peer institutions to adopt this more inclusive model.

TACKLING GLOBAL CLIMATE CHANGE WITH LOCAL RESPONSES

A just and joyful tomorrow cannot exist without addressing head-on the current climate crisis. At Ecolint we always thrive to further sustainability and environmental actions as a key value and a core component of our curricula, but also as a must-do as global citizens. With 8 schools, 4,500 students, 1,300 staff members, more than 10,000 community members in the *Arc lémanique* and 50,000 alumni around the world, Ecolint has a significant carbon footprint. Yet, and at the same time, the school has a unique opportunity to drive behavioural changes through education and action.

Over the last few years, Ecolint has already been a driving force in this regard. Led by our students and teachers, critical sustainability initiatives we launched included the school's plastic-free campus journey. At the end of 2017, Ecolint's campuses became one of the first plastic-free educational environments in the world and started inspiring other schools to follow suit. A permanent Eco-Committee, led by students, has been activated and delivered multiple social impact projects across the 8 schools, in partnership with STEM-related academic departments.

Inspired by this success, we have decided to embark on a wider sustainability initiative, SolarSHOT, which combines technology and pedagogy, making Ecolint a thought (and action) leader on practices that will help combat the climate crisis. SolarSHOT plans to leverage technology, innovative pedagogical models and digital channels to make this initiative impactful, scalable, innovative, joyful and inclusive.

The project will advance the school on two key fronts: renewable energy and STEM+ curricular enhancement. Firstly, by installing solar farms on the roofs of our school buildings, Ecolint will reduce its CO2 emissions by 30% or 900 metric tonnes every year (the equivalent of roughly 50 garbage trucks worth of waste that is recycled instead of landfilled). The solar infrastructure will produce green electricity that will cover nearly 40% of our energy needs across all three campuses.

Secondly, In terms of STEM+ curriculum enhancement, SolarSHOT is a teacher and student-led initiative. It will provide further opportunities to study and experiment with how to tackle environmental issues, including building small solar farms, trying to optimize energy absorption, studying how we could neutralize carbon emissions, building mathematical models to create financial innovation, and more. Overall, Ecolint's pedagogical ambition for SolarSHOT is to make science, economics, and sustainability even more joyful and concrete.

IN BRIEF

ECOLINT PHYSICISTS WIN THE BEAMLIN FOR SCHOOLS COMPETITION (BL4S)

A team of Campus des Nations students – the Nations' Flying Foxes – won the 2020 Beamline for Schools competition (BL4S), an international competition open to students from across the world. Our young physicists proposed an experiment using beamlines, a stream of subatomic particles that, when delivered to any given set-up, enables the study of its properties and processes. As winners of this competition, they were able to carry out their experiment on the CERN's beamline equipment, a once-in-a-lifetime opportunity that also enabled them to correspond with leading researchers in the field of accelerator physics from CERN and the Deutsches Elektronen-Synchrotron (DESY) in Hamburg. [Read more here.](#)

BOARD ELECTIONS

Congratulations to the following candidates who were elected in 2021:

Jenny Moberg –

Campus des Nations,

Véronique Neiss –

La Grande Boissière,

and **Sébastien Lenelle** –

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.

Get in touch to discuss how you can help!

Different ways of giving | Support for specific projects | Donor recognition opportunities | Legacies

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

Visit us at www.ecolint.ch/support

CREATING CONNECTION OUT OF ISOLATION

Nothing stops a powerful Ecolint friendship. In March 2020, as the world was shutting down and physical gatherings were put on indefinite hold, many of us felt the need to reach out to old friends. Below are a few examples of alumni from La Grande Boissière who took advantage of the lockdown to reconnect.

Scott Gray (La Grande Boissière, 2000)

works in a children's literacy company in New Jersey and tells us why he initiated a chat that turned into a regular reunion.

"I'm friends with a number of my classmates on Facebook and was seeing posts from many of us about how we were dealing with the pandemic. One friend, in particular, who is in the front line as a medical professional, was sharing how hard it was. I wanted to do more than just click 'love' or write a quick comment, so I created a Facebook group chat with Ecolint friends to check in. Others added more, and then someone proposed the idea of doing actual video meetups and it went from there.

There's no set schedule, but generally, we meet up once a month. We use Facebook messenger to chat throughout the usual week, share news (like vaccinations, birthdays, etc) and then zoom video chat for the actual get-togethers. We tend to alternate between two times to accommodate alumni in Australia/New Zealand and Europeans/US West Coast. It is very open and people can join in and leave based on their availability.

I was really surprised that those reunions actually happened! The original idea was just a chat to see how the world was coping with the pandemic. But since we were all stuck at home, chatting with friends in New Zealand became the same as chatting with friends across the street. More folks kept getting

added and then somebody came up with the idea of a video meetup. And then it happened again. And again!

I would like to keep those reunions once the pandemic is over. We've all really enjoyed reconnecting with friends, finding out what's been going on in each others' lives, commiserating over the pandemic, etc. We've all stayed Facebook friends through the years and have seen some of the important stuff popping up on our feeds, but it's been nice to fill in the blanks and create new inside jokes and regain that sense of community. So hopefully we can keep it going and also carry out our 'plans' to meet back up in the Bahamas, Geneva, or Australia or visit each other".



From top left to bottom right: Hayya Khan Yousafzai, Ksenya Blokhina, Melanie Hering, Hugo Preece, Larissa Pachany, Anne-Eva Bulstra, and Caroline Bushhousen.

Ksenya Blokhina (La Grande Boissière, 2009)

now lives in London. The United Kingdom went through several strict lockdowns during the pandemic and, over the dreary winter months, the solitude felt particularly difficult to cope with. That is when Ksenya decided to contact friends from her year to organise an online call. As always with Ecolint alumni, her friends are scattered around the world, and the last time they had all been in a room at the same time was back in 2015. But because the bonds formed at Ecolint run so deep, conversations can be picked up where they left off, no questions asked, sometimes after years without contact. Even as the world lost all sense of normalcy, Ksenya credits the connection to her classmates with helping make the winter lockdown a little more bearable.

Matt Balogh (La Grande Boissière, 1980)

lives in Australia where the lockdown rules were very strict from the get-go. But now, with virtually no COVID-19 cases, alumni "down under" have been lucky to enjoy small in-person reunions.

"Australia was due for a reunion in 2020; however, that was not possible due to social distancing rules at the time. Instead, we organised two small reunions, one in Sydney, and one in Melbourne. While it is too hot in Sydney to have fondue in December, COVID-safe single portion fondue was served as an entrée, using incense burners.

Typically, we hold an 'Australian' reunion every two years around Escalade (12 December), or close to the Swiss National Day (1 August). The tradition of the Australian reunion started 35 years ago when I ran into Ross Dawson (La Grande Boissière, 1980) at a pub. At the time, we wrote to *echo* magazine saying that we had met at a sheep-shearing (cutting the wool off) competition, but when the article was published, it said we met at a sheep rearing (breeding) competition!

Attendance at the reunions grew over time, with 30 to 50 people travelling from around the continent and as far as New Zealand.

The extraordinary thing about social events for alumni is that they are not really about reminiscing. Ecolint Alumni get together because they are friends with common values and a shared perspective on the world. I think such strong friendships were formed at school because most of us only had our nuclear families in Geneva. So, kids at Ecolint rely more on their schoolmates to form their entire friendship and support group. Today I am in touch with the majority of my class of 79/80. How many people can say that they are in contact with such a large proportion of their school friends? Coming together 40 years later, these unwavering friendship bonds are as strong as ever".



Some alumni decided to use quarantine to do some extra exercise together.

Lalitha Sundaram Ramakrishnan (La Grande Boissière, 1971) tells us about a Zoom class:

"Back in April 2020, when the pandemic was in full swing, Pamela Ehrgott McLemore (La Grande Boissière, 1962) reached out to a group of women friends in the Boston area and asked if any of us would be interested in joining a group Zoom exercise class that her personal trainer would lead.

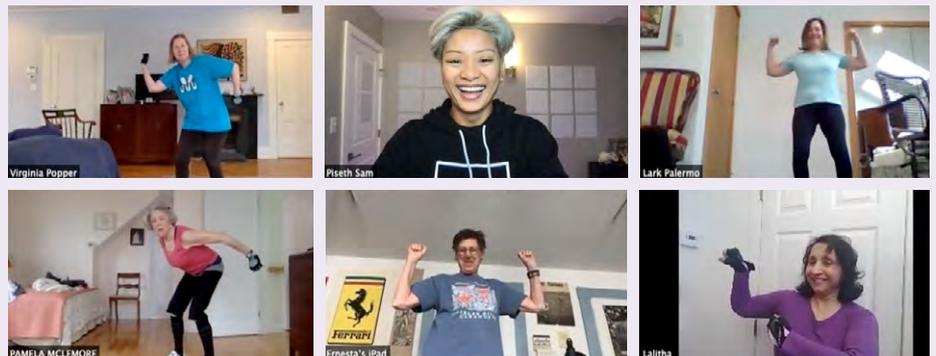
I was among a handful of women who raised their hands. Frankly, I was not at all convinced that doing an exercise class over Zoom would be effective or fun, but I was willing to give it a try. Anything to break the cycle of self-isolation!

