

UWC STRATEGY 2018 and Beyond

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1. Executive Summary

This strategy will inform the work of UWC International and of all UWC constituencies from 2018 onwards. Our overarching aim is simple: to increase UWC's impact in making education a force for a more peaceful and sustainable future. The strategy gives a common framework and a clear direction for the entire UWC movement: it is one strategy for one UWC movement.

STRATEGY DEVELOPMENT

This strategy was developed in a two-year highly consultative and participative UWC movement-wide process involving all constituencies and inviting input from all UWC community members. 55 years after the founding of the first UWC college, we sought to clarify the role UWC ought to play in today's world, identified UWC's strengths and opportunities and critically questioned ourselves on the challenges which we must tackle in order to increase UWC's impact.

UWC'S OPPORTUNITIES AND CHALLENGES

UWC has many accomplishments to celebrate and many strengths it can build on: 17 UWC schools and colleges on four continents educating over 10,400 students in 2017; UWC national committees in 159 countries and territories involving over 3,000 committed volunteers; more than 57,000 UWC alumni living the UWC mission in different ways; dedicated donors supporting UWC across the globe; and unique pathways to tertiary education.

Though the UWC movement is growing and thriving in numerous ways, different constituents are sometimes moving at different speeds. Mutual responsibility, accountability, transparency and coherence are not yet fully developed. Examples of where we fall short include: financial planning and transparency across schools and colleges, capacity building in national committees, sharing best practice, engaging consistently with our communities, partnering with external organisations to help broaden our impact, and ensuring sustainability and peace are consistently at the forefront of our teaching and actions. Perhaps the biggest challenge is to ensure UWC's financial sustainability while reconfirming our commitment to deliberate diversity, in particular socio-economic diversity.

UWC'S MISSION, VALUES AND PRINCIPLES

The strategy process reinforced UWC's commitment to its mission and values. It also crystallised five principles that all stakeholders of the UWC movement adhere to:

- We recognise all UWC models of education and our staff, students' and participants' contribution to the UWC mission, including two year fully residential schools, full schools with residential and day students and short courses.
- We create deliberately diverse, engaged and motivated communities united around the UWC mission and values, committed to excellence, driven by an ethos of cooperation, transparency and inclusion and willing to engage individually and collectively through action and selfless leadership.
- We run UWC schools and colleges as not-for-profit entities and reaffirm the importance of UWC's scholarship programme and our aspiration to strengthen it to the point of ensuring access to UWC for residential IBDP students based on promise and potential only, enabled by meeting all demonstrated financial need.
- We give trust, authentic responsibility and appropriate autonomy to our students, staff, participants and volunteers.
- We work together as an ever closer and united movement, built on the UWC mission, values and principles, based on mutual trust and respect, and honouring our commitment to the celebration of diversity – not just in our student, staff and governing bodies, but also in the ways we develop our "UWC-ness".

OUR AIM: GROWING UWC'S IMPACT

We will increase UWC's impact by focusing on three key areas:

1. SEEK

We will seek a deliberately diverse group of students for our schools and colleges from across the globe through the UWC national committees and strive to enable access to a UWC education for these students independent of socio-economic means.

2. EDUCATE

We will educate our students based on trust, responsibility and autonomy in order for them to develop agency, experience values and gain the attitudes and competencies to be forces for peace, sustainability and social justice.

3. INSPIRE

We will inspire members of the UWC community to live and act in accordance with the UWC mission and we will inspire our partners and other actors in education to embrace values-based education celebrating diversity and promoting peace, sustainability and social justice.

Impact across these three areas will be enabled by strengthening financial transparency, mutual responsibility, accountability and sustainability across the UWC movement; implementing a

UWC movement-wide fundraising approach; ensuring robust governance in line with UWC's values; creating efficient and inspiring communication; and providing appropriate information technology to strengthen all these functions.

THE FIRST THREE YEARS: FOCUSING ON KEY PROJECTS

1. Working with UWC schools and colleges to ensure their financial transparency and sustainability and to commit to concrete quota of students on full (including all extra costs), partial and no scholarships to secure and enhance the socio-economic diversity of their student bodies and to avoid any dominance of a particular social group, including a commitment by schools and colleges with a below average quota of scholarships to increase this quota.
2. Increasing the number of UWC short courses to become a strong pillar of UWC impact with more than 1000 participants per year by 2020.
3. Developing a UWC Leadership Development Programme to support the recruitment of Heads and deputies.
4. Motivating all UWC schools and colleges to develop and implement individual plans that embed sustainability in their education and their actions ("Teach the right thing – do the right thing").
5. Implementing a National Committee Fund starting at US\$ 900k per annum to support the 159 national committees in capacity building, fundraising and outreach through financial and technical support.
6. Creating a "generational commitment": each student receiving as much scholarship funding as they need to attend UWC – and each student then seeking to "return" over the course of their lifetime as much as they can to support new UWC students – in time, talent and treasure.
7. Developing major donor fundraising capability at UWC International to contribute US\$ 5 million plus per annum through cross-college scholarship programmes, e.g. the UWC Refugee Initiative.
8. Focusing and assisting – to the extent necessary – schools and colleges in building fundraising operations, appropriate to their specific circumstances and context, specifically to increase scholarship provision and to develop robust financial planning and funding to cover capital replacement needs.
9. Increasing the funding contribution of national committees by doubling the number of fundraising national committees (covering scholarships for their selected students at least partially from own funding) to raise an additional US\$ 10 million plus per annum for scholarships.
10. Establishing an Interim International Selection Programme (IISP) in order to best attract early deciding fee paying students and families who make decisions on a different timeline to ours. Led by national committees and developed in close cooperation with participating schools and colleges, it will be fully transparent, competitive and selective and will effectively replace the current direct admissions practice for residential IBDP students at some UWC schools and colleges with the exception of special entry of less than 5% of IBDP intake (staff children etc.) and specific admissions programmes agreed by the UWC International Board.

STRATEGY IMPLEMENTATION

During the course of 2018, schools, colleges and national committees will be asked to translate the principles and objectives, set out here, into their own strategies moving forward, taking into account specific legal, historic and cultural circumstances. This strategy does not aim to standardise either local practices or the appropriate interpretation of the UWC mission and values in the specific national context of each UWC stakeholder. It ensures a common strategic direction and common principles for the UWC movement, while empowering the diversity of its actors and programmes.

This strategy is complemented by the Initial Action Plan 2018-2020 (*see Appendix 2*) setting out concrete steps and targets to be achieved within the first three years of the approval of the strategy. The implementation of the strategy will be overseen by the UWC International Board.

As Kurt Hahn, one of the founding fathers of UWC said, "there is more in you than you think." This simple but inspirational insight continues to hold true for each of our students, but also for UWC as a whole. There is more in us than we think. This strategy will help to develop UWC's potential and grow its impact.

*UWC makes education a force
to unite people, nations and cultures
for peace and a sustainable future.*

UWC Mission Statement

2. The World Today and the Role of Education

We live in a complex world: ever faster technological and scientific progress is coupled with rising socio-economic inequality. UWC was founded in 1962 at the height of the Cold War. This reality has given way to a multipolar world but civil wars and terrorism continue – often fueled by socio-economic inequality and fundamentalism – making UWC's mission to unite people, nations and cultures for peace as relevant as ever. In parallel, we are faced with an environmental challenge of global warming and natural resource depletion that is unprecedented in human history, giving UWC's mission to make education a force for a sustainable future great urgency.

The global mobility of capital, digital data and elites is now followed by global migration of the less privileged, displaced by conflicts or desperately searching for a livelihood. The world has become deeply interconnected and most of today's challenges cannot be addressed effectively by individual nation states. They require global cooperation or at least highly coordinated decision making across countries. More than ever, education has the responsibility to provide the next generation with the attitudes, skills and competencies to deal with these challenges.

In 2015 The United Nations adopted 17 Sustainable Development Goals to be attained by 2030. Goal 4 addresses education itself. Indeed education has made enormous progress since the turn of the millennium. Basic education – with the woeful exception of girls' education in some countries inhibited by ideology or tradition – has become near universal. Access to secondary education has also been markedly improved, but secondary education still has significant problems with disparities in quality as well as physical and financial accessibility. Availability of high class private secondary education – in country or internationally – has never been better: but access is only available for those who can afford to pay twice the average annual salary in even the most developed countries just for one year's education of one child. While UWC cannot make a tangible contribution to basic or broad-based secondary education, we do strive to ensure access to our students independent of personal means. But making education a positive force is not just about access.

