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

UWC firmly believes that through education comes the greatest hope for young people to realise their full potential. But UWC does more than educate the individual; it also challenges them to think about their role in addressing global issues. Now more than ever we need future leaders who know and understand one another and who are inspired to make a difference.

UWC has a unique role to play in addressing global challenges by demonstrating the power of education to unite diverse groups of people by living together, learning together and serving together. But a UWC education is not an end in itself. Rather, it equips and inspires students to take action to bring about positive change.

In order to find future leaders, UWC reaches deeper into the pool of global talent than any other educational movement. It has developed a global network of national committees to identify talented young people. Sometimes potential students are found in the most unlikely locations such as refugee camps, city slums or rural orphanages.

We believe that to have a positive impact in the world we need to find and encourage those young people with a conviction to change it, and the ability to do so. The majority of our students receive full or partial financial assistance and without this, an international education would be beyond their reach.

UWC was established to promote peace and justice through education and this remains our aim today. The education we offer is guided by principles inspired by the renowned educationalist Kurt Hahn. Our education reflects Kurt Hahn’s thinking and more than 50-years experience of educating exceptional young people.
UWC schools, colleges and short course programmes deliver a challenging and transformative educational experience to more than 9,000 students each year.

UWC students have an opportunity to discover who they are through an education that isn’t only about academic achievement. We also focus on community engagement, international affairs, physical activities, service to others and creative pursuits.

UWC schools and colleges are located in 15 countries and follow one of two models:

◆ We have three schools for children and young people aged from 2 to 19.
◆ UWC colleges teach the two year pre-university International Baccalaureate Diploma Programme to students aged between 16 and 19.

Each school, college and programme has a distinct identity and expresses the UWC mission in a way that reflects its location, local culture and resources. However, all schools, colleges and programmes share the same nine UWC values:

◆ international and intercultural understanding
◆ celebration of difference
◆ personal responsibility and integrity
◆ mutual responsibility and respect
◆ compassion and service
◆ respect for the environment
◆ a sense of idealism
◆ personal challenge
◆ action and personal example

Every day I learn something which I know is going to stay with me forever. Every day I am free to take initiative and to express myself. Giulia Roverato, Student, UWC Atlantic College
UWC was founded in 1962 to bring together young people from areas of post-war tensions. The idea was simple: by offering an education based on learning and living together, students would become champions of peace.

Young people from all over the world meet at UWC, forming a unique global cohort. Many are venturing beyond their homeland for the first time in search of an international education. They will learn not only that they can excel in any field they choose, but also that they can help to find solutions to some of the world’s most intractable problems.

Although we value strong academic achievement, we also aim to develop the knowledge and skills that will shape our students as whole people. We intentionally select students from different socio-economic backgrounds, cultures, races, religions and nationalities. They are united by a commitment to positive social action and the desire to build a more equitable and fairer world.

But standing up to intolerance and injustice are not the only pressing issues our young people must face. They will be the generation that must address environmental issues such as access to food, water and other vital resources and managing a rapidly growing world population.

As a movement we take pride in providing innovative leadership to global education. We helped to create the International Baccalaureate, we have done much to develop the concept of service learning in schools, and have promoted the notion that student diversity is the engine of transformation.
“UWC has given me the chance to open my eyes and see what is happening in other parts of the world. To see the world other than through looking at the news and reading newspapers.”
Roberto Drilea, Student, UWC Adriatic College

“At UWC I really enjoy intercultural discussions. Although they sometimes turn into heated debates, it is fascinating to discover how similar (or dissimilar) one culture is from the other.”
Colette Patricia Abah, Student, UWC Atlantic College

“Here we can be proud of who we really are and show compassion and respect towards all the different cultures surrounding us.”
Benedikt Gottwald, Student, UWC in Mostar
Motivated by inequality and tensions within Mexican society, UWC Atlantic College students and alumni worked with the support of the National Committee of Mexico to create the Short Programme ‘Integrando a México’.

One of the five key objectives of the UWC Short Programme is to promote leadership and social entrepreneurship, as UWC Atlantic College alumnus and course facilitator Patricio Provencio, explains. “We want to motivate and provide tools to the participants so that they can recognise their leadership potential and become agents of social change in their communities, their country and their world.”