In the end, after several trial classes, five of us intrepid women found a reason to stick to it and meet on a weekly basis with some basic gym equipment.

I almost dropped out several times as I found that the other women in the group, some older than me by 10 years (!), were fitter and stronger. Fortunately, Piseth, our trainer, was kind and encouraging. I kept at it and now I can easily swing our 25-pound kettlebells and lift a pair of 10-pounds dumbbells overhead! We have dubbed ourselves the Active Agers and are immensely proud of our progress.

Finally, we are all vaccinated! To celebrate we had planned our first in-person outdoors meetup in Pamela's back yard on 16 April. This being New England, we had an unexpected freak snowstorm on that day! So, we continue to meet on Zoom until the Massachusetts weather finally cooperates and we can see each other in an outdoor space.

We are committed to sticking together as a group and continuing these classes on Zoom, outdoors as the weather warms up, and one day indoors in Piseth's gym. Piseth's goal is for all of us to do pull-ups on bars! Yikes! Now, that is what I call a "reach" goal!"



From top right: Virginia Popper (LGB, 1972), Piseth S (personal trainer), Pamela Lark, Pamela Ehrgott McLemore (LGB, 1962), Ernesta Kraczkiewicz (wife of Mark Kraczkiewicz, LGB, 1959) and Lalitha Sundaram Ramakrishnan (LGB, 1971).

Small reunion in Melbourne with Samantha Parker (LGB 1984), Helen Butler-Hoven (LGB 1983), Andrew Buckle (LGB 1963) and Gerard Butler (LGB 1972).

ECOLINTIANS TODAY

CETTE GÉNÉRATION PEUT CHANGER LE MONDE !

Dans quelques années, Athos, Eli, Héloïse, Kareem, Ksenia et Meghna, élèves de la classe 12 à La Grande Boissière, seront les acteurs – voir les décideurs – de demain. Dans le cadre du module CAS, ils ont décidé, comme plus de 10'000 jeunes du monde entier, de participer à une initiative lancée par le World Economic Forum (WEF), Global Shapers Community, qui encourage les jeunes à s'emparer des grands débats actuels et à faire entendre leur voix.

Grâce aux canevas mis à disposition par le WEF, les élèves peuvent organiser des conférence-débats, les «Davos Lab Dialogues», sur un ou plusieurs sujets parmi dix problématiques à choix. Le groupe de La Grande Boissière a sélectionné la santé mentale, le consumérisme responsable, ainsi que l'impact et l'éthique de la prochaine génération. Des sujets ardues et complexes, qu'ils ont présentés le 21 avril dernier à une audience en ligne – Covid oblige – composée de parents et de collaborateurs de l'Ecolint. « Même si nos perspectives sur le monde sont encore limitées, ces Dialogues nous permettent d'utiliser et d'élargir nos connaissances pour imaginer ce que nous ferions si nous devions développer des politiques aux sein d'institutions», s'enthousiasme Héloïse.

Lançant le débat sur la santé mentale, Kareem et Meghna se sont notamment demandés quel était l'impact des informations relayées par les réseaux sociaux sur la perception des troubles psychiques : est-ce un moyen de lutter contre la stigmatisation ou, au contraire, un mécanisme nourrissant la désinformation ? «Pour moi, il s'agit d'un sujet capital qui doit être traité de manière sensible et profonde, car il peut affecter chacun d'entre nous», analyse Meghna. «Ce sujet génère des discussions riches

sur les causes profondes de ce problème et sur les changements à apporter pour faire tomber les barrières qui empêchent d'obtenir de l'aide», ajoute Kareem.

Eli et Athos ont ensuite abordé la problématique de la consommation responsable : sur quels critères base-t-on notre décision d'achat ? Comment concilier confort et éthique ? Doit-on faire confiance aux sociétés qui communiquent sur leurs propres produits ? «Ce débat a été très instructif pour moi. Beaucoup d'entre nous, moi le premier, ne réfléchissent pas à la façon dont sont fabriqués les différents produits que nous consommons», témoigne Athos.

Enfin, Héloïse et Ksenia ont proposé deux sujets pour illustrer les défis éthiques et moraux de la «Génération Z» : la taxe carbone et les disparités entre les genres. «En général, les implications éthiques et mo-

rales du rôle de notre génération dans la société ne sont que superficiellement abordées dans les sphères académiques. Grâce à ma participation à ce projet, j'ai pu réfléchir de manière critique sur des facteurs qui jouent un rôle clé dans notre société», se réjouit Ksenia.

Il faut un certain courage aux six camarades pour s'attaquer à des questions aussi complexes et qui impactent autant nos vies actuelles et futures. Il faut également un bel esprit critique, le sens du débat respectueux, des compétences analytiques et de la créativité.

Ces qualités, Athos, Eli, Héloïse, Kareem, Ksenia et Meghna les ont magnifiquement démontrées pendant cette heure de discussion, en incarnant l'essence de la mission de l'Ecolint.

La Grande Boissière

DAVOS lab dialogue








Mental Health
Conscious Consumerism
Next Generation
 Impact & Ethics



UNITED WE STAND: CAMPUS DES NATIONS' EFFORTS ON ANTI-DISCRIMINATION



Spearheaded by the Student Council's Anti-Discrimination Committee, students' efforts culminated in the publication and signing of the campus' Anti-Discrimination Statement, a declaration reaffirming their devotion to Ecolint's values of equality, diversity and inclusiveness while acknowledging that efforts are still needed in the fight against discrimination. "We practise inclusion, celebrate diversity and promote international understanding. We consciously explore the meaning of our values. Yet we must not be complacent, because implicit biases and covert discrimination do exist in our community", reads the statement.

Thus, in September 2020, the entire school gathered for a ceremony where, with great pride and dedication, the students and staff of Campus des Nations gave their individual "stamps of approval" to their new Anti-Discrimination Statement (which now hangs on the walls of the school). The statement, adds Secondary Principal Jamie Williams, "has not only brought the entire student body together, but also staff – both Primary and Secondary, teaching and non-teaching – and parents, to speak as one voice against discrimination of all forms. Our students have made our message stronger and louder, and allowed it to carry well beyond the walls of our school".

Yet efforts did not stop there. On the basis of the statement, the Anti-Discrimination Committee and the Student Council drew up an action plan for the full academic year, to raise awareness and spark discussions on various topics. One of the initiatives was the launch of Awareness Months, which included student-led workshops, guest speaker conferences, the creation and handing out of booklets and posters

Each student "stamped" the Anti-Discrimination Committee during a ceremony for the entire school.

to students and staff, and more. A theme was assigned to each month to focus awareness efforts (racism, sexism, religious discrimination, ableism and LGBTQ+ discrimination). The concepts of unconscious bias, being a bystander, physical appearance and socio-economic background ran as a thread throughout all these discussions so as to ensure that discrimination was considered in its entirety. In seeking out guest speakers for each month, students were delighted to find experts in the field of anti-discrimination amongst staff and parents, who generously offered their time to engage with students across the Secondary School.

In the same way as the Anti-Discrimination Statement brought the whole school together, so too did the Awareness Months, with conversations happening in the Primary School too. "It is crucial that children be able to express what they observe and feel about discrimination, in a safe and age-appropriate way. We underlined the importance of listening to and considering others' points of view – a critical first step in any effort to end discrimination", explains Primary Principal Christelle Lonez.

As plans for next year begin to be laid, Campus des Nations considers itself much more prepared for the future thanks to the efforts of its students and the objectives set forth in their Anti-Discrimination Statement.



LEADERSHIP DAY: MAKING LEADERSHIP PERSONAL AT LA CHÂTAIGNERAIE

On 20 January, more than 60 student leaders at La Châtaigneraie were given the opportunity to spend a morning exploring the topic of leadership through the lens of multiculturalism, inclusion and gender equality.

For many, this was their first active reflection on leadership as a concept: What is my style of leadership? What do I think a good leader should be? How do gender stereotypes play into my understanding of leadership?

After an opening keynote speech from Ecolint's Director General David Hawley, who introduced the role of leadership, students broke out into different workshops throughout the morning.

Students discussed different styles of leadership, used in different countries and contexts, concluding that there are positive aspects to each style. "Being a leader isn't as one, dimensional as it might seem to some", mentioned one participant. "The workshops helped separate different types of leadership required for different situations".

