



Saturday 13 November

CLASS OF 2021

IB DIPLOMA GRADUATION



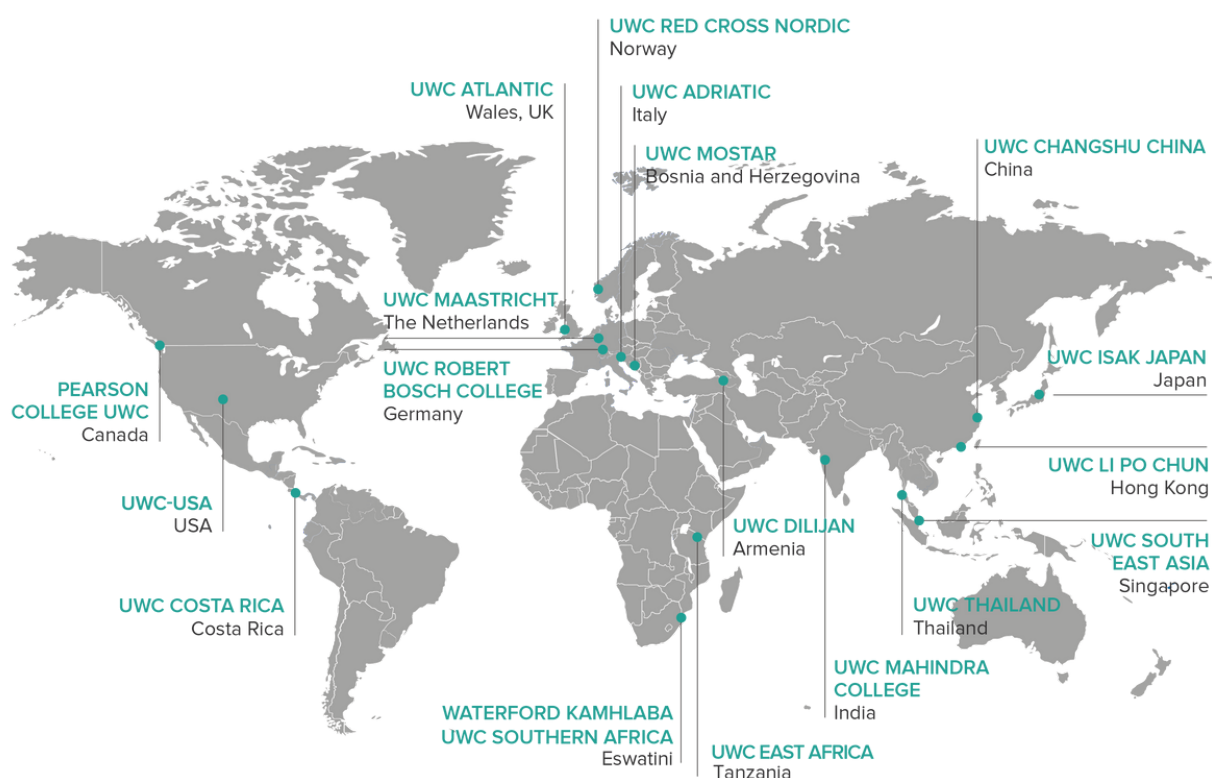
UWC

UWC (United World Colleges) is a global movement that makes education a force to unite people, nations and cultures for peace and a sustainable future. UWC has a network of 18 international schools on four continents, with volunteer-run national committees in more than 155 countries and territories. Today, 11,262 students from over 160 countries attend UWC schools (2020 data).

UWC offers a challenging educational experience to a deliberately diverse group of students. It complements the high academic standards delivered through the International Baccalaureate Diploma Programme (IBDP) by placing a high value on experiential learning, community service and outdoor activities.

Admission to a UWC school is independent of socio-economic means, with over 80% of IBDP students selected by a UWC national committee receiving full or partial financial support.

Since the foundation of the first UWC college in 1962, UWC has inspired a network of almost 60,000 alumni worldwide, who remain engaged with the UWC movement and committed to creating a more sustainable and peaceful world.