In Goal 4.7 the UN Sustainable Development Agenda states that education itself has a key role to play in developing awareness of all other Sustainable Development Goals. Education is indeed key to addressing many of the world's challenges. In order to do this, education needs to shift away from mirroring the very challenges it should be addressing: economic inequality, unbridled competition and a focus on national, ethnic and religious difference. Education must embrace diversity – in ethnicity and religious beliefs as much as in opinions. It must foster empathy and cooperation across social, ethnic and religious boundaries and it must identify and develop talent no matter whether the student was born in a shack, social housing or a mansion. These qualities and this inclusiveness is essential, if education is to become, in the words of the late Nelson Mandela, UWC's Honorary President, "the most powerful weapon we can use to change the world."

Over the last 55 years, UWC has proven that the shift is indeed possible. Education can be a force for a better world. Spreading this message, providing beacons in education and inspiring others in education is more relevant and important today than it has ever been – and so is UWC.

3. A New UWC Strategy

The UWC movement's last strategic plan came into force in 2010. Since then the UWC movement has grown significantly: five new schools and colleges have joined the movement, bringing the total number to 17 UWC schools and colleges. 35 new UWC national committees have been established for a total of 159 national committees across the globe. The number of current UWC students has grown to over 10,000 with more than 4,000 students in the IB Diploma Programme (the last two years of secondary education). UWC alumni are now over 57,000, notably 3,000 of whom work each year with other volunteers in UWC's 159 national committees across the globe.

UWC International is the organisation bringing together all UWC entities and stakeholders in its governing bodies, the UWC Council and the UWC International Board.

All these entities and stakeholders are united by the UWC mission, UWC values, UWC core principles, a common direction of travel and a commitment to mutual responsibility and transparency as embodied in the policies agreed by the UWC International Board to ensure harmonisation, where it is necessary and beneficial. At the same time, UWC as a movement – including all its members and constituencies – is committed to diversity and sees a multitude of ways to achieve UWC's common goals. UWC is a united movement built on diversity.

From 2015 to 2017, UWC embarked on a highly consultative and participatory movement-wide strategy process involving all its constituencies and inviting input from all members of the UWC community. The first draft of the strategy was presented to current students, staff, alumni, governors from all UWC schools and colleges and most national committees as well as donors, partners and friends at the UWC Congress in Trieste in October 2016. The feedback received served to inform subsequent drafts. In parallel, a Finance Task Force with representatives from UWC stakeholders was set up to analyse financial data from across the UWC movement and to inform this strategy.

One strategy for one UWC movement is the outcome. It sets the direction and defines strategic goals for the entire UWC movement for the next 10 years. It is to be read in conjunction with a three-year Initial Action Plan which outlines specific steps and measurable targets for the UWC movement to act on in the years 2018 to 2020. Further Action Plans will follow for the later years of strategy implementation.

During the course of 2018, schools, colleges and national committees will be asked to translate the principles and objectives set out here into their own strategies moving forward, taking into account specific legal, historic and cultural circumstances. This strategy does not aim to standardise either local practices or the appropriate interpretation of the UWC mission and values in the specific national context of each UWC stakeholder. It ensures a common strategic direction and common principles for the UWC movement, while empowering the diversity of its actors and programmes.

4. UWC Mission, Values and Principles

This strategy continues to be built on the fundamental commitment of all members of the UWC community to the UWC mission: **to make education a force to unite people, nations and cultures for peace and a sustainable future**; and to the UWC values, namely:

- International and intercultural understanding
- Personal responsibility and integrity
- Compassion and service
- A sense of idealism
- Personal challenge
- The celebration of difference
- Mutual responsibility and respect
- Respect for the environment
- Action and personal example

All members of the UWC movement also commit to the five UWC principles, which are critical to our work and identity. They frame the strategic plan, its understanding and implementation:

- We recognise all UWC models of education and our staff, students' and participants' contribution to the UWC mission, including two year fully residential schools, full schools with residential and day students and short courses.
- We create deliberately diverse, engaged and motivated communities united around the UWC mission and values, committed to excellence, driven by an ethos of cooperation, transparency and inclusion and willing to engage individually and collectively through action and selfless leadership.
- We run UWC schools and colleges as not-for-profit entities and reaffirm the importance of UWC's scholarship programme and our aspiration to strengthen it to the point of ensuring access to UWC for residential IBDP students based on promise and potential only, enabled by meeting all demonstrated financial need.

- We give trust, authentic responsibility and appropriate autonomy to our students, staff, participants and volunteers.
- We work together as an ever closer and united movement, built on the UWC mission, values and principles, based on mutual trust and respect, and honouring our commitment to the celebration of diversity – not just in our student, staff and governing bodies, but also in the ways we develop our “UWC-ness”.

5. Opportunities and Challenges

UWC is an international educational movement that makes education a force for peace and sustainability. The uniting element across all UWC stakeholders, programmes and activities is the simple idea that bringing diverse people together to live and learn through joined experiences will strengthen their understanding of each other and their resolve to help make the world a better place. In our schools, colleges and short programmes, we bring together highly motivated young people from around the world to experience a values-based academic and experiential education within a deliberately diverse community. A UWC education gives young people the ability to set positive examples, become change-makers and develop into compassionate leaders. A UWC experience acts as a catalyst for people both individually and collectively to work towards a more peaceful, just and sustainable world. UWC's alumni, staff and volunteers do this in varied ways throughout their lives. UWC has many strengths and opportunities but the UWC movement also faces challenges.

A. Growth

UWC has significantly increased its number of schools and colleges from 12 to 17 over the last five years. While UWC schools and colleges are spread across the globe, much of the growth has been in Asia and Europe. Three out of five new UWC schools and colleges accept students prior to the IBDP years, taking the total number of full schools within UWC to six. 11 UWC colleges offer a two year (or two year plus a small pre-IB programme) fully residential model offering the IB Diploma Programme embedded in the experiential and service-based UWC model of education.

The number of UWC institutions will grow further and we continue to invite and welcome proposals from those wishing to establish a new UWC school or college or to convert an existing school into a UWC. We are especially aware of the underrepresentation of UWC schools and colleges in certain parts of the world: in particular Africa, Latin America and the MENA region (Middle East and North Africa) and therefore support and encourage new initiatives from these regions. The approval of any such new proposal will be subject to its compliance with all requirements as set out in the 'Criteria

and Guidelines for New UWC Schools and Colleges' ("Criteria") as approved by the UWC International Board in 2016 (see www.uwc.org/attachments/download.asp?file=1228&type=pdf).

We have, however, consciously not set a specific overall growth target with regard to the number of UWC schools and colleges. A strong alignment with the UWC mission and values and compliance with our Criteria are more important than increasing the number of campuses.

In addition, rather than focusing on opening new UWC schools and colleges, we will also seek to grow our impact in new ways: by adapting our educational model to fit very different circumstances and financial capacity (what has been termed "UWC in a Tent"); by significantly increasing the number of UWC short courses; and by reaching out to other educational organisations and schools to form partnerships to make education focused on knowledge as well as empathy and social action a force for positive change in the world.

B. Financial Sustainability

The biggest continuous challenge to UWC is its reliance on external funding to finance the UWC scholarship system. This challenge is best addressed through effective fundraising across widely distributed sources – not least the alumni themselves. The new generations of UWC students – now more than 2,000 every year entering the IB Diploma Programme alone – must take the support of 57,000 UWC alumni a significant step further. They will enter into a "generational commitment": each student receiving as much scholarship funding as they need to attend UWC – and each student then seeking to "return" over the course of their lifetime as much as they can to support a new UWC student – in time, talent and treasure.

There are further funding opportunities to explore: not all schools and colleges have built fundraising operations in line with their financial needs and no more than 10% of all national committees do fundraising for scholarships. While many of the 159 NCs around the world face challenging local socio-economic conditions, we estimate that at least 20-30% of our 159 national committees operate in high-opportunity regions and we need to harness this potential.

Significant personal fortunes accumulated in many parts of the world are being committed to philanthropic causes, often in education. This presents opportunities not only for special UWC-wide scholarship programmes like the UWC Refugee Initiative launched in early 2016, but also for the systematic building of endowments and for very significant capital campaigns, that will be necessary to sustain the aging infrastructure of many UWC schools and colleges, many of which in the past did not have the means to set aside sufficient funding for capital reinvestment.