Students debated about what inclusive leadership looks like and if it is actually possible to be a leader who represents all voices. In a workshop dedicated to Women in Leadership, young men and women were confronted with some of the stereotypes that may be influencing how they think about a good leader. Afterwards, one student reflected: "I really enjoyed having time to recognize not only my faults, but my strengths as well".

In other practical sessions, students explored how to rally a diverse team around a common vision and how to assess whether or not a team is working together well. They were asked to reflect on the qualities a leader at Ecolint should strive for, given the school's diversity and multiculturalism.

Run as a test for a potentially bigger event next year, this year's Leadership Day proved to be a great success, true to the Ecolint spirit.

CELEBRATING 50 YEARS OF THE INTERNATIONAL BACCALAUREATE

As twelve courageous and competent students collected their diplomas on an unseasonably hot autumn day (24 September 1971), they were at the forefront of a revolutionary, and epoch-defining educational experiment that would change their lives -- and those countless others -- for good. Fifty years later, read how the programme served as a bedrock of the lives and careers of three of the original IB students.



Shanta Devarajan
 Professor at Georgetown University's School of Foreign Service
 Former Acting Chief Economist of the World Bank

Shanta Devarajan was the “new kid” in Year 12 at La Grande Boissière in 1970, after having completed the first year of the IB programme at the United Nations International School in New York. Shanta remembers the small group as being tight-knit, which helped him feel even more integrated within the Ecolint community as a latecomer.

While he maintains that the IB provided an overall excellent education, he particularly relished the passionate and vigorous debates. During a 2013 interview in *IB World Magazine*, Shanta shared his memories: “We had an English class that was full of debate. We’d come in and just go at each other about a book. We were encouraged to think critically and script our arguments. It was a great experience for later life”.

On the day before the historic graduation ceremony in 1971, Shanta gave a speech to the student assembly on the International Baccalaureate, during which he questioned whether the IB was truly international. “African history”, he argued “taught by an American using British textbooks, is not African history”. Africa is precisely where he would go on to make a difference at the World Bank for 28 years, from 1991 to 2019. He occupied the prestigious positions of senior director for Development Economics, the chief economist of the Africa and the Middle East and North Africa regions. The transition from international classrooms to international organizations was seamless for Shanta.

During his impressive tenure, he dedicated his professional life to poverty reduction, although it had not always been Shanta's main focus in the field of economics. After



receiving degrees from Princeton and UC Berkeley and enjoying many rewarding jobs, Shanta wanted to give back. For him, ending poverty in a sustainable way meant going beyond the question of giving money, to figuring out ways to create employment.

After retiring from the World Bank, Shanta returned to academia (he had previously taught at Harvard Kennedy School). He is currently a professor at Georgetown University's School of Foreign Service.



Peggy Ray
Senior Partner and
co-founder at
Goodman Ray Solicitors

"Well done, my dear," said Lord Mountbatten to Peggy Ray as he shook her hand during the now iconic photo of the 1971 graduation ceremony.

These words of encouragement are all the more applicable today, when one learns about Peggy's 30-year career as a London-based solicitor specialised in family law. Peggy has won a number of awards for her pioneering work, including UNICEF Child Rights Lawyer of the Year in 2001 and Legal Aid Lawyer of the Year in 2005. Peggy traced her lateral approach to solving problems to her years studying the IB at Ecolint, thanks to the curriculum's breadth: "I think now it was enlightened of the educators who put together the IB curriculum to understand how the subjects taken together over the same period, whether at higher or lower levels, leads to a cross-fertilisation of thinking and avoids learning in subject silos. It also encouraged self-directed research and balanced critical thinking, as well as giving me the confidence to take risks which has led to an exciting and fulfilling career".

Despite all of its academic gifts, Peggy admits the diploma was not exactly a golden ticket. As a member of the first set of IB graduates in the world, "it was not at all straightforward to persuade universities in the UK to accept it as an adequate reflection

of any academic standard", recalls Peggy. Luckily, she was accepted to her first choice, Sussex University, like her classmate Gene. Originally a History of Art student, Peggy later returned to Sussex University to earn her postgraduate degree in law.

Just thirteen years after receiving her IB diploma in the Greek Theatre, Peggy set up her own law firm in 1985 with another woman in London (Goodman Ray Solicitors – the first all-female firm in London and the second in the country). Their offices were based in a disadvantaged area of the city, since Peggy and her partner were committed to "providing the best legal advice to whoever needed it, whatever their income, and that philosophy continues to this day", explains Peggy. Today, both Peggy and the entire firm are specialised in family law because "it is an area of law which I have always believed provides opportunities for creative thinking and where good quality and skilled legal advice can make a real difference".

Her passion for supporting families extends into the realm of education. Peggy is a governor of a small and innovative school that provides a family-based approach to learning for troubled children based on a systemic family therapeutic model, in which the parents or carers attend the school with their children. According to



Peggy, "It is an exciting and novel approach; it is non-judgmental and is proving very successful in returning children to mainstream education". A beautiful way of carrying the Ecolint torch and blazing trails in inclusive, child-centred learning.



Dr. Gene Feder OBE
Professor of Primary
Health Care at University
of Bristol

Gene is a Vienna-born American who came to Ecolint for his secondary education, after attending schools in Tel Aviv and Tehran. Gene accepted his nomination to be one of the IB “guinea pigs,” as they were affectionately called, because the curriculum mixed humanities and sciences at higher and subsidiary levels. He was also keen to take small classes taught by the most interesting teachers in his eyes, such as Bob Leach and Burt Melnick. Even as a student, his nose in his books, he felt aware that he was taking part in a historic moment, mainly because “the school never let us forget it”, recalls Gene.

Thanks to the strength of the IB programme, Gene was able to pursue a dual degree in Biology and Philosophy at the University of Sussex. He then studied medicine at Guy’s Hospital Medical School, before training as a family doctor. Alongside Gene’s clinical work, he is an academic, currently Professor of Primary Care at Bristol medical school. His research started with the health and healthcare of Traveller Gypsies, followed by studies on the development and implementation of clinical guidelines, primary care management of chronic respiratory and cardiovascular conditions, and domestic violence. His research leadership and advocacy work has led

to a UK-wide programme responding to domestic violence in primary care and sexual health services.

His interest in interdisciplinarity was sparked by the IB and it is still integral to his academic work, collaborating and learning from epidemiologists, economists, statisticians, anthropologists, historians and philosophers. The international diversity of Ecolint, its values of striving towards truth and justice, as well as the global perspective of the IB, are at the root of his current research. He leads a global

health group focusing on violence against women, in collaboration with researchers in Brazil, Sri Lanka, Nepal and the occupied Palestinian Territory.

In 2017, Gene was awarded an Order of the British Empire for services to healthcare and victims of domestic abuse, shaking hands with Queen Elizabeth 46 years after shaking hands with her 2d cousin once removed (Lord Mountbatten) when receiving his IB diploma.



CAMPUS CHRONICLES

LA GRANDE BOISSIÈRE S'ÉQUIPE D'UN CENTRE SPORTIF PLUS INCLUSIF

Construit dans les années 70, le gymnase doit être remplacé car il ne répond plus aux besoins actuels et aux standards en vigueur. Ce nouveau gymnase nous permettra de répondre à une demande croissante des élèves pour les activités sportives et extra-scolaires.

En effet, depuis 10 ans, les inscriptions pour les 15 disciplines sportives que nous offrons ont augmenté de 240%, et nous accueillons davantage de jeunes athlètes représentant leur pays. En parallèle, les demandes de clubs externes et de sociétés pour utiliser nos installations en dehors des heures de classe ont également augmenté de 45% sur les 5 dernières années.

Conçu sur six niveaux, le nouveau Centre sportif offrira aux élèves, parents et visiteurs des salles de gym spacieuses et modernes, des espaces modulaires, des salles de classe, une cafétéria, une

infirmierie, des locaux de stockage, ainsi qu'une connexion avec le Centre des arts attenant pour favoriser des approches transdisciplinaires. Grâce à ce nouveau centre sportif, l'Ecolint pourra organiser et héberger des compétitions internationales.

Chaque salle de sport disposera de son propre vestiaire. Autour de l'espace principal, nous avons prévu des espaces de travail ouverts, plusieurs salles multisports plus petites, quatre salles de classe, un centre de fitness et une salle d'ergothérapie. La salle d'ergothérapie sera utilisée par nos élèves du Programme de soutien approfondi (PSA) et sera mise à la disposition des associations locales qui aident les enfants ayant des difficultés

d'apprentissage. Cette salle offrira un espace indispensable pour travailler sur des problèmes physiques, sensoriels ou cognitifs.

Ce bâtiment sportif vient compléter le Centre des arts et le centre STEM, offrant un nouvel espace permettant aux élèves d'exprimer tout leur potentiel.