Schedule of Events

ALL GUESTS TO BE SEATED FROM 10.30 - 10.45 AM

WATERFORD MARIMBA GROUP

Tinotendashe Chigerwe, Zimbabwe
Rodney Mataruse, Zimbabwe
Reward Mulauzi, Zimbabwe
Bongani Mwonzora, Zimbabwe
Zakithi Khumalo, Zimbabwe
Tanaka Mutumhe, Zimbabwe
Kupakwashe Mhere, Zimbabwe
Kode Kojo Yakpo, Zimbabwe

PRESENTATION OF CERTIFICATES

Ms Elizabeth Cummergen,
IBDP Coordinator
Ms Patricia Angoy,
College Principal

PRINCIPAL'S ADDRESS

Ms Patricia Angoy, College Principal

WELCOME

Tiyandza Mngomezulu, Eswatini
Ezra Narum, South Africa
Programme Directors

WATERFORD'S SURVIVOR AWARDS

Dr Alban Gambe, *Director of Residences
& Head of Ekukhuleni*

CHOIR PERFORMANCE

Waterford Choir Leaders:
Ezra Narum, South Africa
Belusi Simelane, South Africa
Andiswa Mmemma, Eswatini
Mbalenthle Ngwenya, Canada
Nthathi Lehloenya, Lesotho
Temlandvo Magongo, Eswatini
Ayeyi Asamoah-Manu, Ghana
Maria Manyama, Tanzania
Semyon Andrushenko, Russian
Federation
Tiyandza Mngomezulu, Eswatini

POEM

Massimo Shongwe, Eswatini

IBDP COORDINATOR'S REMARKS

Ms Elizabeth Cummergen,
IBDP Coordinator

Schedule of Events

VIOLIN DUET

Tinotendashe Chigerwe, Zimbabwe
Betty-Sue Kihunrwa, Tanzania

WK JAZZ BAND

Mr Mark Bradshaw, UK *Conductor*
Afnan Rafid, Bangladesh
Clement Hochapfel, France
Semyon Andrushenko, Russian Federation
Tanaka Mutumhe, Zimbabwe
Malcolm Nyondo, Malawi
Dora Lin, Botswana
Rose Bradshaw, United Kingdom
Leo Wu, Taiwan
Lyn Gathaiya, Kenya

DANCE PERFORMANCE

Esther Niyongabo, Burundi
Shirley Mugisha, Burundi
Moliehi Seipati, Lesotho
Dadiso Chitsa, Zimbabwe
Betty-Sue Kihunrwa, Tanzania

CLASS OF 2021 SPEECH/ADDRESS

Belusi Simelane, South Africa

MUSIC PERFORMANCE

Belusi Simelane, South Africa
Sisekelo Mlotsa, Eswatini
Afnan Rafid, Bangladesh
Fode Kojo Yakpo, Germany
Semyon Andrushenko, Russian Federation
Tanaka Mutumhe, Zimbabwe
Malcolm Nyondo, Malawi
Dora Lin, Botswana

DANCE PERFORMANCE

Ezra Narun, South Africa
Kathryn Burger, Austria

Schedule of Events

POEM

Susanna Jakob, Germany

CLASS OF 2021 ADDRESS/SPEECH

Ayeyi Asamoah-Manu, Ghana

MUSIC PERFORMANCE

Anika Rehan Moin, Pakistan

DANCE PERFORMANCE

Tosca Simon, Namibia
Nyaradzo Mararanje, Zimbabwe
Lea Asopjio Jieufack, Cameroon
Aliny Marrime, Mozambique
Abba Diallo, Burkino Faso