Financial sustainability however is not just a question of income. We have long witnessed cost inflation across our schools and colleges to be at an average of above 5% per year, in most cases far

above general inflation. While some cost increases have been driven by necessary operational improvements – more counselling and fundraising resources would be examples of this – the overall trend is dangerous. UWC schools and colleges, due to their scholarship model, are far more vulnerable to cost inflation than other international schools because we cannot simply rely on increases in fees paid by a wealthy global elite, whose income tends to grow even faster than school fees. Increasing fundraising volumes by 5% every year just to keep the current level of scholarship funding has proven to be very challenging indeed and is not likely to be possible going forward. Additionally, costs will increase further as schools need to factor in the upkeep of their aging infrastructure and as we welcome more students with disrupted educational journeys – such as refugees – who might need additional support.

To address income and cost challenges effectively, a UWC Finance Task Force has started to undertake a comprehensive and consolidated analysis of the financial health of each school and college and of the system as a whole. We recognise the need for financial transparency and mutual accountability, if we want to effectively and collaboratively address our financial challenges.

C. Unity and Mutual Support

We have come a long way in the last decade in bringing the different constituents of the UWC movement closer together and we are now experiencing the benefits of ever closer cooperation. With a growing number of schools, colleges, national committees and individual stakeholders, we need to reaffirm our commitment to enhanced cooperation and build structures and processes which support that.

Robust practices and governance structures must continually be developed further to enable transparency, collaboration and mutual support. The UWC movement is made up of schools and colleges with full-time staff as well as mostly volunteer-run national committees. In our cooperation across the globe we need to be mindful of the different needs and expectations of these different constituencies and of the fact that we have sometimes over-extended our volunteers. If we want our volunteer structures to grow further and increase their impact and outreach, we need to support them effectively. Financial, administrative and technical support is needed to ensure that their capacity can grow in line with increasing demands on their resources.

D. Deliberate Diversity

Deliberate diversity is at the centre of UWC's Educational Model (see www.uwc.org/educationalmodel). National, cultural and religious diversity within our student bodies is something UWC has always achieved thanks to the selections conducted by UWC national committees. Achieving socio-economic diversity has proven more challenging, particularly when scholarship funding was limited. Contact theory tells us that in order to effectively address prejudice and achieve lasting trust

and connection, diverse groups need to meet at eye-level with no particular group being dominant. Continuous focus and hard work are required in order to ensure – at least in all UWC residential programmes – a socio-economically diverse spectrum of students with no dominant group – neither rich, nor poor, nor middle-class. The UWC national committees will, through their geographic diversity, play the key role in achieving this, but we also need to ensure that schools and colleges have access to funding which will ensure they do not have to default to direct admission of full fee paying IBDP residential students to guarantee their financial sustainability.

The new Criteria (*see www.uwc.org/attachments/download.asp?file=1228&type=pdf*), which have to be met by new UWC schools and colleges, set clear benchmarks for socio-economic diversity as measured by the proxy of scholarship provision, but the challenge remains to decide to what degree and within what timeframe the already established UWC schools and colleges should aim to meet these criteria given their specific institutional, financial, cultural and historic circumstances. A “one size fits all” approach in this is neither desirable nor workable. Individual trajectories will have to be discussed, developed and ultimately implemented for each UWC school and college to meet the objectives of this strategy.

E. UWC Education

The UWC mission of making education a force for peace and sustainability is as relevant as ever. It is complemented by the UWC Educational Model which forms the basis of UWC's educational programme and approach.

Trusting students, granting autonomy and inspiring responsibility are fundamental UWC principles. These are some of the strongest assets of a UWC education. Yet these principles are now challenged by safety standards introduced through both local laws and regulations, and the increasing expectation of a more “rules-and-standards-focused” approach. Initial analysis might therefore conclude that some of our defining tenets are now under threat. However, this strategy suggests that there is an educational opportunity in reaffirming the importance of trust, responsibility and personal sense-making. We must stress and strengthen the important role of our students in shaping the UWC school and college communities both internally and in interactions with external bodies such as regulators and education authorities.

UWC must never grow complacent and indeed can only develop further as a self-critical organisation, including around our educational model and practice. We must also address that our faculties, from senior management level to newly qualified teachers, have not always reflected the diversity to which the movement aspires. While sometimes immigration laws have not helped, we must seize every opportunity to develop the best and most diverse leadership and staff bodies. And we must improve professional training and support networks for teachers and aspiring senior managers across our schools and colleges. If we want to strengthen the diversity and excellence of leadership and teaching across our schools and colleges, we must focus on developing talent internally.

F. Pathways to University

The recognition of the commitment and potential of our students and the values-based nature of their UWC education ensures their access to a broad range of tertiary education opportunities. While there is a growing number of programmes across the globe, the Davis UWC Scholars Program is unique among them in terms of its scale and impact: currently about one in three UWC graduates enrolls under the Davis UWC Scholars Program which offers needs-based funding to any UWC graduate accepted at 94 of the best US colleges and universities. The lives of over 7,000 UWC graduates have been directly impacted by the Program, with many returning to their home countries. Davis scholars have also exposed their peers at some of the most influential centres of higher learning in the US to UWC ideals. While this is an inspirational and continuing opportunity for UWC, the challenge remains to develop programmes in other countries in order to diversify routes of access to tertiary education.

G. Research, Engagement and Partnerships

The UWC movement has little quantitative research measuring our impact. While we have stories of our students and alumni to share, we lack empirical data to measure our impact both on our students and – through our graduates – on their communities. This goes hand in hand with the need for increased focus on the continuing engagement of our alumni with the UWC mission. UWC is a lifelong commitment and we have to do more as an organisation to encourage our alumni to engage both individually and collectively in projects and organisations supporting the UWC mission.

Finally, a challenge that is also an opportunity. The UWC movement has long been content with running schools and colleges and finding the right students for them. This was based on a theory of change that primarily saw UWC graduates as being the ones to eventually make a difference in the world. We have an opportunity to systematically increase UWC's visibility as a promoter of the celebration of diversity, student agency and values-based education. We must develop a broad range of partnerships for change through education that will provide opportunities for far greater leverage to make education a force for good in the world.

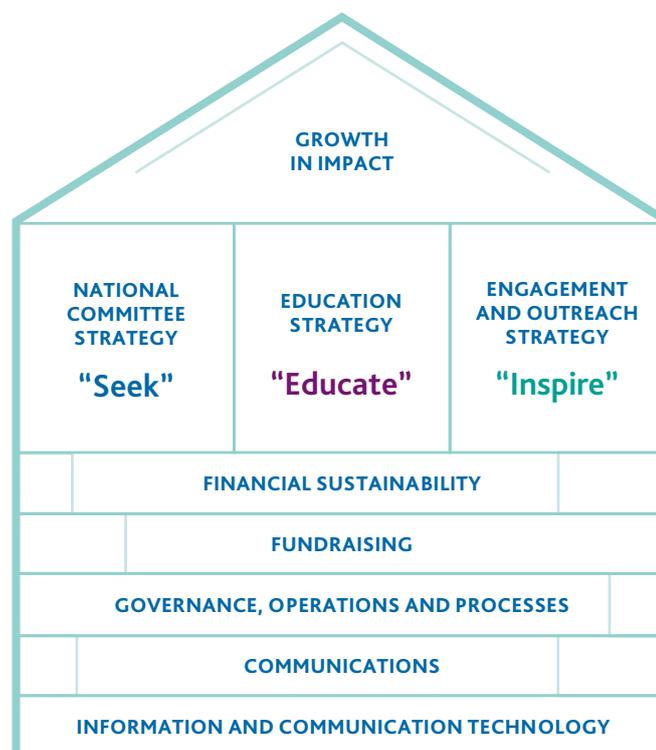
6. UWC Strategy House

The aim of the new strategy is simple: **to increase UWC's impact in making education a force for a more peaceful and sustainable future.**

We have created three key pillars at the core of the Strategy: **Seek – Educate – Inspire.**

Supporting these pillars are five areas that will help us reach our objectives: Finance – Fundraising – Governance – Communication and Engagement – Technology.

Together, the key pillars and the supporting areas form the UWC "Strategy House".



The three pillars represent UWC's core components: our unique Educational Model focused on a deliberately diverse community; a global network of national committees in most countries worldwide finding and selecting students and in charge of local outreach; and a commitment to foster an engaged UWC community and strengthen our outreach to other organisations and programmes.

While the three pillars are mainly driven by specific stakeholders, i.e. UWC schools and colleges delivering education, UWC national committees focusing on student selection etc., there are increasing and productive overlaps between areas and stakeholders with, for example, national committees running UWC short courses or UWC partner organisations supporting student selection and promotion.