IMPROVING OUR SPACES FOR EARLY YEARS LEARNING AT THE CAMPUS DES NATIONS

In order to offer an incomparable, child-centred education to our youngest learners, the Early Years will be now integrated to the Saconnex campus. Many alumni have dear memories of the Pregny campus, and while the site will be in a new location, the spirit and dedication to learning, discovery and wonder will remain the same. Early Years students will benefit from bigger classrooms, flexible learning spaces, a food preparation area and high quality resources, including a magnificent atrium to welcome members of the community. According to Dr. Maria Montessori, the famed Italian educator specialised in early education, the child's environment is the "third teacher", acting as an entity responsible for learning alongside the teacher and the students themselves. Spaces play a crucial role in the learning process and the Early Years extension is designed to be flexible in order to respond to a variety of experiences that solicit all of the senses and use play as a primary vehicle to impart a lesson or concept.

The Early Years Extension will also be aligned with our dedication to reducing our environmental footprint on the planet, and has been designed not only to meet demanding sustainability criteria, but also to be at one with nature. This includes the use of sustainable brick, spaces bathed in

natural light and designs that maximise energy efficiency. Learning through play is central to a child's development, and we will further cater to this thanks to dedicated outdoor play areas on the flat roof surfaces of our new facility.



“I THINK THIS IS THE BEGINNING OF A BEAUTIFUL FRIENDSHIP”

What started as a CAS project turned into a life-changing friendship thanks to their English teacher, Miss Potter. As a teen, Naël Shehadeh (La Châtaigneraie, 2005) tutored Juliette Denis (La Châtaigneraie, 2010), a Learning Support Programme student. Ninon Duran, Alumni Community Manager, shares their story.

It is another grey winter morning in Geneva, with non-stop rain for the third day in a row. I am about to join another video call. It has been a year now since our lives have been shifted online, but this meeting is a bit different.

I am witnessing the reunion of Naël Shehadeh (La Châtaigneraie, 2005), Juliette Denis (La Châtaigneraie, 2010) and Marie-Hélène Potter. To Naël and Juliette, she is Mrs Potter, their beloved English teacher. This is a story of lasting friendship and impact like only Ecolint can create.

It all started with a conversation with Naël, who innocently contacted the Alumni Office to enquire about the career fair. I had recently started as Ecolint's Alumni Community Manager and, not being an alumna myself, I was (and still am) eager to speak with as many alumni as possible. These talks allow me to be in the presence of the Ecolint spirit, which is infectious in an inspiring, pre-COVID way. A spirit, I was told, that eludes all words and definitions, but creates families out of strangers. My curiosity was sparked.

When Naël kindly accepted to speak with me, I bombarded him with questions about his experience at Ecolint. Somewhere in the discussion, he mentioned being in touch with an alumna named Juliette. He had helped her as part of his CAS (Creativity, Action Service) project during his IB. Juliette was heavily dyslexic, and an English teacher, Mrs Potter, who was sensitive to the importance of Learning Support, had paired them. Juliette is now an architect and still very good friends with Naël. A reunion was in order, I thought, to reminisce about the origins of this unwavering bond and express gratitude towards the woman behind it.

Weeks later, our video call gets off to a warm start, almost raucous with joy. "He's got a beard!" Mrs Potter shouts out at the sight of Naël, whom she'd seen last as a teenager. The reunion is very moving and I almost feel like an intruder.



Marie-Hélène Potter joined Ecolint in 1982 and has always been passionate not only about teaching but about learning as well. As she said, there must be something magical about her name, alluding to a famous fictional boy wizard. Even though she doesn't wield a wand, she knows how to cast a spell over her students.

Both Juliette and Naël arrived at Ecolint after very bad experiences with the public French education system. Naël joined Ecolint in year 11 for the IB program and it was life-changing for him. From a struggling and average student - a comment which garnered shouts of indignation from Mrs Potter - he started excelling at Ecolint and his grades improved. He discovered the joy of reading for himself, of Philosophy, and of Economics with the late Pierre-André Ruchat who taught Economics and Accounting at La Châtaigneraie for more than 20 years. He is now an Economist and

Project Manager at the Graduate Institute of International Development Studies in Geneva.

Juliette was diagnosed with severe dyslexia from a young age. Teachers in the public system ranged from unsupportive to overtly pessimistic about Juliette's future. But her parents knew that their daughter just needed the right environment and support. That is how she joined the French section of La Châtaigneraie in 2002, where the learning support was better adapted to Juliette's needs. At the time, she could not speak a word of English. She remembers feeling overwhelmed when she realised that all her classmates were virtually fluent in two languages, while she was struggling to read and write proficiently in her mother tongue.

In addition to the fantastic support Juliette was receiving from ESP, one of her teachers, Marie-Hélène Potter, understood that Juliette needed to overcome her feelings

of being an outsider in order to thrive. As Marie-Hélène began devising a tailored teaching approach for Juliette, she had the idea of asking one of her IB students, Naël, to sit with Juliette in class and help her write and read in English. Naël, in return, would fulfil his CAS project and the school administration green-lit the project.

Naël accepted straight away, but on one condition: he needed Juliette to be self-motivated. His fears of plodding through lessons with an unwilling partner dissipated quickly: Juliette was an eager and determined learner. Although Naël was not a trained teacher and knew little about the mechanics of dyslexia, he had recently started martial arts. This gave him confidence and a new perspective on learning. He compared Juliette's troubles with writing and reading to using use his left side in martial arts.

Marie-Hélène remembers seeing an unlikely friendship blossom between 16-year-old, hood-wearing Naël and 12-year-old Juliette. At this age, a 4-year difference can feel like an enormous gap. However, the two soon bonded over their favourite bands and taste in music. Juliette had been well-groomed by her older brother, who turned out to be a good friend of Naël from his former school in France.

Interestingly, Juliette was not the only one who benefited from this project. Growing up with dyslexia, she had developed her own mental systems and methods to cope with her difficulties. Working with Juliette, Naël learned to look at things from a different perspective and understood that when something does not work for you, you just have to turn it around. He used to struggle with maths and numbers, but when he understood that numbers could be replaced with letters it changed everything. "If Juliette taught me anything, it's that I can do whatever I want". The teenager who struggled with maths now speaks regularly in front of a whiteboard full of mathematical formulae and has started a PhD in Economics at 33.

On her side, witnessing the development of Juliette and Naël, Marie-Hélène realized the importance of self-confidence and trust in the learning process. Although she is retired, she cannot stop teaching and does volunteering coaching with a young dyslexic student and a highly gifted teenager.

After a year, Juliette's English had improved, but not enough for her to join the IB programme. With 12 very wordy subjects,

the *maturité* was not an option for Juliette. So once again proving that she is not afraid of challenges, 13-year-old Juliette decided to repeat Year 9 at a boarding school in England to immerse herself in the language. She came back to La Châtaigneraie in Year 10 and was able to enrol in the IB programme. She "did really well", as she says with a touch of a British accent. Again, the exam was adapted to her needs: she was allowed more time, a spell check on a computer, a reader and a scribe. This allowed her to put down on paper the answers that were in her head but that she struggled to put into words.

When I ask her if she remembers when she decided to become an architect, Juliette pauses to rack her brain but Naël reacts straight away: "I remember this conversation". He was about to leave Ecolint to pursue his studies in Bristol, and was a bit upset to leave Juliette. He recalls looking at Juliette and reasoning: "You're good at maths, you're good at arts. There are many things you could be great at, but only one thing that would be easy for you: architecture". And thus, the seed was planted and the young woman who had fought so hard to learn English went off to study architecture in no other place than England.

Throughout the course of this heartfelt conversation, Marie-Hélène discovered the great friendship she initiated and the impact she had, Juliette and Naël reflected on how far they came, and I am starting to grasp better the Ecolint spirit. Once I hung up, I cannot explain why, but the rain and the drudgery of the pandemic seemed a bit lighter.

Spotlight on ESP today

Ecolint's Extended Support Programme remains one of the most sought, after educational schemes in the Lemanic Arc for students with moderate to severe learning disabilities. Some parents bide their time on waitlists for years for the opportunity to enrol their child in ESP, for "no other institution rivals our robust inclusion policies", according to Matt Mello, the Head of Support Services at

the Campus des Nations. Parents are not the only ones who are drawn to Ecolint's ESP. The programme also attracts top-notch faculty, including Doctors of Philosophy and CERN researchers. "These highly qualified professionals could make brilliant careers for themselves in their respective fields, but they choose to come to Ecolint to support students who need them the most", effuses Mello. "I cannot celebrate my staff enough".

Each ESP student has a place in the regular mainstream classroom but may spend significant amounts of time in the extended support structure being taught individually



or as a member of a very small group. Mello underlines that "ESP and all learning support services are the epitome of being child-centred. We make space for every child and give our staff the freedom to make the pedagogical decisions that best serve our students". With a high staff:student ratio of 1:2, the programme offers an individually tailored timetable designed specifically to meet the personal learning needs of the students who are selected, taking into account their personal profile and the composition/profile of others currently enrolled in the programme.