MUSIC PERFORMANCE

Todvwa Dlamini, Eswatini
Nosipho Mpanza, Eswatini

MUSIC PERFORMANCE

Deeply Rooted Sounds

VOTE OF THANKS & SEND OFF

Mr John Storer, Director of
Admissions & University Advisor



CONGRATULATIONS IB CLASS OF 2021

| NAMES | NATIONALITIES |
|---|----------------------|
| 001 ABEAW, Abdulahi Hassen | Ethiopia |
| 002 ABUSHANAB, Rawan M. A. | Palestine |
| 003 ANDRUSCHENKO, Semyon | Russian Federation |
| 004 ANNEMANS, Amanda | Belgium |
| 005 ASAMOAH-MANU, Ayeyi Poku | Ghana |
| 006 ASOPJIO JIEUFACK, Lea Denise Sheila | Cameroon |
| 007 ATAYA, Tamara Bochere | Kenya |
| 008 ATWELL, Abigail Mariah | Eswatini |
| 009 AYENDWA, Liam Perry | Uganda |
| 010 BAILEY, Georgia Constance Claude | South Africa |
| 011 BALIKOWA, Samantha | Uganda |
| 012 BANGUI ONGAGNA ALEMBA, Leondra | Congo Brazzaville |
| 013 BOBONGO-MAZZ, Prodiges Relique Venus | Congo Brazzaville |
| 014 BORREL, Iain Michael | Eswatini |
| 015 BURGER, Kathrin Liliane | Austria |
| 016 BUTAO, Anwen Anastasia | Malawi |
| 017 CHALWE, Mwewa | Zambia |
| 018 CHARI, Narayanan | India |
| 019 CHENG, Yifei | China |
| 020 CHITENGWA, Dadiso Josephine | Zimbabwe |
| 021 DAKORA, Taanuba Rene | South Africa |
| 022 Dawson, Asha Copper | Eswatini |
| 023 DHEWA, Kudzai | Zimbabwe |
| 024 DIALLO, Abba Mariam Martine | Burkina Faso |
| 025 DLAMINI, Happy Todvwa | Eswatini |
| 026 ESAMBU, Brida Oleka | DR Congo |
| 027 FARRELL, Thomas | South Africa |
| 028 FONCHA, Verena-Eliette Luonerhnu | Cameroon |
| 029 FOOSE, Grace Mee-Sun | USA |
| 030 GANDIYA, Christine K | Zimbabwe |
| 031 GASASIRA, Francine Kandatwa | Uganda |
| 032 GREEN-THOMPSON, Luke Donald | South Africa |
| 033 GUMBO, John-Paul Ngonidzashe Runganga | Zimbabwe |
| 034 GWAZA, Nyasha | Zimbabwe |
| 035 HARGES, Dejanae Alyse | USA |
| 036 HASSAN, Abdiweli Hussein | Somalia |
| 037 HENWOOD, Paige Georgia | Eswatini |
| 038 HIWA, Daniella | Malawi |
| 039 HOCHAPFEL, Clément Pierre Jean | France |
| 040 ISMAIL, Taariq | South Africa |
| 041 JAKOB, Susanna | Germany |
| 042 UMAEV, Jovid | Tajikistan |
| 043 KIDDE, Juliana Mwesigwa | Uganda |
| 044 KUGARA, Arnold Tendai | Zimbabwe |
| 045 Kusiima, Nadia | Uganda |