7. Strategic Objectives

A. Seek

National committees, along with UWC schools and colleges, are the core component of the UWC movement. They provide a UWC presence in-country, with the mandate to accomplish a number of core functions: the recruitment and preparation of students for UWC in the IBDP years; engagement of students, parents and alumni; fundraising; and the delivery of education projects and programmes. With 159 national committees across the globe, run by a handful of employees and more than 3,000 volunteers, UWC is unique in the way we seek our students.

Our national committees enable UWC to reach potential IBDP students, sometimes from the most marginalised groups and backgrounds, to be selected for a UWC education and provide UWC with a footprint and direct impact in three quarters of the world's nations.

We will actively strengthen the pivotal role and capacity of national committees to select students based on promise and potential, to seek those who would never have otherwise found us. We will develop our capacity to better support our volunteers and enable all national committees to increase their impact within their regions. We will continue to aspire to meet all demonstrated need and to enable a growing number of national committees to systematically fundraise and fund their own students.

UWC will:

- 1. Actively seek students that would never see themselves as having access to an international education**
 - 1.1 Work with partners to encourage students to apply (e.g. UNHCR, SOS Children's Villages, Teach for All).
 - 1.2 Develop special programmes (e.g. UWC Refugee Initiative).

- 1.3 Seek students who have done outstandingly in their own contexts but attend schools that are far from being the most highly regarded in their regions.

2. Recommit to selectivity based on promise and potential and to enhancing socio-economic diversity

By enhancing and expanding current practice we will continue to:

- 2.1 Emphasise the unique and important nature of national committee selections.
- 2.2 Increase access to selection processes in order to help ensure a diverse pool of applicants from the full range of socio-economic backgrounds and thus create an intentionally diverse student body. Whenever possible, operate selection processes in the mother tongue of the student.
- 2.3 Strengthen the selection and eligibility criteria and selection processes to ensure selection of IBDP students is based on promise and potential and serves to build a socio-economically diverse student body.
- 2.4 In the medium term, build national committee selection capability for pre-IB entry to grade 10 and ensure that all students (including lower years) are admitted to UWC through a transparent and competitive selection process.

By introducing new initiatives we will start to:

- 2.5 Coordinate offers to ensure a) each national committee receives a consistent set of offers year to year and b) schools and colleges meet their deliberate diversity goals.
- 2.6 Work with UWC schools and colleges to ensure their financial sustainability and to commit to concrete quota of students on full (including all extra costs), partial and no scholarships to secure and enhance the socio-economic diversity of their student bodies and to avoid any dominance of a particular social group, including a commitment by schools and colleges with a below average quota of scholarships to increase this quota.

3. Develop the capacity of the national committee system

By enhancing and expanding current practice we will continue to:

- 3.1 Foster appropriate governance and incentives to support national committees to become stronger, and identify and address support and development needs through segmentation of national committees.

By introducing new initiatives we will:

- 3.2 Support national committees through a National Committee Fund starting at US\$ 900k per

annum, managed by the UWCIO in close cooperation with the Committee of the National Committees (CNC) and overseen by the UWC International Board.

- 3.3 Establish National Committee Support Hubs, technical support and funding for further structures to avert volunteer fatigue and build additional national committee capacity.
- 3.4 Develop guidelines for the financial assessment process.
- 3.5 Ensure systematic development of national committees in underrepresented regions (e.g. Gulf States and West Africa).

4. Maximise national committee impact

By enhancing and expanding current practice we will continue to:

- 4.1 Develop further national committee activity to help prepare students and families for a UWC experience, and keep alumni engaged with their home country national committee.
- 4.2 Engage with alumni locally and build networks of mutual support in serving the UWC mission and delivering community engagement and impact.
- 4.3 Review best practice for the work of national committees in countries where a UWC school or college is based.
- 4.4 Further professionalise means-testing to ensure that scholarship distribution is fair and individual scholarships are granted truly needs-based.

By introducing new initiatives we will start to:

- 4.5 Develop capacity to significantly increase the number of short course programmes delivered by national committees (for more, see Educate).
- 4.6 Define pastoral responsibilities of national committees when liaising with colleges/students and families based on their specific language and cultural competence.
- 4.7 Increase the funding contribution of national committees by doubling the number of fundraising national committees (covering scholarships for their selected students at least partially from own funding) to raise an additional US\$ 10 million plus per annum for scholarships.
- 4.8 Add fundraising support for national committee volunteers through National Committee Support Hubs and central coordination of fundraising efforts.

Additionally we will:

5. Build an Interim International Selection Programme

- 5.1 Establish an Interim International Selection Programme (IISP) in order to best attract early deciding fee paying students and families who make decisions on a different timeline to ours.

Led by national committees and developed in close cooperation with participating schools and colleges, it will be fully transparent, competitive and selective and will effectively replace the current direct admissions practice for residential IBDP students at some UWC schools and colleges with the exception of special entry of less than 5% of IBDP intake (staff children etc.) and specific admissions programmes agreed by the UWC International Board.

B. Educate

“I regard it as the foremost task of education
to insure the survival of these qualities:
an enterprising curiosity, an undefeatable spirit, tenacity in pursuit,
readiness for sensible self denial, and above all, compassion.”
Kurt Hahn

UWC is an educational organisation and education is at the very heart of our mission and practice. We seek to make education a force: for unity, for peace, for sustainability and for social justice.

UWC schools and colleges will continue to deliver a unique educational experience for all UWC students based on the UWC mission and values. We will build on the strength of staff and further strengthen teaching practices and foster student agency by providing students with trust and autonomy, along with a clear expectation of responsibility. We educate our students to become agents of positive change by ensuring they gain the age-appropriate attitudes and competencies necessary.

Our education is not exclusive to UWC schools and colleges – national committees, alumni and external partners have a key role to play in running educational programmes in the form of UWC short courses. And we seek to inspire other actors in education – including other IB schools and the public sector as the main provider of secondary education – to endorse the celebration of diversity, values-based education and a commitment to empathy and social action as core to their educational offers.

UWC will:

1. Deliver a unique educational experience for all UWC students

By enhancing and expanding current practice we will continue to:

1.1 Inspire all students to become creative, critical and collaborative change-makers who are

caring, principled, resilient and self-aware.

- 1.2 Improve academic support systems and learning support provision to cater for all learning needs across our deliberately diverse communities.
- 1.3 Promote values-based education across the whole curriculum, including social service and co-curricular activities.
- 1.4 Practise encounter-based learning in a deliberately diverse community.
- 1.5 Ensure critical reflection on and ownership and continuous improvement of UWC education supported by external expertise and partnerships if needed ("outward looking and forward thinking").
- 1.6 Expand the reach of our Educational Model through scalable short course programmes.

By introducing new initiatives we will:

- 1.7 Engage with the IB to provide UWC further opportunity and 'space' to develop and pilot new curricula, ways of learning including out-of-classroom learning, and UWC-appropriate means of assessment and reflection.
- 1.8 Establish an Education Committee, as a sub-committee of the UWC International Board, formed of Heads and educational experts to advise on UWC's educational practice

2. Deliver excellence through our staff and teaching practice

By enhancing and expanding current practice we will continue to:

- 2.1 Recruit and develop teachers who understand, model and disseminate the UWC mission and values.
- 2.2 Create deliberately diverse and balanced staff bodies, committed to excellence in UWC education.
- 2.3 Embed the systematic professional development of staff to strengthen best practice and innovation sharing in the UWC context (including, where possible, sabbaticals and exchanges).
- 2.4 Ensure the internationally recognised accreditation of all UWC schools and colleges.
- 2.5 Establish laboratories of learning for the 21st century and share best practice across campuses to help ensure excellence of teaching.

By introducing new initiatives we will:

- 2.6 Foster the systematic development of leadership from within UWC and from partner organisations through the introduction of a UWC Leadership Development Programme.
- 2.7 Appoint a Director of Education at the UWC International Office to drive research on best practice, reach out to expert audiences, encourage professional development and support education programming (schools/colleges and short courses).

3. Ensure students and short course participants gain age-appropriate attitudes and competencies to become agents of positive change

By enhancing and expanding current practice we will continue to:

- 3.1 Develop the potential of students to exercise ethical and selfless leadership with a bias for action, driven by a holistic education fostering a sense of agency together with intellectual skills, emotional intelligence, responsibility and service to others.
- 3.2 Develop critical thinking and constructive engagement.
- 3.3 Develop a sense of personal challenge for endurance, resilience and learning not only through success, but also through failure – and trying again.
- 3.4 Encourage student-led services and projects, developing organisational skills and competencies, compassion and the capacity to take action mindful of the risks involved.
- 3.5 Develop a sense of continuing commitment and lifelong engagement with UWC regardless of age when leaving UWC.