UN SIÈCLE DE SERVICE

A eux trois ils totalisent près d'un siècle à l'Ecolint. Nous saluons leur départ à la retraite et leur avons demandé de partager leurs souvenirs.



Manuel Arias
Responsable du Service Technique
à La Châtaigneraie

Quand Manuel rejoint La Châtaigneraie en 1984 c'est pour un remplacement temporaire de 3 mois entre la cafétéria et le service technique. Le remplacement s'est transformé en poste permanent, et en Décembre 2020 Manuel a pris sa retraite en tant que Responsable du Service Technique après une carrière de 36 ans.

En 1986, sa femme et lui s'installent sur le campus, dans la Tour, et en plus de leur travail la semaine, ils préparent les repas pour les filles de l'internat. Plus qu'un travail, l'Ecolint est devenue une véritable famille et Manuel appréhendait de quitter le campus. Originaires de Galice, lui et sa femme, qui a pris sa retraite en même temps que lui, prévoyaient de retourner en Espagne, mais ont dû reporter leurs projets. Finalement la transition s'est bien passée et il profite de son temps libre pour faire du sport et s'occuper du chien de son fils, lui-même électricien à La Grande Boissière. Manuel aime beaucoup les chiens et les anciens de la Châtaigneraie se souviendront de son berger Allemand, Xestal (à prononcer «Chéstal»). Il se rappelle avec émotion du mot de condoléance reçu du Directeur Général George Walker à la mort de Xestal.

Habiter sur le campus a ses avantages mais également ses inconvénients : quand le campus était ouvert, les parents venaient sonner pour accéder au campus, car leur enfant se rappelait tout d'un coup qu'un devoir urgent était à rendre le lendemain, après 2 semaines de vacances. Mais surtout, depuis qu'il est à la retraite, les nuits sont beaucoup plus calmes. «Avant quand ils annonçaient de la neige je me réveillais dans la nuit pour vérifier, car il fallait que tout soit déneigé au matin». Evidemment Manuel ne peut pas passer devant La Châtaigneraie sans jeter un coup d'œil à l'avancement des travaux sur le toit du vieux bâtiment, le dernier projet qu'il a géré avec Alexandre Suess, l'Administrateur du campus. C'est le contact avec les collègues, les élèves et son équipe d'une trentaine de personnes qui lui manque le plus, mais la famille Ecolint n'est jamais loin et Manuel croise souvent des anciens ou des collègues lors de ses promenades.

Quand on lui demande quelle est la plus grosse bêtise pour laquelle il a attrapé un élève, il rigole de sa voix grave qui en a terrifiée plus d'un et répond qu'il ne peut pas tout dire. Il nous racontera uniquement cette anecdote d'un élève sortant des toilettes extérieures du gymnase au petit matin, l'air endormi. «Je lui demande en rigolant s'il a passé la nuit ici et il m'a répondu que oui ! Il s'était disputé avec ses parents et avait décidé de dormir ici.» L'ancien en question se reconnaîtra donc, et les secrets des autres sont à l'abri avec Manuel.



Tristan Bernard
Professeur d'EPS à La Châtaigneraie

Cette interview est une retranscription et traduction partielle de l'interview vidéo menée par La Chât Update (le journal du campus) en Décembre 2020 et à retrouver sur thelachatupdate.com.

Tristan Bernard (LGB, 1975) a pris sa retraite en Décembre 2020 après avoir été professeur d'Education Physique et Sportive pendant 37 ans sur le campus de la Châtaigneraie.

Avez-vous exercé un autre métier que professeur d'EPS ?

Oui, j'ai eu beaucoup de petits boulots. J'ai été chauffeur de camion en Arabie Saoudite, déménageur, et j'ai même travaillé dans le premier McDonald's de Genève. Le directeur, Reto Egger, était un ancien de l'Ecolint, classe de 1975 comme moi.

Pourquoi êtes-vous devenu professeur d'EPS ?

Je me suis intéressé à l'éducation après avoir fait le Baccalauréat International en 1975. Dans le cadre de mon projet CAS (Créativité, Activité, Service) j'ai été assistant tuteur et j'ai un peu travaillé à l'Ecole primaire. C'est au travers de ces expériences que j'ai découvert la satisfaction de l'enseignement.

Quels sont vos projets pour les années à venir ?

J'ai beaucoup aimé mon travail et j'en ai tiré beaucoup de satisfactions. Comme je suis né à Genève, je vivais dans deux mondes : le Genevois et l'Ecolint. La retraite me donnera le temps et l'opportunité de passer et partager plus de moments avec mes amis des deux communautés. Aussi faire du volontariat dans des groupements associatifs.

Qu'est ce qui va vous manquer le plus après 37 ans à Ecolint ?

Le lien avec les jeunes. Avoir un contact et un regard "live" avec la jeunesse du moment. Tout change très vite maintenant, et les problèmes auxquels vous faites face sont très différents de ceux que j'ai connus en grandissant. C'est ce lien qui va me manquer.

Ce qui ne va pas vous manquer ?

Écrire les bulletins scolaires, les réunions de professeurs et *the BELLS* !

Votre souvenir le plus mémorable ?

Il y en a beaucoup, mais surtout les sorties de ski et les voyages en Europe avec les équipes de sport I.S.S.T. (International Schools Sports Tournament). Les Journées sportives et les «*end of year assemblies*» et les vidéos des *Talent Shows* des professeurs.

Un dernier mot ?

Un grand MERCI à tous; mes élèves, mes collègues de travail et surtout ma «*Dream Team*», mes collègues du département EPS. Je suis très reconnaissant d'avoir fait partie de cette grande COMMUNAUTÉ de l'Ecolint, c'est à dire : les professeurs, le Service Technique, le personnel de la cafétéria et de l'administration et les parents.

May the ECOLINT SPIRIT live on !!!!!



Dr Stéphane Bodénès Professeur d'histoire et de géographie à La Grande Boissière

Stéphane Bodénès est arrivé un peu par hasard à l'Ecolint il y a 32 ans. Après avoir postulé dans plusieurs écoles, il a reçu deux offres dont une pour La Châtaigneraie. Il connaissait l'Ecolint de nom mais sans plus de détails et il a pris sa décision en 24h, se laissant porter par la vie. Après deux ans à La Châtaigneraie il part à La Grande Boissière, il enseignera 32 ans à l'Ecolint.

Il compare volontiers son rapport à l'Ecolint à une relation, avec ses hauts et ses bas. Les jours où les conditions personnelles font qu'il est difficile de se concentrer sur son enseignement et sa classe, et au contraire, les jours où la jeunesse des élèves galvanise. Car, comme Stéphane le dit, les professeurs sont face à une humanité et non à un écran d'ordinateur. Il partage donc des moments merveilleux, comme cette élève discrète pendant les classes, qui timidement, à la fin de l'année lui glisse un «je voulais simplement vous dire que je vous aimais bien». Mais parfois il y a des moments très difficiles, comme la chaise vide laissée par un élève décédé d'un cancer.

Ce sont les élèves et les collègues qui vont lui manquer le plus mais il laissera avec soulagement la technologie et le culte de la nouveauté : «quand je suis arrivé, nous avions encore les tableaux noirs et les craies, il fallait donc changer. Certains changements sont nécessaires et utiles mais parfois les changements sont imposés de manière trop brusque, c'est difficile non seulement pour les professeurs mais aussi pour les élèves».

Stéphane a beaucoup appris à l'Ecolint. «On m'a payé pour enseigner mais j'ai finalement beaucoup plus appris». En travaillant avec des élèves du monde entier, les clichés sont tombés et il y a fait des rencontres extraordinaires. Mais il est aussi conscient que l'Ecolint est une bulle et que le monde extérieur est différent.

Les années ont passé mais ses élèves avaient toujours le même âge «tu ne vieilliras pas avec eux, il y a un moment où tu dois partir». Stéphane tire donc sa révérence et pour la suite, ce sera la Bretagne (il est à moitié Breton) ou le Portugal (pays d'origine de sa compagne). Mais il doit pour le moment s'occuper de ses parents qui sont en fin de vie. Auteur de plusieurs livres, il continue également à écrire.

C'est toujours avec plaisir qu'il a croisé des anciens élèves et il peut être contacté sur bodenes.stephane@gmail.com.

Et son mot de la fin ? «Merci !»

IN MEMORIAM

Teachers are at the heart of the Ecolint experience, inspiring habits of lifelong learning in generations of students. We would like to celebrate the lives of faculty members who passed away this past year, but whose legacy lives on through the alumni community.