CONGRATULATIONS IB CLASS OF 2021

| NAMES | NATIONALITIES |
|--|----------------------|
| 046 KUUYUOR, Ransford | Ghana |
| 047 KWELAGOBÉ, Loyiso Peter Vincent | Botswana |
| 048 LEBONA-MNDZEBELE, Thesele | Eswatini |
| 049 LEHLOENYA, Nthathi | Lesotho |
| 050 LOWRY, Patrick Thomas | South Africa |
| 051 LUKHELE, Temphilo Thandolwethu | Eswatini |
| 052 MABASO, Tinashe Treasure | Eswatini |
| 053 MABESA, Mahali | Lesotho |
| 054 MAGONGO, Temlandvo Ntombemhlophe | Eswatini |
| 055 MAMBA, Beketele Wenkhosi | Eswatini |
| 056 MAMBA, Masiko Neliswa | Eswatini |
| 057 MANDA, Malaika Tatenda | Malawi |
| 058 MANYAMA, Maria Robert | Tanzania |
| 059 MARARANJE, Nyaradzo Valery | Zimbabwe |
| 060 MARIMA, Mona | Kenya |
| 061 MARRIME, Aliny Joana Moises | Mozambique |
| 062 MASONYA, Mandisa Kitso | Eswatini |
| 063 MASUKU, Sandza Vumile | Eswatini |
| 064 MASVIMBO, Tanyaradzwa Chiarra | Zimbabwe |
| 065 MATHU, Renate Grace | Kenya |
| 066 MATHUNJWA, Sakhile Thembumenzi | Eswatini |
| 067 MATSE, Nokwanda Qinisile | Eswatini |
| 068 MBINGO, Lungiselwe Khethile | Eswatini |
| 069 MFUMO, Thandisa Annie | Eswatini |
| 070 MHLANGA, Agnes | Zimbabwe |
| 071 MILLER, Megan | South Africa |
| 072 MLOTSA, Sisekelo Zanokuhle | Eswatini |
| 073 MLOTSHWA, Zinthle Jade | Zimbabwe |
| 074 MMEMA, Andiswa Tsembaa | Zimbabwe |
| 075 MNGOMEZULU, Tiya ndza Senamile | Eswatini |
| 076 MNISI, Lungelo Sikhange tiwe | Eswatini |
| 077 MNISI, Thuba Sengetiwe | Eswatini |
| 078 MOHLABA, Malebo | South Africa |
| 079 MPANZA, Nosipho | South Africa |
| 080 MPOFU, Thandeka Mathew | Zimbabwe |
| 081 MUDEHWE, Vinlaw Zvikomborero Pahanga | Zimbabwe |
| 082 MUSASA, Tafadzwa Monalisa | Zimbabwe |
| 083 MUTEVEDZI, Andipanyasha Tanyaradzwa | Zimbabwe |
| 084 MWANDIHAMBA, Medylean | Zimbabwe |
| 085 NARUN, Ezra | South Africa |
| 086 NGCAMPHALALA, Banatsi Wethu | Eswatini |
| 087 NGUVAUVA, Vetumuna | Namibia |
| 088 NGWENYA, Mbalenhle Lungelo | Canada |
| 089 NISHIMWE, Giselle | Burundi |

CONGRATULATIONS IB CLASS OF 2021

| NAMES | NATIONALITIES |
|-------------------------------------|---------------|
| 090 NOKO, Mooketsi Gift | Zimbabwe |
| 091 NTESO, Relebohile Michelle | Lesotho |
| 092 OFFIERSKI, Olga-Charlotte Marie | Belgium |
| 093 OWOR, Phoebe | Uganda |
| 094 PHIRI, Rhema Amanda | Malawi |
| 095 PIERSON-FLAGG, Logan Max | USA |
| 096 POVEDA MORALES, Hadit Ariadna | Colombia |
| 097 RAFID, Afnan | Bangladesh |
| 098 RAJBHANDARI, Akshaj | Nepal |
| 099 SANGINGA, Koko Divine | DR Congo |
| 100 SEGUNDA, Nadia Fatima Vicente | Angola |
| 101 SHONGWE, Massimo Jocelyn | Eswatini |
| 102 SIMELANE, Belusi Zwakele | South Africa |
| 103 SIMON, Tosca Joy | Namibia |
| 104 SSENFUKA, Abbas | Uganda |
| 105 SUBENDRAN, Alysha Binti | Malaysia |
| 106 TOUMI, Jassem | Tunisia |
| 107 TSHEHLA, Naledi Helen | South Africa |
| 108 TZAI, Mu-Ling | Taiwan |
| 109 WALKER-KELEHER, Georgia | USA |
| 110 YU, Tong | China |



THE GOVERNING COUNCIL MESSAGE

Dear IB Class of 2021,

As the Governing Council, we sincerely wish that we could have joined you to celebrate your graduation today. Please know that if we were there with you, each one of us would be on our feet, beaming, with tears swelling in our eyes, giving you an extended standing ovation, applauding you with the deepest admiration. We are exceedingly proud of you.

You, the class of 2021, are the 40th IB class in Waterford Kamhlaba's history. Also, no IB class has ever endured anything like what you have endured, and we sincerely hope that no future IB class ever will. None of us - not you, not us, nor those who love you - could have imagined what lay ahead when you began your IB journey in January, 2020. If we, as Governors, had known what was coming, we would not have asked you to take it on. How could we? If you had known what was coming, how many of you would have shown up? However, despite all that has transpired, here you are. Your presence at this ceremony today is itself a simple but powerful testament to your character and spirit.