4. Ensure an environment where we give trust, inspire responsibility; grant appropriate student autonomy and provide support in pastoral care

By enhancing and expanding current practice we will continue to:

- 4.1 Support the pastoral care needs of our deliberately diverse and inclusive student body and community.
- 4.2 Promote safe, healthy, resilient and mindful lifestyles.
- 4.3 Develop a pastoral care experience which balances student autonomy, trust and responsibility with the reassuring presence of adults.
- 4.4 Develop capacity for appropriate mental health support for students in special situations.

By introducing new initiatives we will:

- 4.5 Develop, if needed, pastoral care and learning support capacity for students being admitted to UWC schools and colleges from specific circumstances or disrupted educational pathways.

5. Embed sustainability and peace both in our education and in our actions (“Teach the right thing – do the right thing”)

By enhancing and expanding current practice we will continue to:

- 5.1 Understand ‘sustainability’ to include environmental, economic and social sustainability.

- 5.2 Recognise that a model of encounter-based learning requires bringing many people together in one place to learn and live as a community – we acknowledge the environmental consequences of this model and endeavour to compensate for them as best we can.
- 5.3 Include sustainability as a core theme in UWC educational programmes.

By introducing new initiatives we will:

- 5.4 Work with schools and colleges to develop recommendations for an environmentally sustainable infrastructure and practices, and socially sustainable employment practices.
- 5.5 Develop communications protocols and practices which foster and strengthen a respectful, authentic and effective communication and dispute resolution culture across the UWC movement.
- 5.6 Develop ways to strengthen dispute resolution skills of UWC community members – including current students, alumni, staff and volunteers. This will be done in close cooperation with stake-holders from across the UWC movement.

6. Significantly increase the number of UWC mission-related short courses held each year to 100 in total by 2023, to provide more people with a UWC educational experience

By enhancing and expanding current practice we will continue to:

- 6.1 Ensure that within the overall mix of short courses we include courses with a substantial number of places with need-based funding attached.
- 6.2 Create an accreditation process to help ensure relevance and best practice.

By introducing new initiatives we will:

- 6.3 Increase the number of annual short courses to 30 courses with at least 1,000 participants by 2020 and to 100 with at least 3,000 participants by 2023, encouraging alumni, national committees and other members of the UWC community to establish them and by working through partnerships with other schools and organisations.
- 6.4 Develop quality standards, sample curricula and an accreditation mechanism for short courses in line with the UWC mission, values and the UWC Educational Model.

C. Inspire

UWC is more than an education. UWC aims to foster an active and engaged community acting in alignment with the UWC mission and values and increasing UWC's impact. This UWC community continuously grows and expands – through more students, alumni, current and former

staff members, parents, donors, partners and friends – and it is UWC's objective to encourage all of them to actively engage in living the UWC mission and promoting UWC values in their communities.

Since its foundation UWC has been focused on providing an education like no other and finding exceptional students to go through it. Our theory of change has been based on these students having positive impact both during their time as students at UWC by providing service to different, often challenged or disadvantaged communities, and as alumni in continuing to live the UWC mission.

We now need to take engagement to the next level fostering an active and inclusive community to further advance the UWC mission and values and to increase UWC's impact. Beyond this, we need to broaden our impact by inspiring others to embrace UWC values, and to teach empathy, mutual understanding and sustainability.

UWC will systematically form strategic alliances with organisations whose work aligns closely with UWC's mission of making education a force for good. UWC will also be an advocate for positive change (both on an individual and collective level), for the role of education in promoting the UN Sustainable Development Goals and for moving education from mirroring social challenges to addressing them effectively.

In this area UWC will:

1. Foster an active, engaged and inclusive UWC community (current students and staff, alumni, former staff, volunteers, applicants, donors, partners and friends) to advance the UWC mission and values and to increase UWC's impact

By enhancing and expanding current practice we will continue to:

- 1.1 Develop the UWC Hub as an actively used online tool to connect and inspire action across the UWC community.
- 1.2 Encourage members of the UWC community to run projects for positive change under the UWCx brand.
- 1.3 Organise UWC events across the world to inform, activate and celebrate.
- 1.4 Share best practice across the movement for school/college run community events (e.g. reunions).
- 1.5 Develop concepts for content-driven formats for all members of the UWC community to (reconnect with the UWC mission (UWC workshops/"Alumni Short Courses").

By introducing new initiatives we will:

- 1.6 Encourage UWC alumni to support a “generational commitment” to give to UWC according to their circumstances in terms of time, treasure and talent (“Get what you need as a student and give back what you can as an alum”).
- 1.7 Enhance regional cooperation of UWC alumni and national committees, in areas which have experienced “brain-drain” but now see an increasing number of UWC community members wishing to return, with the aim of building personal and professional support networks (e.g. UWC Pan-Afrika Network or UWC Balkan Network).

2. Make UWC one of the most respected voices in intercultural and diversity education

By enhancing and expanding current practice we will continue to:

- 2.1 Promote UWC as a go-to organisation relating to intercultural and diversity-based education.
- 2.2 Solidify UWC's presence in global educational discourse (e.g. conferences, debates).
- 2.3 Feature UWC in the public education debate.
- 2.4 Showcase authentic UWC stories from all stakeholder groups to inspire, connect and demonstrate impact.
- 2.5 Identify and promote “face(s)” and “voice(s)” of UWC.

By introducing new initiatives we will:

- 2.6 Conduct a longitudinal impact study with one of the most respected international research institutes in the education sector to measure the impact of a UWC education on alumni's values, biographies and communities, and to better understand which elements of a UWC education have an impact on students becoming agents of positive change.

3. Engage communities and form strategic alliances with mission-aligned partners

By enhancing and expanding current practice we will continue to:

- 3.1 Partner with like-minded organisations in education for peace, sustainability and social justice.
- 3.2 Develop strong relationships with recognised players in education and social change.
- 3.3 Position UWC as an incubator for new initiatives in intercultural and diversity education.
- 3.4 Promote elements of the UWC Educational Model to other schools.
- 3.5 Encourage UWC schools, colleges and national committees to engage in dialogue with the societies around them based on the UWC mission and values.
- 3.6 Reach out to other schools and educational institutions to promote the principles inherent in UWC education.

8. Making it happen

In order to enable our goals in the areas of Seek, Educate and Inspire, a number of supporting areas need to be shaped up significantly. They are finance, fundraising, governance, communications and technology.

A. Finance

Significant financial resources are required to provide a UWC education that meets UWC's mission, values and educational model specifications, in particular for scholarship provision. In addition, most of our schools and college campuses have infrastructure needs that require funding: in some cases arising from decades of deferred maintenance.

In recognition of the importance of financial transparency and accountability across the UWC movement, a financial task force was established in early 2017 to undertake a thorough review of the current financial position across UWC schools and colleges.

This review serves to bring transparency to our current situation; forecast cost inflation going forward; provide insights into how to manage ourselves for long term financial sustainability and appropriate mission-related student diversity including funding the "mission-related funding gap" (funds needed to be able to meet all demonstrated need). It takes into account three things: the desire to improve the socio-economic diversity across the student body, cost inflation projections and infrastructure requirements going forward.

In addition, UWC is developing a clearer understanding of revenue streams, to better understand potential opportunities within different stakeholder groups to increase funding.

In this area UWC will:

1. Ensure UWC's financial sustainability

By enhancing and expanding current practice we will continue to:

- 1.1 Treat the financial sustainability of each UWC school or college as a mutual responsibility of all stakeholders of the UWC movement, understanding that each school/college has legal and financial responsibility for their organisations and that as a movement we will ensure central fundraising efforts are focused on those that need it most.
- 1.2 Ensure UWC International conducts financial reporting and data sharing across schools and colleges and national committees to provide transparency. The Finance Taskforce will support this work and provide guidance and recommendations, based on benchmarking of the financial and operating models of schools, colleges, national committees and the UWC International Office.
- 1.3 Develop adequate support and intervention mechanisms, where a school or college needs targeted (emergency) support in the form of a loan, to ensure its continued financial sustainability.
- 1.4 Enforce the “New School and College Criteria” for new schools and colleges to enhance socio-economic diversity and to avoid dilution of the UWC movement’s overall financial sustainability.
- 1.5 Develop the UWC movement-wide Financial Model.
- 1.6 Develop consistent and coherent data collection and dissemination.