Don Jennings

Former Sports teacher at La Grande Boissière, Don Jennings passed away on 2 August 2020. He was a beloved member of the Ecolint family for over 30 years. Don joined the staff in September 1964 as a member of the Physical Education Department, with a subsidiary role in assisting the Biology Department. Don was known equally for reliability, his heart of gold and his booming voice. Elizabeth Eigenheer-Classey, a former colleague, recalls meeting Don in 1974 just before the opening of the Sports Hall: "I have to admit to having been slightly intimidated by Don, which I later attributed to his loud voice. I then learned that the P.E. staff had been teaching outside in all types of weather prior to the construction of the new building, so his loud voice was born of necessity! Behind it, though, was a man with a generous soul who was devoted to the school and its pupils." A sentiment echoed by Per Mahler (LGB, 1976) who says he can "still hear his voice 45 years later [saying] 'cross country run for the lot of you or kick the ball and run!' What enthusiasm, rigour, competence and kindness!".

In 1990, after his long career in physical education had taken too great of a toll on his knees and blood pressure, Don became responsible for absence and lateness for both the English and French Language Programmes. He threw himself into this job with great enthusiasm, drawing on his ability to remember the names of all the students in both programmes, much to the chagrin of some of the tardy and truant students. Don continued with this work until his retirement from Ecolint in December 1995, when he moved to the Haute Savoie region of France and renovated a derelict mid-19th century farmhouse.

Don is survived by his son, Mark (LGB, 1980).

Ana Marti

Après une longue bataille contre le cancer, Ana Rosa Marti nous a quittés à l'âge de 51 ans, le 25 mai 2020. Ana a débuté sa carrière à La Grande Boissière il y a plus de 20 ans comme enseignante de français. Nous avons recueilli les paroles touchantes ci-dessous de sa collègue, Julienne Turan, enseignante en Lettres à La Grande Boissière.

«Nous garderons tous d'elle pour toujours l'image d'une femme drôle, pétillante, lumineuse dans ses tenues à rayures bleues et blanches qui lui allaient si bien. Une femme volontaire qui s'était mise au marathon ces dernières années, s'entraînant avec détermination. Cette détermination était également au cœur de causes qu'elle défendait : les droits humains, le bien-être des animaux, la préservation de notre environnement.

Une femme et une enseignante très appréciée de tous. Quel autre professeur a une page fan club sur Instagram ? Ana Marti était une enseignante aimée, proche de ses élèves, d'une patience infinie. Pédagogue et voulant toujours soutenir nos élèves, elle nous manquera beaucoup. Elle égayait notre département par son humour, ses imitations : elle qui parvenait si bien à croquer les gens, en fine observatrice qu'elle était».

Arthur Robinson

Arthur Robinson, who was Head of Mathematics at both La Grande Boissière and La Châtaigneraie, passed away on 10 May 2020, after a battle with cancer. Arthur joined the Ecolint community in 1971, when he was hired as the Head of the Mathematics department. A gifted mathematician (he acquired his mathematical talent in secondary school and honed it at Cambridge University), Arthur never let his competence veer towards bravado.

His former Ecolint colleague and friend, Ray Bonnan, penned the following tribute:

"We enjoyed solving Mathematics problems and there was an implied competition regarding who would produce the solution first. Even if we both had an answer, we would continue discussing which was the most elegant solution.

As Head of Department at Ecolint, Arthur was an innovator. He introduced pocket calculators, which in those days were a marvel, as slide rules and log tables were the norm for scientific calculations. Prior to many other schools, he initiated a full Computer Science programme and was instrumental in having a Digital PDP 11 computer installed for student use.

Arthur was intelligent, witty, loyal and friendly, as well as a man of principle, always ready to defend his convictions and speak out when he felt an injustice had been committed".

After retiring in 1995, Arthur enjoyed reconnecting with the Ecolint community at dinners and the Kermesse.

Arthur is survived by his children, Huw (LGB 1990) and Wendy (LGB 1992).



Reg Unitt

Reg Unitt passed away on 19 February 2021 at 91.

Reg had a long and distinguished career at Ecolint. He started as a Biology teacher in 1956 before becoming Head of the Biology department in the mid-1960s. Reg later took on the role of Senior Secondary Head of the English Language Programme in 1975. Reg will no doubt also be fondly remembered by all the alumnae who lived at La Grande Villa boarding house, which he supervised with his wife and children until they relocated to the canton of Vaud at the beginning of the 1980s.

Reg was a passionate teacher, as his former colleague John McArdle recalls: "Reg was a true teacher in every sense. He gained the respect and confidence of his students of all ages. One of his strengths was in encouraging his students' self-awareness. His lessons and approach were designed to aid his students to understand not only the various facets of life and living things, but also something of themselves".

Reg is survived by his children Susan (LGB, 1977), Sandra (LGB, 1980), and David (LGB, 1986)



Nick Bates

Nick Bates, who was an Economics teacher at Ecolint since 1987, died after a tragic accident in Spain in December 2020. He taught first at La Grande Boissière, but moved across to La Châtaigneraie in 1993 and retired in 2016.

Nick inspired many students to further their studies in Economics, and was a formidable chess player, as John Phillips, his former colleague, remembers:

"Nick was a knowledgeable, astute, warm-hearted teacher who stimulated interest in his subject to the extent that Economics became the most widely chosen of all the IB Diploma options on offer in the school, resulting in us both temporarily teaching more than our contracted number of hours. He had the knack of not only taking the more motivated students to ever higher planes of learning, but of simultaneously nurturing an interest amongst those who, having rejected other humanities (Group 3) subjects, opted for Economics almost by default as a "last-chance saloon". Invariably, he got the best out of his students and his IB results were outstanding [...].

As soon as the bell went for morning break or lunch, out would come chess sets from a cupboard at the back of his classroom and Nick, while snacking on a sandwich and cup of tea, would simultaneously play against several enthusiastic adversaries who were desperate to achieve an unlikely win against their mentor. Many parents will remember him doing likewise during the summer Kermesse, and he rarely lost [...]."

Nick is survived by his wife Ellen and his children Liam (La Chât, 2006) and Tara.



Stephen Green

Stephen Green, qui travaillait comme superviseur en soutien aux élèves à La Grande Boissière depuis 2012, est décédé subitement en Décembre 2020.

Stephen avait un visage toujours amical; ses salutations joyeuses aux membres du personnel, aux élèves et aux parents en disaient long sur sa personnalité ô combien chaleureuse et son authentique bienveillance. Malgré son grand talent artistique, Stephen était un homme modeste et sans prétention, toujours prêt à aider les autres. En plus de son rôle de soutien aux élèves, il était aussi régulièrement présent à l'École moyenne, où il filmait les élèves pour l'album souvenir annuel sur CD et participait en tant que technicien lumière aux productions théâtrales de cette même école.

Son collègue Washington Espinola se souvient de leurs discussions autour de la musique, du cinéma et du Portugal, où Stephen voulait prendre sa retraite.

Stephen laisse derrière lui sa fille Bianca, qui vit au Royaume-Uni, son fils Sébastien (LGB, 2019), ainsi que son ex-épouse Nathalie, qui travaille à l'École moyenne.

AIMING HIGHER, TOGETHER

Beginning next academic year, Ecolint is officially relaunching its annual giving programme, redesigned to amplify three key aspects: inclusion, joyful projects and participation.



As alumni, you recognize more keenly than anyone the transformative power of an Ecolint education. At Ecolint, we believe that humanity needs global citizens who have the skills and moral compass to steer the world towards a more peaceful and cheerful future. Our core values - inclusivity, cultural tolerance, critical thinking, respect and joy - have served as the bricks and mortar with which you've built your lives. The friendships that you forged here continue to be deep and fulfilling, despite the fact that you are scattered over the world, making your own unique contribution to society. Your passion for learning and drive for personal growth can be traced back to the experiences you had on campus and the inspiring mentors who taught and coached you.

Every year, countless alumni "pay it forward" and enrich contemporary student life as guest speakers, career advisors, event participants, article subjects and more. For many, volunteering their time, expertise and fierce love of Ecolint is the most meaningful way for them to connect with the school. For others, philanthropy may resonate strongly with their values and habits. That is why the Development and Alumni Relations team will soon roll out to the alumni community a new approach to giving that makes it more inclusive, more joyful and more empowering.

Starting next academic year, Ecolint will officially relaunch its annual giving programme, which had been off the

community's radar over the past few years. The moment felt right to revive this community-driven programme thanks to the success of the Ecolint Solidarity Fund. The worst of the COVID-19 pandemic brought out the best in our community: in just a few months, over 600 donors, including many alumni, made contributions of all sizes that allowed more than 30 students to remain at Ecolint, despite their families' temporary financial setback brought on by the pandemic.