UWC Atlantic College alumnus Alejandro Vértiz is a co-creator of the course: “Our vision is a Mexico where young people are committed to the present and future of the country and work collectively to benefit Mexico’s social development.”

Like many other UWC Short Programmes, ‘Integrando a México’ is a diverse three week programme involving community service. There is a focus on ways of constructively dealing with conflict and developing social projects which are carried out in the participants’ local communities after the course.

The course particularly emphasises sharing knowledge of social issues affecting the country and how to engage in political life.

Alumni of the programme have been empowered by the experience. Adriana Díaz from Mexico City and Jesús Rivera from Guanajuato both participated in the 2010 course: “It changed my perspectives and it opened my eyes to new things,” says Adriana. Jesús adds “I have learned to listen and engage in effective dialogue and I’ve realised that social change comes from within.”
UWC SHORT PROGRAMMES

Short Programmes enable young people, who may not have the opportunity to attend one of our schools or colleges, to have a UWC educational experience. For others, the Short Programmes marks the start of their UWC journey.

Most Short Programmes last for two to three weeks, usually during the months of July and August. The courses are open to any student selected on merit, irrespective of their ability to pay.

UWC Short Programmes foster international understanding and personal development. They usually involve discussions, presentations, guest speakers, workshops and interactive approaches to leadership training. Students are encouraged to broaden their perspectives on key world issues. They are provided with the leadership skills they need to become leaders on themes of ecological sustainability, social justice and international understanding. Other programmes focus on tensions in particular communities or the development needs of the host country.

“Thank you very much for all of your efforts to financially support UWC students and for being individuals whose work helps us to understand the UWC values and mission. You are enabling us, the younger generation, to fulfil our dreams and to have hope for a more peaceful future for everyone. Thank you very much.”

Pedro Manuel, Student, UWC Red Cross Nordic
UWC students show a bias for, and commitment to positive social action. At UWC South East Asia students take pride in their participation in service activities. This is rated just as highly as excellence in other areas.

Melanie Douglas, whose three children attend UWC South East Asia, places great importance on the service opportunities that her children have at the school. She is particularly keen that they incorporate service into their lives from an early age so that it is a natural part of their learning like mathematics or English. All three of Melanie’s children – Jack, Charlie and Coco – are involved in service projects at the school and in Singapore and they all support a Global Concern (the school’s name for service outside Singapore). Family service trips are part of the Global Concern programme. Students fundraise during the school year, and during the holidays travel with their families to the organisation they have been supporting to do active service and to meet the children and adults who are benefiting from their efforts.

For Melanie, the fact that this begins so early is especially significant. “My daughter Coco took her first family service trip to Cambodia when she was only six years old. Her central experience on the trip was simply making friends with other children. It wasn’t important to her that we had arrived in the village with supplies that the people in that village couldn’t afford to buy themselves. None of the young children there realised that the sound garden and school we were all helping to build that week would not be there without us. They just saw new friends and fellow human beings. Having seen my eldest child, Jack, go through the same thing, I think that understanding doesn’t ever leave them. Students at UWC understand that at its heart service is about knowing and connecting with other people and responding to their needs according to your own abilities and means. It’s that simple.”

Emphasising the importance of service in their formative years influences students’ perceptions of their role in the world in their adult lives.
Opened in 1971 by then Prime Minister Lee Kuan Yew, UWC South East Asia expanded in the 1990s to include primary students and opened a new campus in 2008. The East Campus had its first graduating class in 2014.

Being a city-based school on the island of Singapore many of the activities and service opportunities reflect this diverse society. All students undertake school and local service projects as well as participating in global service, incorporating Initiative for Peace, Global Concerns and an extensive Gap Year programme. Global Concerns empowers students to actively addresses specific issues in partnership with organisations outside Singapore. These include organisations working in the areas of education, health, empowerment and child welfare.

“I can see already that my children won’t be sitting back, doing nothing and saying ‘how awful’ when bad things happen, but instead will know what to do and will go ahead and do it. They will have been fulfilling their responsibility to fellow human beings all their lives.”

Melanie Douglas, Parent, UWC South East Asia
Responsibility is at the centre of a UWC student’s journey. UWC students are taught to understand the importance of taking responsibility for achieving positive change and are empowered to do so by their school, college or short programme.