By introducing new initiatives we will:

- 1.7 Support each school and college in developing individual action plans on financial sustainability, keeping in mind the commitment to socio-economic diversity and a globally integrated (“One Team”) approach to fundraising.
- 1.8 Address cost issues, cost inflation and fee development at schools and colleges to safeguard the financial sustainability of the entire UWC movement.
- 1.9 Define and adopt consistent scholarship pricing for existing and prospective cross-college donors and programmes.
- 1.10 Ensure the development of sustainable strategies to maintain the campuses of UWC schools and colleges in order to address the current backlog in capital expenditure and to ensure financial capability to cover maintenance and upkeep on an ongoing basis.
- 1.11 Encourage where appropriate the building of endowment funds, both for individual schools and colleges and for UWC International.

B. Fundraise

Ongoing funding support is critical to the UWC movement: for scholarship provision to underpin our ability to select a diverse student body, for school and college campus capital requirements, and to support movement-wide programmes like the UWC Refugee Initiative. Today, funding comes from a wide variety of sources including philanthropists, foundations, corporations, a small number of governments, and a growing number of alumni, friends and families.

Meeting all demonstrated need is a key aspiration for UWC. We strive to meet this goal in four ways: by supporting school and college scholarship development plans, by increasing national committee fundraising, by increasing UWC International's cross-college fundraising with major donors, and by launching a "generational commitment" for all UWC students and alumni.

We will aim to significantly increase our fundraising efforts through implementing a fundraising strategy that encourages all stakeholder groups to work together – a global "one team approach" in a well-coordinated way. We will continue to run movement-wide fundraising campaigns that target certain areas of need and will support schools and colleges in their own capital campaigns to meet their own infrastructure development requirements.

In this area we will:

1. Implement a common fundraising strategy with close cooperation and mutual reinforcement across UWC's fundraising functions and stakeholders.

By enhancing and expanding current practice we will continue to:

- 1.1 Assist schools and colleges in building fundraising operations, appropriate to their specific circumstances and context, specifically to increase scholarship provision and to develop robust financial planning and funding to cover capital replacement needs.
- 1.2 Develop UWC International's capacity to fundraise through major donor programmes for scholarships to raise US\$ 5 million plus per annum.

By introducing new initiatives we will:

- 1.3 Increase the funding contribution of national committees by doubling the number of fundraising national committees (covering scholarships for their selected students at least partially from own funding) to raise an additional US\$ 10 million plus per annum for scholarships.
- 1.4 Establish a "generational commitment" with UWC graduates to "get the support you need as a student and give back what you can as an alum".

2. Develop a global "one team approach" for all fundraising activities and establish "one team" enablers

By enhancing and expanding current practice we will continue to:

- 2.1 Focus on a regional approach to fundraising – develop and maximise capacity in key regions working with regional colleges and national committees, establishing optimal "local" fundrais-

ing resources and capacity.

- 2.2 Improve our positioning, messaging and reach – promote UWC where it matters, develop global themes and campaigns, articulate convincing “return on investment”.
- 2.3 Proactively recommend and develop internal governance, organisational structure and investment to enable significant growth in fundraising. Reviewing as needed: protocols, shared revenue targets, resourcing, and pricing.
- 2.4 Strengthen our internal capacity and best practices, and leverage combined resources for greatest impact; including unlocking the power of major donor and prospect data, and applying state of the art data management systems.

By introducing new initiatives we will:

- 2.5 Share information and donor data (including information about alumni giving) through a UWC movement wide database in compliance with data protection regulation.
- 2.6 Implement a global approach to donor management, prioritising the most promising opportunities – major foundations and high networth individuals – with a strategic UWC-wide approach to stewardship.
- 2.7 Add support to schools and colleges on capital campaigns.
- 2.8 Build a UWC-wide endowment fund for scholarships.

3. Run global fundraising campaigns including the UWC Refugee Initiative

We will:

- 3.1 Provide up to 100 additional fully funded scholarships per annum, at a total current value of US\$ 7.5 million, to students with refugee/displaced backgrounds.

C. Govern

UWC is a global organisation with many different stakeholders. Robust, inclusive and responsive governance is key to ensuring efficient, mission-aligned and professional work. This is especially relevant given the growing number of schools, colleges, national committees and individuals committed to the UWC mission. Clear governance structures will enable decision-making processes to be both participative and efficient. Good governance is a prerequisite for setting a well-anchored strategic direction, and establishing principles and policies for the entire UWC movement.

UWC commits to diversity in its governing bodies. It will develop its governance culture to equally respect and support professional as well as volunteer-driven structures by continuing

to create to create robust frameworks and a culture of transparency, responsiveness and mutual respect, responsibility and collaboration.

In this area, UWC will:

1. Build a robust framework of contractual relationships and build operations and processes to achieve efficiency and scalability, thus avoiding employee and volunteer fatigue across the UWC movement.

By enhancing and expanding current practice we will continue to:

- 1.1 Unite the UWC movement through its mission and values.
- 1.2 Provide a common framework and direction through UWC International.
- 1.3 Develop a robust framework of contractual relationships by enhancing the existing MOU framework to further support coordination, reputation/brand management, quality assurance, reporting and transparency.
- 1.4 Set up processes and practices which encourage personal responsibility and integrity and foster mutual responsibility and respect in line with UWC values.
- 1.5 Develop robust risk management across the UWC movement.
- 1.6 Ensure increased diversity throughout the whole UWC governance structure.
- 1.7 Enable governing bodies of schools, colleges and the national committees to share best governance practice, and develop and share templates and tool kits.

By introducing new initiatives we will:

- 1.8 Undertake an exercise to review governance structures, policies, funding and cooperation practices in countries where UWC is present with both a school/college and a national committee to develop best practice across the organisation.

2. Re-emphasise an internal culture of transparency, responsiveness and mutual responsibility and collaboration across stakeholders as described in this Strategy and in the Memoranda of Understanding signed by schools, colleges and national committees.

By enhancing and expanding current practice we will continue to:

- 2.1 Further develop a governance culture suited to “three organisations in one” by ensuring efficiency in terms of governance, documentation and meetings/procedures.
- 2.2 Be mindful of the needs of volunteers in governance and national committees to balance personal and UWC commitments.

By introducing new initiatives we will start to:

- 2.3 Ensure buy-in and implementation of the strategy from all stakeholder groups through the development of individual action plans at school/college/Board sub-committee level.
- 2.4 Grow the UWC Council as necessary by bringing together equal representation of stakeholder groups: one quarter Heads, one quarter Chairs, one quarter CNC representatives, and one quarter members at large (including independents).
- 2.5 Explore ways to ensure student representation at the UWC Council.

D. Communicate

Communication is key to all aspects of UWC's work: within school and college communities, the national committees and among alumni, between UWC International and the different constituencies and also among them. Without clear, efficient, respectful and inspiring communication, a global and diverse organisation like UWC could not function. Equally important is UWC's communication with the external world: potential students and their parents, future staff, partner organisations and schools, future donors and supporters: UWC must communicate its work and mission to the outside world to seek, educate and inspire.

We will increase UWC's outreach through a variety of channels. We will strengthen and coordinate the different "messengers" within UWC to enable more people to learn about UWC's work and mission, including potential future students and staff members. We will ensure UWC's presence in the international educational discourse and focus on showcasing authentic UWC stories. This will give UWC the opportunity to be a leading voice in education for peace and sustainability based on our values and the celebration of diversity.

In this area UWC will:

- 1. Create an internal culture of sharing and accessibility fostering transparency and collaboration between stakeholders, to ensure consistent and supportive communication across the UWC movement**

By enhancing and expanding current practice we will continue to:

- 1.1 Ensure that communication is mutually reinforcing and respectful of all needs ("three organisations in one").
- 1.2 Professionalise and scale up internal communications, and assist stakeholders according to their specific needs.
- 1.3 Develop capacity for professional crisis communication.

By introducing new initiatives we will:

- 1.4 Enhance our systems to enable efficient access to and easy sharing of information.
- 1.5 Develop a joint and fully professional approach to communications leading to coherent messaging across UWC: "Many messengers, one message".