The Solidarity Fund is only the beginning. Our school fees only cover the operational costs, so participating in Ecolint's annual giving campaign will accelerate the development of our mission-driven projects that help us aim higher. The



generosity of our community equips us with the resources that help foster a diverse and inclusive learning environment, develop our students' capacities without limits and bolster our ability to remain at the forefront of pedagogy. It has always been so since the founding of Ecolint nearly 100 years ago.

Beginning in 2021, our annual giving campaign will enable our community to advance one of four strategic giving priorities, defined in collaboration with the Director General:

- Innovation
- Diversity, Equity and Inclusion
- Student Experience
- Resilience

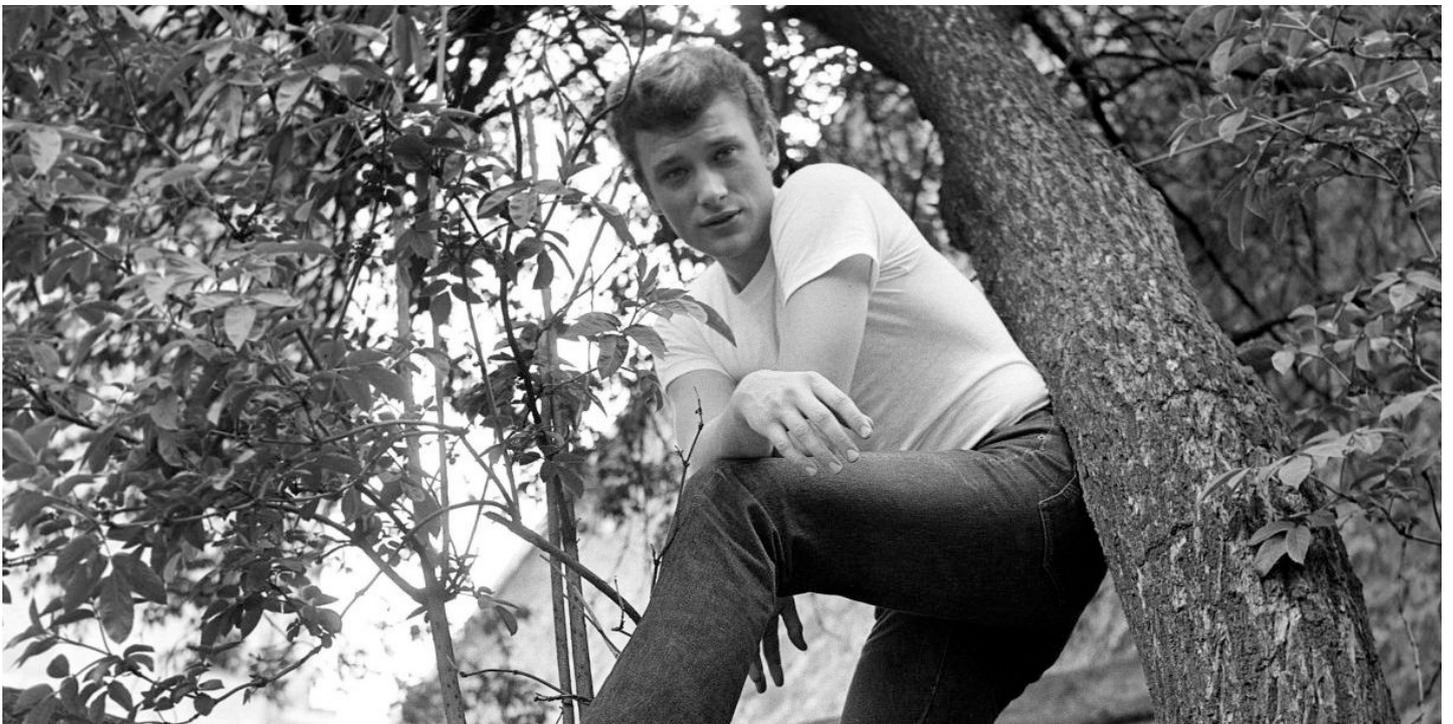
Donors will be able to choose from a larger panel of projects to support, in order to provide more agency and, hopefully, cater to as many values and interests as possible within our donor community.

All gifts, regardless of their size, are profoundly meaningful for our community. Participation by alumni offers a powerful illustration of your gratitude for the peers, teachers, and advisors who nurtured and enriched your understanding of yourself and the world around you. It is also a vote of confidence in today's students who, like you, will be guided by the school's values to instigate positive, ethical change in the world. Most importantly, participation is crucial to attracting larger, transformational gifts to the school, as it is a testament to the well-being of our community. No gift is too small to inspire the generosity of others and catalyse major progress.

Stay tuned for more information about our annual giving campaign. We look forward to connecting with many of you as we advance together towards a just and joyful tomorrow!

JOHNNY & JOE: AN ECOLINT SOUNDTRACK À LA FRANÇAISE

Many readers will be aware of the pop star with the deepest Ecolintian roots, Lori Lieberman (who conceived and first sang one of the most hauntingly memorable pop songs of all time, "Killing Me Softly"). It is perhaps less well known that some years before Lori joined the school, Ecolint had helped to foster another singer who achieved a legendary status in the Francophone world (and beyond). With the help of documents from the 1950s and 60s, Foundation Archivist Alejandro Rodríguez-Giovo sheds light on this notable episode in Ecolint's musical heritage.



16 February 1963. Salle de la Réformation, also known as the "Calvinium", where in 1920 the League of Nations, which fostered Ecolint's birth, held its first assembly. This is the unlikely venue for the earliest joint concert in Geneva of the French-speaking world's hottest duo, 19-year-old Johnny Hallyday (who has just launched rock-and-roll in France) and 18-year-old Sylvie Vartan. Two adolescents accost the pair as they are preparing to leave after the show, with Johnny (already famous for his on-stage athleticism) soaking up his perspiration with a towel. They good-naturedly submit to the teenagers' persistence and agree to be interviewed in a small, adjoining room.

Johnny Hallyday : *C'est bien vous qui me poursuivez depuis hier après-midi ?*

Teenager 1 : *En effet, comme nous te l'avons déjà dit, nous voudrions une interview pour L'Ecolint Libérée.*

J. H. : *Bien. Allez-y, posez vos questions.*

Teenager 2 : *Merci. Tout d'abord, quel est le nombre exact de tes disques et chansons sortis depuis 1959 ?*

J. H. : *Environ 6 ou 7 millions de disques et une cinquantaine de chansons.*

Teenager 2 : *D'autre part, on dit que tu t'embourgeoises ; qu'en penses-tu ?*

J. H. : *Je ne le pense pas, mais à mes débuts, j'avais seize ans, j'en aurai vingt le 15 juin, et il me semble nécessaire de se « calmer » petit à petit si l'on veut arriver à un résultat un peu durable.
(...)*

Teenager 2 : *Et toi, Sylvie, te lances-tu définitivement dans la chanson, ou comptes-tu terminer ta carrière d'ici un ou deux ans en fondant un foyer, par exemple ?*

Sylvie Vartan : *Cela dépend de tous mes copains. Tant que je plairai, je ne me dégonflerai pas !*

Teenager 1 : *Certains bruits courent disant qu'il y aurait autre chose que de l'amitié pure et simple entre Johnny et toi ?*

S. V. : *Oh ! J'aime bien Johnny, mais comme un copain.*

Teenager 1 : *Mais toi, Johnny, qu'en penses-tu ?*

J. H. : *(Il rit) Qui sait ? Jusqu'à nouvel ordre il n'a pas été question de mariage entre nous. (...)*

Teenager 1 : *Si ce n'est pas indiscret, combien gagnes-tu par soirée comme celle-ci ?*

S. V. : *J'ai touché 3'000 francs de cachet pour chacune des deux.*

J. H. : *Moi, 10'000 francs, mais il faut soustraire au moins la moitié pour payer orchestre, imprésarios, etc...*

Who are these two cheeky adolescents, who grill the famous couple with such *chutzpah* and subject them to the familiarity of tutoiement (even more impudent in 1963 than it would be today)? And what on earth is *L'Ecolint Libérée*?

Both of the youths were (you guessed it) Ecolint students at the time: **Emmanuel Haymann** (Teenager 1, aged 16) and **Michel Halpérin** (Teenager 2, aged 14), respectively the founder and the editor of *L'Ecolint Libérée*, a thoughtful, enterprising and witty student magazine. Haymann went on to become a distinguished historian and prolific, prize-winning author, and Halpérin achieved renown both as a lawyer and as a politician, eventually becoming the president of Geneva's *Grand Conseil* (parliament).

Seeing how curious Emmanuel and Michel were in 1963 about the nascent stars of Francophone pop music (Johnny Hallyday went on to secure the largest and most devoted following of any French singer – a million people accompanied his funeral on the streets of Paris in 2017), imagine how galvanizing it would have been for them at the time to realize that they had almost overlapped in Ecolint with another young man also destined to become a pop legend in *la langue de Molière*: **Joe Dassin**.