The events of the last two years - school closures due to Covid; online teaching and learning; power outages so frequent they became almost normal; internet outages that undermined your studies and separated you from your loved ones; border closures; campus lockdowns; gunshots, roadblocks and fires during social unrest; masks, screening and physical distancing requirements; and relentless, unending uncertainty - have cheated of you of the Waterford and IB experience you dreamed of, and that you deserved.

We hope that someday (perhaps decades down the road), you will look back on these two years and recognize that despite all of the challenges, you did something wonderful. You built friendships, you supported each other, you felt despair but found a way to push forward, you advocated for what was important to you, you educated each other, you demanded better from the adults around you, and you found ways to laugh and have fun. You did not quit. Instead, you squeezed goodness out of a dismal situation. You—individually and collectively—persevered and made a positive difference.

As you move forward in life, we hope that is the lesson you take with you from your days at WK: That regardless of your circumstances, you can make positive change in the world around you. It is almost inevitable, given climate change, rising intolerance, surging nationalism, ballooning inequality, and more, that you will face serious challenges again in your life. You have already proven, however, that you are up to the task. That working with others, you can make things better.

Congratulations! We wish you all the best as the next chapters of your lives unfold. Lastly, thank you for enriching our lives.



My Journey at Waterford Kamhlaba

Tiyandza Mngomezulu (Eswatini, WK 2015 - 2021)

My journey at Waterford Kamhlaba began in 2015, where as a young girl from the Kingdom of Eswatini, I felt the pressure of having been accepted into an international school, a United World College. However, I also knew the importance of making the most of my experience here. Being cognisant of that is why these past 7 years at Waterford have been characterized by exploration, in my academic pursuits, extracurricular activities and in the arts. I have been fortunate to have spent my adolescent years in an environment where differences are celebrated, which is always ideal for a period of growth, change and an identity crisis or two.

I was always intrigued by the concept of UWC and where I would fit into all of it. This new idea of 'deliberate diversity' has come to mean liberal students who are passionate about global issues, social justice, and climate change, students who are politically correct and desire to have 'the UWC experience'. While I think that describes some of us pretty well, I wouldn't say that I found a complete shared identity with anyone here. Yes, I have met people who share the same morals and beliefs as me. However, I have also met people that have fundamentally different values than me. The significance is in how while in this pressure cooker of an environment, I have learned to appreciate both. I have learnt that even in the flaws I see and issues I have to contend within this institution, I can still appreciate the intent of actions taken or decisions made while criticizing the outcome. It highlights my role as someone who has the ability to be involved in changing an aspect of society that I don't agree with.

Over the years, I have been exposed to opportunities where I have developed my passions and interests and have been immersed in various art forms. I have learnt about writers and curators of literary works in class that have inspired me to invest time in my own storytelling and poetry. Times spent in drama classes and school plays have stimulated the thespian in me. I have even found passion in service rooted in contributing to the betterment of a community, and how this can be accomplished without patronizing local communities but by simply offering a helping hand. Being a part of projects at Mpaka Refugee Camp, Ekwetsembeni, Hawane and the local Sobhiyozo Pre-school has allowed me to recognize my own privilege and also see the full worth of providing a service to those who need it the most.

The concept of taking time to pause and reflect is elevated at Waterford and that has impacted me in a positive way. I have learnt to be more mindful and intentional in my daily life. In times of confusion, deadlines and work overload, I have learned to step away from it all and gain clarity. Furthermore, the different activities, clubs, and events I have been a part of over the years have allowed me to see the impact of potent global issues. Being one of the co-heads of GirlUp, which is a movement to advance girls' skills and rights, a lot of our discussions explored gender inequality within different contexts and periods. In addition, I was involved in Africa Week in my IB years, which is an event that seeks to delve deep into the struggles of African identity while simultaneously celebrating the beauty of the continent and its people. Notably, even learning about human rights violations in Global Politics had me thinking about the black lives matter movement and how Ahmaud Arbery, a black man, was gunned down by white supremacists while jogging in broad daylight. This is a space that allows for constant reflection on issues of global importance, whether it is ones that I am subject to or ones that I have the privilege not to experience.