2. Establish a strong UWC presence in the international educational discourse

By enhancing and expanding current practice we will continue to:

- 2.1 Use an increased variety of channels to expand and diversify our audience.
- 2.2 Provide professional PR and promotional materials.
- 2.3 Ensure a UWC presence in the global educational discourse (conferences, debates etc.).
- 2.4 Showcase authentic UWC stories, including individual stories of UWC community members and featuring the different ways in which the UWC community – jointly and individually – takes action for peace, sustainability and social justice.

E. Upgrade

Information technology enables a global organisation like UWC to work effectively across a multitude of locations and time-zones. Technology enables some UWC national committees to continue selecting students from war-torn areas of the world. Technology provides current students with the possibility to cooperate across different UWC schools and colleges – and for the entire UWC community to have a dedicated online platform: the UWC Hub.

We will use technology as an important tool to support our education and to enable remote learning and cooperation across UWC campuses (e.g. language teaching). However, UWC will not enter the on-line educational space per se; we believe that UWC's unique strength lies in personal encounter and face-to-face education.

We will strengthen shared use of information technology to increase coordination across the UWC movement through the implementation of a UWC movement-wide database and online tools.

In this area, UWC will:

- 1. Develop and implement a focused digital technology strategy, enabling productive work across the global network of UWC constituencies, supporting the sharing of know-how, skills and tools and information across UWC.**

By enhancing and expanding current practice we will continue to:

- 1.1 Increase access to information across UWC.
- 1.2 Provide increased technology and logistical support to national committees.
- 1.3 Make better use of information and communication technology to enable mutual support, communication and collaboration across UWC's global network of schools and colleges and other UWC constituencies.

2. Explore the strategic use of information and communication technology to enhance learning, serve UWC values and facilitate communication and collaboration across UWC campuses.

By enhancing and expanding current practice we will continue to:

- 2.1 Provide students with the skills to use information technology strategically to address challenges to peace, sustainability and social justice.

By introducing new initiatives we will:

- 2.2 Connect groups of students across UWC campuses to collaborate on issues and educational programs.
- 2.3 Explore remote learning support across UWC campuses (e.g. in the area of self-taught languages).

9. Strategy Implementation

This strategy and the accompanying Initial Action Plan were approved by the UWC International Board at its meeting in October 2017.

The UWC International Board and the UWCIO will work with individual stakeholders to develop individual action plans to support the implementation of this strategy.

The UWC International Board will follow and discuss the implementation of the strategy on a rolling basis.

The development of this strategy has brought stakeholders from across the UWC movement closer together. It has proven the added value of collaboration and cooperation, and has enabled us to celebrate the many ways in which the UWC mission is implemented across the globe.

We have reached consensus about UWC's direction, its principles, goals and aspirations in growing its impact. Working together on this strategy, analysing and discussing our weaknesses and appreciating our strengths and opportunities has proven that together we are much more than the sum of our parts. Most importantly, the strategy process was a testimony to the dedication, commitment and passion of all members of the UWC movement to UWC's mission to make education a force to unite people, nations and cultures for peace and a sustainable future.

Appendix 1

Definitions and Abbreviations

Alumni

Former students of a UWC school or college and former participants of UWC short courses.

Chairs Committee

Committee of all the Chairs of UWC school and college boards.

CNC

Committee of the National Committees with elected members from all five national committee regions (the Americas, Asia, MENA, Africa, Europe).

Direct Entry

Students being admitted to a UWC school or college directly and without being selected through a UWC national committee.

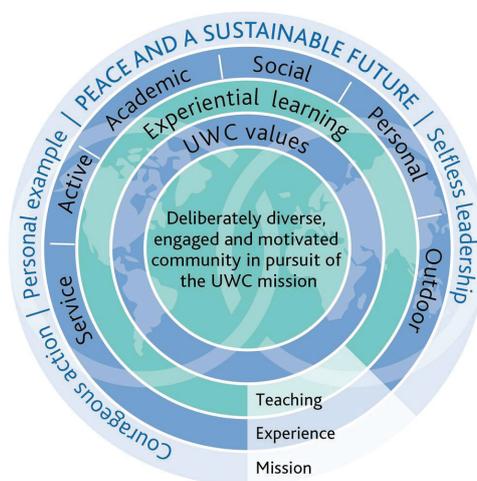
Educational Model

A summary of UWC's approach to education as defined by the Heads Committee and adopted by the UWC International Board. The Educational Model provides for a "deliberately diverse, engaged and motivated community in pursuit of the UWC mission" at its core. More information available here:

www.uwc.org/educationalmodel

Heads Committee

Committee of all the Heads of UWC schools and colleges.



IB

International Baccalaureate.

IBDP

International Baccalaureate Diploma Programme (i.e. last two years of IB Programme leading to high school diploma).

NC

National Committee.

National Committee Fund

A fund established by the UWC International Board in 2016 to support national committees through grant schemes and centralised support functions.

Residential student

Student living on campus at a UWC school or college.

Short Courses

Educational programmes usually run for 2-4 weeks for a group of 20-60 students. Typical age range is 14-18 with a focus on experiential learning. Organised by UWC school/colleges, national committees or members of the UWC community.

Students

Those currently studying at a UWC school or college and participants of UWC short courses.

UWC

United World Colleges.

UWC International (or "The United World Colleges (International)")

Central coordinating body of the UWC movement and legal owner of the "UWC" brand and logo. Consists of the governing bodies UWC International Board and UWC International Council and the UWC International Office ("UWCIO") as their executive branch. UWC International is a registered charity in England and Wales.

UWC college

Refers to the UWC colleges offering the IB Diploma Programme as their core curriculum. Typically, UWC colleges run a two year residential-only programme, although some colleges add a preparatory year for some students.

UWC school

Refers to the UWC schools which do not only offer the IBDP but also programmes for younger students (K-12, middle year or comprehensive pre-IB programmes). Current UWC schools are UWC Waterford Kamhlaba UWC of Southern Africa, UWC South East Asia, UWC Maastricht, UWC Changshu China, UWC Thailand and UWC ISAK Japan.

UWC International Board

Board of Directors of UWC International overseeing UWC International's work. Includes representatives of UWC schools and colleges, national committee system, alumni and the UWC community at large.

UWC Council

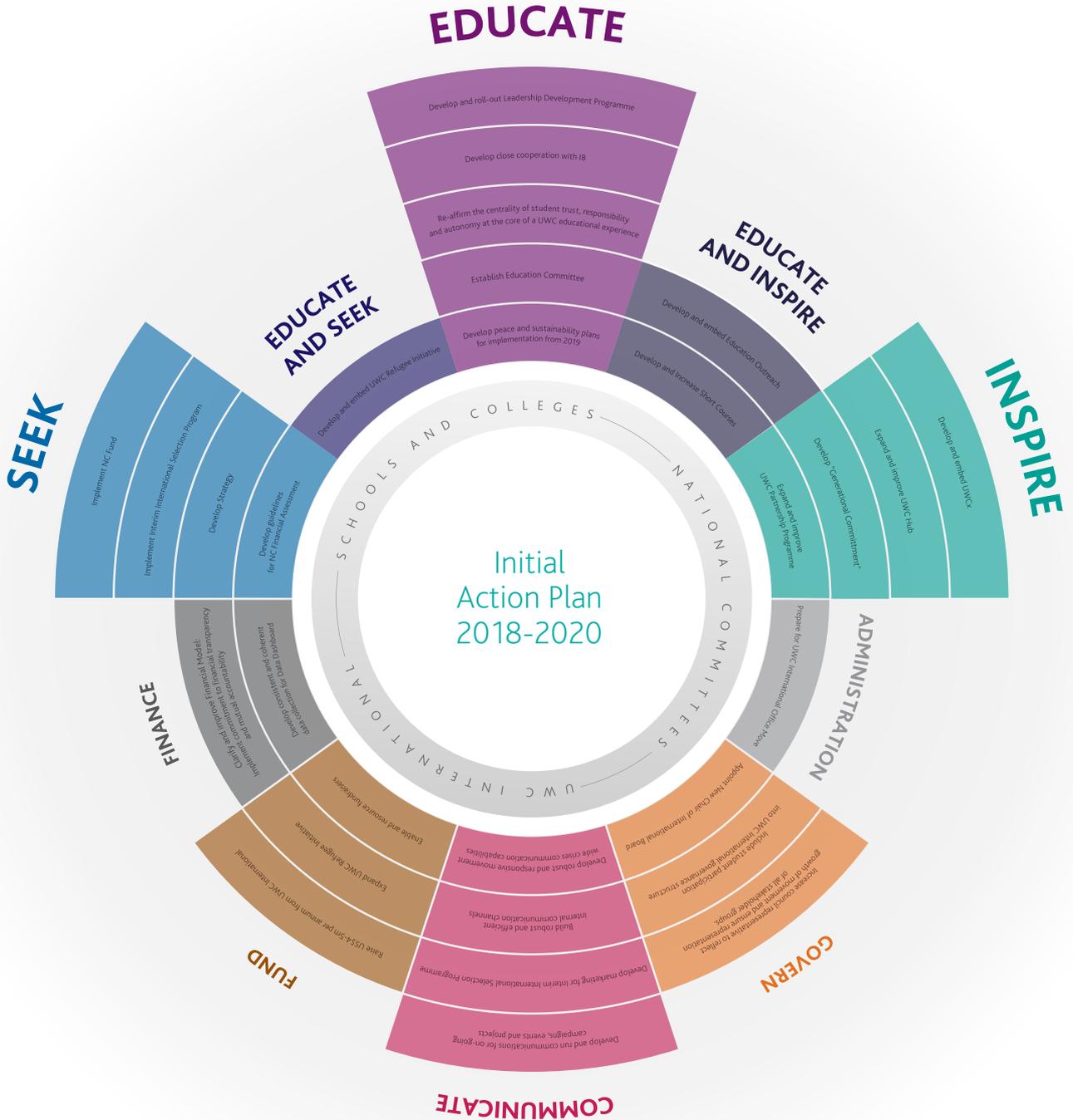
Governing body of UWC International. Appoints the UWC International Board members. Includes representatives of all UWC schools and colleges, the national committee system, alumni and the UWC community at large.