Dassin has a reasonable claim to be regarded as the *second* most beloved pop singer of the

Francophone world, after Johnny Hallyday. He sold over 50 million records in his compact 16-year career (he died, romantically but tragically young, in Tahiti.) But the comparison between the two idols ends there. Whereas Johnny cultivated a provocative, aggressive, electrifying and strident style that played to a youthful, nonconformist audience, Joe came across as gentle, mellifluous, warm and humane. The good-natured, sensitive content of Joe's lyrics, combined with the smooth resonance of his voice and the catchiness of his music rendered him irresistible to everyone, regardless of age or cultural background. From the very start, Joe Dassin was adored by all and sundry, *de 7 à 77 ans* (to employ the famous slogan of the *Journal de Tintin* at the time).

This fact was brought home to me when I attended his Geneva show in 1971, in the company of Chris Robinson, an Ecolint schoolmate. The venue on that occasion was not the Salle de la Réformation (which had been demolished in 1969) but – almost as improbably – the venerable Victoria Hall, the *genevois* temple of classical music. Equally improbable (indeed, surrealistic) in that solemn setting was the curtain-raiser to Joe's performance: trained seals juggling with beach-balls on their upturned noses. The Victoria Hall's august auditorium was jam-packed with boisterous, enthusiastic fans, but Chris and I – who, like all adolescents, were self-conscious about our image and aspired to be "cool" – were taken aback by the number of young children and their grandparents (or great-grandparents) in the audience. Every age segment of Geneva's population was, it seemed, proportionately represented, and everyone clapped and sang along to Joe's hits (or "tubes", as they're known in French). It was difficult not to do likewise, given the magnetic *sympathie* that he irradiated from the stage, as he danced gracefully and rhythmically, dressed in a tight-fitting, immaculate white outfit, in unison with six no less dazzling young women in minuscule mini-skirts.

My friend and I would have been astonished to learn that this demigod whose music so enraptured us had, from 1954 to 1956, studied in the same classrooms as us, with many of the same teachers – despite his fame, no one in the school had ever mentioned this in our hearing. Neither had we the slightest inkling that Joe's father was Jules Dassin, the celebrated film director, although we had enjoyed his classic, star-studded heist

flick, *Topkapi* (1964). The cinematographic talent of Dassin Sr. – evident in movies such as *The Canterville Ghost* (1944) and *The Naked City* (1948), and later in the classic *Never on Sunday* (1960) – was already widely recognized in Hollywood when he was blacklisted with devastating effect by the notorious House Un-American Activities Committee, on the grounds that he was a communist (with impeccable integrity, Dassin had, in fact, abandoned the Communist Party in 1939, in disgust at the cynical Molotov-Ribbentrop Pact). Systematically excluded from all cinema employment in the USA, he and his wife, Beatrice, and their three children (including Joe, born in 1938), emigrated to Europe in 1952.

For two and a half years, the long arm of the US authorities ensured the failure of Jules Dassin's attempts to relaunch his career in Europe, by prohibiting the distribution of any film in which he was involved. As Joe's Ecolint file reveals, the Dassins led a peripatetic existence in France, finally opting to enrol Joe and his two younger sisters as boarders in La Grande Boissière – a natural choice since 1924 for those seeking a haven from religious, racial or political persecution for their children. However, with no reliable source of income, the Dassins soon struggled to keep up with the tuition, board and lodging fees. Although Ecolint was (and, of course, still is) a non-profit school, and as a rule adopted a sympathetic and accommodating attitude towards parents facing financial difficulties, these fees were its only source of revenue, so the situation unavoidably gave rise to exchanges of awkward correspondence.

In July and August of 1955, both Mr. and Mrs. Dassin wrote to P. H. Pol-Simon, Ecolint's co-director at the time, requesting some form of financial support, specifically for one of their daughters, who stood out academically and "adores the school," as Mr. Dassin put it. Eventually an arrangement was reached whereby the girl's fees would be settled not at the beginning of the academic year, as was usual, but at the end, following the release of the first film Jules Dassin had been allowed to direct in Europe: *Riffifi*. (Fortunately, it was an instant success, hailed by critics and still regarded as a landmark *film noir*.)

In parallel, Joe's behaviour at school was giving his parents some additional headaches. Though charismatic and obviously bright, his independent-minded



| | |
|---------------------------------|--|
| Name | Joe Dassin |
| Where from | Well, you see, it was this way... |
| Ambition in life | To learn to laugh like Ravi Sikri |
| Favorite expression | « Oh, good Lord » |
| Senior activities | Alexandre, Reflet, Internat committee, S. U.N., chasse au papillon |
| Favorite sport | Grange-ing |
| Best thing at Ecolint | Hmmm! |
| Your interests | The workings of the feminine mind |
| Favorite subjects | Miss Hartoch |
| Pet peeve | Nick Hopkins looking for his newspaper at 3:00 a.m. |

approach to discipline occasionally brought him into conflict with Ecolint's authorities, notwithstanding the school's relatively relaxed and lenient approach to such matters. During the Boarding House's ski holidays in the Alps, accommodation for boys and girls was pointedly provided in separate establishments. However, during one such holiday, Joe (aged 17) managed surreptitiously to book himself into the young ladies' *pension*, ensuring that this room was adjacent to that of his girlfriend at the time. There he was discovered in *flagrante delicto* and promptly evicted by the hotel's management. This led to another difficult exchange of correspondence with Mr. and Mrs. Dassin.

With hindsight, given the dozens of charming – and often movingly tender, sensitive and compassionate – songs that Joe dedicated to women during his meteoric career as a pop star (see, for example, "*Et si tu n'existais pas*", "*C'est la vie, Lily*", "*La demoiselle de déshonneur*" or "*Je la connais si bien*"), such incipient romantic escapades seem eminently

forgivable. No singer could have been further removed from hard-nosed, condescending and demeaning *macho* lyrics and postures (which were far from uncommon then, and sadly still are). One can't identify with certainty every influence that contributes to shaping an individual's sensibilities, but it's plausible to assume that Ecolint's values played a positive role during Joe's formative years, encouraging him to find within himself the empathy for the feelings of others that came to characterize his work.

No one who listens to "*Le Portugais*," which Joe composed in collaboration with his sister Richelle in 1970, will fail to be struck by this empathy. The song touchingly explores the perspective of Portuguese migrant workers, who – long before European

Union membership brought prosperity to their country – all too often had to exile themselves to support their families. Attitudes towards them in the host countries were not very different from those that today are encountered by migrants or refugees from Africa and the Middle East. In 1970, it caused quite a stir that a mainstream pop star at the zenith of his success should devote his talent to such a subject. To affirm that Joe Dassin consciously lived his life in the light of Ecolint's ethical standards might be a far-fetched claim; but, as his track record (no pun intended) shows, he did implement his virtuosity and allure in a manner that fosters respect and affection between all human beings, and promotes justice and joy – in short, in the Ecolint way.



COMING SOON: ALUMNI VOICES, A NEW PODCAST EPISODE SERIES

It has been almost a year since our ability to travel was drastically reduced. We know this is frustrating, especially with such an international community as Ecolint Alumni! This is why we are delighted to announce the launch of "Alumni Voices", a podcast episode series produced in coordination with the *Centre des arts*. In each episode, a current student of Ecolint will interview an alumnus or an alumna around the world to find out what they have done after Ecolint.

Beginning in September 2021, these episodes will be available on the *Centre des arts* podcast on **Spotify** and **Soundcloud** and will be shared on the **Ecolint Alumni website**, **Facebook page** and monthly newsletter. Make sure your **email address** is up to date to receive information.

If you would like to participate in the Alumni Voices episode series, please contact the Alumni Office at alumni@ecolint.ch

YOU MAY HAVE MISSED...

Nurse of the Year

Ana Waddington (LGB, 2007) was named Nurse of the Year in 2020, for founding an organisation that trains young people at risk of serious youth violence in first aid assistance.

<https://bit.ly/2QmAlWc>

Architecture Drawing Prize

Clement Laurencio (Nations, 2013) recently took the top honour at the World Architecture Festival with his submission, Apartment #5. The drawing creates a labyrinth of dwellings inspired by a trip to India.

<https://bit.ly/3pWpwI2>

We met at Ecolint

Have you seen our new section "We met at Ecolint"? If you met your best friend, life partner, associate or travel companion at Ecolint, contact us at alumni@ecolint.ch to submit your story!

<https://bit.ly/32i9bT6>

When Philanthropy meets Public Health

Dr. Carina Tyrrell (La Châtaigneraie, 2008) was recently featured on the front page of *The Times* – with reference to her cutting-edge, pioneering work on COVID-19 antibody detection, COVID-19 management in intensive care, and identifying COVID-19 vaccine and therapeutic trials with Oxford University.

<https://bit.ly/32lqcSU>

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