As I have come to the end of my journey here, there is a lot that I can be thankful for. Living in a cross-cultural context has broadened my scope and perspective on the world while helping me to see that we are also more alike than we think. I am grateful for the life-long connections I have made, the treasured memories and lessons learned.



My WK Experience

DeJanae Harges (USA, WK 2020 - 2021)

Before coming to Waterford, I had never lived in a different context than my own. When I was applying to UWC, Waterford was one of the first schools to catch my eye. I felt drawn by a school that was founded on the values of inclusion and diversity, in a time where those values were opposed. Additionally, the focus that Waterford put on community service made me excited as working with communities is really important to me. These attributes made Waterford my first choice school when my national committee asked me to rank where I wanted to go.

Being here for those first two months of 2020 made me extremely happy and fulfilled. I met people from all over the world. I was able to learn about different cultures and perspectives. I learned so much about the world outside of my own, from inside the class and out. The community service aspect was amazing. We had so many opportunities to go out and interact with the community around us. Whether it is improving English literacy with primary students or helping plan Brave Girl Camp there was always something to do. I felt a sense of community on campus as well. The student-led events and initiatives were carefully planned and showed me how much my peers cared about making the environment fun and supportive.

However, as we all know these two years have been a rollercoaster. From covid to the school closing, to civil unrest, our year group has not had a traditional experience. Online school was extremely difficult, and not ideal. Yet, I remember feeling so supported by the Waterford community. My tutor, Mr. Alexander, made sure to check on me, and although we were all going through a rough time, there was never a time I could not call someone and have a virtual shoulder to cry on. My teachers tried extremely hard to make the best of online school and offered me great support even though I was six hours behind the rest of my peers.

Through my classes, I was able to find what I wanted to do with my life. Classes like Global Politics helped me to explore different avenues of thinking. It not only taught me a lot about world issues, but it also helped me think about how I can analyze these issues that were going on. I am going for a degree in Political Science more confident in my abilities. Thanks to my amazing teacher Ms. Cummergen. Theatre taught me not only do I enjoy acting, but I am good at it. I was able to explore different styles and was given a lot of space to try and make mistakes by my theatre teacher Kassi. I now plan to pursue it as an extracurricular in university.

Although Covid-19 restrictions made it difficult we were able to still make the best of what we had. I was the head of Women's Week and Brave Girl Camp this year. For Women's week, we had successful conversations about intersectionality which helped everyone learn a lot.

We arranged a very fun and heartwarming women's lounge which showcased the talented people we have in Waterford and gave people a space to celebrate women. For Brave Girl, we were not able to host the camp, but we were able to still send out packages to the girls that were accepted. Through the resilience of the students, we were able to still have the experiences that we wanted.

These past two years have taught me resilience. I have grown so much, thanks to the people around me. I am less afraid to go after what I want and am better prepared to deal with challenges.





My Waterford Experience

Hadit Poveda Morales (Colombia, WK 2020 - 2021)

Waterford Kamhlaba was a fascinating experience, full of challenges and opportunities that have left a giant footprint in my life during these two years. Its traditions, landscapes and its great community, enclose you in a charming, magical atmosphere, so that within just a couple of days, you feel very grateful, because you found that your classmates are now part of your family.

I joined Waterford in 2020, after attending a school where the elementary and high school totaled 300 students in a small town in Colombia. It was a challenging change mainly because of the language barrier. I had never faced an environment that required me to speak only English. The first few days at Waterford were full of nervousness and excitement, where everything was completely new, but after a couple of weeks on campus I was already adapting to the academic rhythm and hostel life. Like everyone else, the pandemic forced the closure of the school and took the students back home. I spent several months at home taking online classes and due to the 7 hours difference between Colombia and eSwatini, my energy and motivation was disappearing.

When I returned to the Waterford campus for my second year of IB, everything looked so familiar and the excitement of seeing my friends was high. Despite being jet-lagged, having long academic days and getting used to cafeteria food again, I was happy to be back.

However, this year brought incredible challenges. TOK, completing CAS reflections, writing a lot of essays and learning from scratch syllabus content for exams was a huge demand of time and energy and was difficult to accomplish.