UWCIO

UWC International Office – the executive branch of UWC International currently based in London.

Appendix 2

Initial Action Plan 2018-2020



OBJECTIVE

Educate

ACTION	SPECIFIC ACTIONS	TIMELINE	LED BY
Develop and roll-out Leadership Development Programme	Develop programme and fill vacant positions: in particular the open Heads positions at UWC Changshu China, UWC Dilijan and UWC Red Cross Nordic.	From 2018	Director of Education
Develop close cooperation with IB	Build up close cooperation, work on reducing IB programme for UWC schools and ensure UWC has representation in IB main governance groups.	From 2018	Director of Education
Re-affirm the centrality of student trust, responsibility and autonomy at the core of a UWC educational experience	Ask each school/college to develop their plan by mid-2018 asking how they will fulfill this strategic objective within their specific school/college. Ask each school/college to report on progress in each annual report to the UWC Council/Board.	2018-2020	Schools and Colleges
Establish Education Committee	Develop the remit of the committee to support, guide and share the development of innovative curricula across the UWC movement, to lead and influence educational change suited to the needs of the 21st century.	2018-2019	Heads with NGC and Board support/governance responsibility
Develop peace and sustainability plans for implementation from 2019.	Ask each school/college to develop and confirm the programmes they will implement to focus on peace and sustainability.	2018-2019	School and Colleges

OBJECTIVE

Educate and inspire

ACTION	SPECIFIC ACTIONS	TIMELINE	LED BY
Develop and Increase Short Courses	Develop sample programmes and an accreditation system, and increase the number of short courses run by schools/colleges and NCs, or 1000+ participants per year.	2018-2020	Director of Education with Head of Schools and College Development and CNC
Develop and embed Education Outreach	Engage with other main stakeholders in education to strengthen UWC's voice in the international education discourse.	2018	Director of Education

OBJECTIVE

Seek

ACTION	SPECIFIC ACTIONS	TIMELINE	LED BY
Implement NC Fund	Develop and improve capacity building and fundraising through work with the CNC which will include activating and mobilizing resources, and setting up processes.	2018	Overall responsibility: Head of NC. Specific responsibilities: Capacity building: Head of NC, Fundraising: Head of Fund Development; Work with CNC: Head of NC
Implement Interim International Selection Programme	Set up, communicate, manage and market the new programme.	2018 with first intake foreseen for 2019	Head of Schools and College Development (plus 1 additional staff member) and Director of Comms for marketing and comms aspects
Develop Strategy	Develop and implement a coordinated approach across all schools/colleges and NCs.	2019	Deputy Executive Director
Develop guidelines for NC Financial Assessment	Develop, roll out and manage adherence to the guidelines across all NCs.	2018	Head of Finance

OBJECTIVE

Educate and Seek

ACTION	SPECIFIC ACTIONS	TIMELINE	LED BY
Develop and embed UWC Refugee Initiative	Ensure that systems are in place which can meet the needs of a deliberately diverse student body, including pastoral and educational needs.	On-going and 2018 onwards	UWCIO Refugee Initiative Project Leader with support from across all other functions (especially Schools/College Team and Comms team)

OBJECTIVE

Inspire

ACTION	SPECIFIC ACTIONS	TIMELINE	LED BY
Develop and embed UWCx	Continue to roll-out and develop the programme.	On-going and 2018 onwards	Director of Comms and Engagement
Expand and improve UWC Hub	Continue to develop and improve the service.	On-going and 2018 onwards	Director of Comms and Engagement
Develop "Generational Commitment"	Clarify and confirm the concept and roll-out across all schools and colleges.	2019-2020	Director of Comms and Engagement with in-put and support from engagement officers from across all schools and colleges
Expand and improve UWC Partnership Programme	Strengthen and develop existing partnerships, while identifying and formalising new relationships.	On-going and 2018 onwards	Director of Comms and Engagement

OBJECTIVE

Fund

ACTION	SPECIFIC ACTIONS	TIMELINE	LED BY
Raise US\$ 5m per annum from UWC International	When fundamentals of "One Team" approach to fundraising adopted and endorsed by schools, colleges and NCs, develop and roll out a multiannual fundraising plan with allocated targets and roles across constituents.	On-going and 2018 onwards	Head of Fund Development and Senior FD Adviser
Expand UWC Refugee Initiative	Target 100 scholarships per year with a view to providing US\$7.5m for the programme.	On-going and 2018 onwards	Head of Fund Development and Senior FD Adviser
Enable and resource fundraisers	Screen and assess fundraising resources and systems across all major UWC constituents that will be expected to fundraise. Address any deficiencies, develop and build capacity that will help deliver fundraising strategy effectively.	2018-2020	Head of Fund Development

OBJECTIVE

Communicate

ACTION	SPECIFIC ACTIONS	TIMELINE	LED BY
Develop and run communications for on-going campaigns, events and projects	Develop and provide communications for the UWC Refugee Initiative, fundraising initiatives and other UWC related events.	2018 and following	Director of Comms and Engagement
Develop marketing for Interim International Selection Programme	Roll out a specific marketing campaign in collaboration with schools/colleges and NCs in the region in order to target all relevant groups.	2018 and following	Director of Comms and Engagement
Build robust and efficient internal communication channels	Improve and integrate all communication channels (such as the UWC Hub), and increase the support of special communication channels like the NC Platform.	2018 and following	Director of Comms and Engagement
Develop robust and responsive UWC movement wide crises communication capabilities	Build capacity and improve training at UWCIO and across movement.	2019 and following	Director of Comms and Engagement

OBJECTIVE

Govern

ACTION	SPECIFIC ACTIONS	TIMELINE	LED BY
Increase Council to reflect growth of UWC movement and ensure representation of all stakeholder groups.	Develop the proposal and process.	2018	NGC and Company Secretary
Include student participation into UWC International governance structure	Develop the proposal and process.	2019-2020	NGC and Company Secretary
Appoint New Chair of International Board	Establish the search criteria and process, run the search, appoint, and ensure a robust on-boarding process.	2018-2019	NGC and Executive Director

OBJECTIVE

Finance

ACTION	SPECIFIC ACTIONS	TIMELINE	LED BY
Clarify and improve Financial Model: Implement commitment to financial transparency and mutual accountability	Develop the model and ensure buy-in from all schools and colleges. Schools and colleges should share best practice, and each should also prepare an individual action plan on financial sustainability, keeping in mind our commitment to socio-economic diversity.	2018-2019	Head of Finance and Finance Taskforce
Develop consistent and coherent data collection for Data Dashboard	Establish an efficient mechanism for collecting annually the key financial and non-financial data from across the UWC movement.	2019-2020	Head of Finance

OBJECTIVE

Administration

ACTION	SPECIFIC ACTIONS	TIMELINE	LED BY
Prepare for UWC International Office Move	Conduct a feasibility study taking into account costs, logistics and contractual obligations.	2018 and following	Deputy Executive Director