My experience over the past two years has been a roller coaster of emotions, that has had its ups and downs which have allowed me to see different world views and grow as an individual. All of this being possible thanks to the friendships that I have formed and that I will cherish forever, people who have enriched my heart with joy and who have been my unconditional support in this crazy adventure.

I am honored to have lived my time at UWC in Waterford, where the cancellation of events, strange weather changes, beautiful sunsets, screening, the rare anecdotes in hostel and above all the union of a group that was always ready to laugh or give a hug created memories that I will keep in mind for the rest of my life.





Your time at a UWC school is only the beginning.

The UWC mission isn't just for UWC students - it's a lifelong opportunity to be part of a global network and to pass on the experiences, ideas and perspectives from your time at UWC to future students and the wider world.

The UWC movement is driven by, and thrives on, the contribution of its community members. From introducing young people to UWC to allowing them to access UWC through scholarships, our supporters and volunteers make UWC possible.

That's why it is so important to join your co-years across the globe in signing the UWC Pledge. Big or small, passing on your future time, treasure and talent to the UWC movement will allow UWC to continue sharing, and enhancing, the experiences that you have gained at your UWC school with future generations to come.

Please select **at least one option from each of the three columns** below to indicate what your UWC Pledge will look like.

Let's pass it on.

Pass on your time


- ☐ Volunteer for and support the national committee from your home country or country of residence
Country _____
- ☐ Share your feedback on how to enhance the UWC experience for future students
- ☐ Share your alumni stories with your UWC school
- ☐ Return to your old school to spread the word about UWC
- ☐ Volunteer for your UWC school

Pass on your treasure

- Over 80% of national committee selected students receive scholarships. To make this possible, UWC must raise at least \$60,000,000 USD every year. To continue passing on the UWC experience to more people from diverse backgrounds, the contributions of our community members are crucial.
- ☐ I will donate _____ per month
 - ☐ I will donate _____ per year
 - ☐ I will organise a fundraiser for my UWC school
 - ☐ I will organise a fundraiser for my national committee

Pass on your talent

- ☐ Become a mentor for UWC students and/or alumni
- ☐ Facilitate or lead a UWC short course
- ☐ Start your own UWCx initiative.
- ☐ Organise a UWC day event
- ☐ Return to your UWC school as a guest speaker
- ☐ I would like to learn more about how I can pass on my talent to UWC in 6 months time

- 
- ☐ Support an existing UWCx initiative
 - ☐ Celebrate and participate in a UWC Day event
 - ☐ Become a host for UWC students during the holidays
 - ☐ Host a student or provide support organising a placement for your UWC School's Project Week
 - ☐ Support your school with the UWC Pledge initiative by sharing your perspective on the UWC Pledge as an alum
 - ☐ I would like to learn more about how I can pass on my time to UWC in 6 months time
 - ☐ Give your time in another way - please provide further details here:

- ☐ I would like to learn more about how I can pass on my time to UWC in 6 months time
- ☐ Give your treasure in another way - please provide further details here:

- ☐ Give your talent in another way - please provide further details here:

Name

Email Address (personal)

Contact Number

If you choose to sign the UWC Pledge card, please send an email to **engagement@waterford.sz**



Alumni Avenue

Initiated in 2016, Alumni Avenue is a legacy project that is aimed at honoring alumni who donate to the College. The "avenue" bricks are placed along the front wall of the "The Tony Hatton" library on the College campus.

The Avenue is made up of glass bricks, (made locally by Ngwenya Glass, using recycled glass) which are engraved with messages the alumnus wants on it. Many have opted to have their names, the year(s) at WK, or a short message engraved on their bricks.



Waterford Kamhlaba has the pleasure to give you an opportunity to leave a legacy on campus through our Alumni Avenue project. With a minimum donation of ZAR1500, £80, \$101, €92, we will place a glass brick with your name engraved on it in the Alumni Avenue. After you leave the Waterford campus, you can always look back with pride, knowing that your name is on the Alumni Avenue Wall.

Please direct communications regarding the Alumni Avenue to the Alumni Engagement Officer <engagement@waterford.sz> in the Advancement Office.



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