Boat handling and boat building are an important part of the work of this area and a tradition carried forward from the design and testing of the first rigid inflatable boat (RIB) in the first few years of the college’s history. Students are provided with practical boat handling skills, navigation techniques, launch and recovery procedures, as well as supplementary first aid and rescue skills. They work towards the RYA Level 2 Power Boat Award and are very much at the forefront of design, build and testing of these unique power boats. Recent builds include a tsunami rescue boat for the Japanese.

‘I think that one of the most important aspects of UWC Atlantic College is the co-curricular education. Learning about how to build a boat for example, is something that would not be part of your education at a conventional school. UWC Atlantic College empowers you with a set of transferable skills that are applicable for the rest of your life. Being part of the boat building team showed me the value of teamwork in extreme environments’, says Mees Wielinga from the Netherlands.

The lifeguard section of ‘Atlantic Outdoors’ seeks to train and provide lifeguards for the college’s RNLI Volunteer Lifeguard programme. Students train during their first year to obtain the National Vocational Beach Lifeguard Qualification and to do the RNLI Lifeguard competency tests, which allows them to become active lifeguards. When they return in August, the students patrol up to ten beaches in the South Wales area alongside the RNLI lifeguards.
UWC Atlantic College is the founding college of the UWC movement. Based in the UK within a 12th century castle on the South Wales coast, the college opened in 1962. The original concept of learning through shared experience remains at the core of UWC today as the movement continues to work towards creating a more peaceful and sustainable future. The qualifications offered by the college include the Atlantic Diploma and the Atlantic pre-Diploma.

UWC Atlantic College’s Atlantic pre-Diploma is a one year IGSCE course that introduces students to UWC’s transformational educational experience. The Atlantic Diploma on the other hand is a two year course and has two parts: the International Baccalaureate academic curriculum, and a parallel co-curricular programme of experiential learning that focuses on key aspects of peace, social justice and a sustainable future.

The structure of the experiential faculties allows students to engage in a programme of discovery, to determine their own pathways through it, confront risk and overcome the possibility of failure in order to know their own strengths and fallibilities.

Dr Kurt Hahn believed that each person should be allowed to identify their own grand passion. The Atlantic Diploma allows young people to create individual pathways across both parts of the Diploma.

“Becoming an active qualified lifeguard provides an opportunity to give back to the community. It includes informing people about the tides, or changing the flags to ensure the water environment is a safe one for the public to be in. The first aid aspect is very important as it is an immediate response to saving lives (even before the paramedics).”

Cheryl Ewe, Student, UWC Atlantic College
At UWC Maastricht, students develop key skills during an eight-month Youth Social Entrepreneurship Programme in the first year of their Diploma Programme.

Through the YSE Hub second year students can continue working on the implementation of their projects and outreach work with others in the city of Maastricht. Plans are underway to introduce youth social entrepreneurship concepts and methodologies into the Middle and Primary years.

Through workshops led by trained staff, youth coaches, social services/NGO workers or presentations by social entrepreneurs and field trips, students challenge themselves to come up with sustainable projects to address real problems. Initially this takes place in Maastricht and later on, in their new home or community.

Programme Coordinator – Olaya García: “We’re being intentional about the impact we want to see in our alumni. We believe there is a lot of untapped potential in our interactions with the community in Maastricht and the Benelux region and the impact we could have as a school. By providing the current framework for youth social entrepreneurship we’re also certain the world will see many of our alumni become social entrepreneurs providing system changing ideas.”

Students work hard to build a sense of community through dialogue, understanding their expectations, agreeing on work ethics, realising different perspectives on problems and their possible solutions. Students also learn teamwork, drafting budgets including the importance of financial sustainability, creating action plans and writing proposals. Through this process students develop organisational, leadership and change-making skills. This programme challenges students to put their empathy and idealism into practice both during their time at UWC and subsequently.
UWC Maastricht was founded in December 2009 as the second whole school UWC and only UWC operating within the state education sector. Its custom built campus, just outside the city centre of Maastricht, opened in September 2013.

One hundred and eighty national committee selected residential students join the diverse day student population for the IB diploma years and over 100 nationalities are represented throughout the school.

UWC Maastricht has developed its own English Language Learning Foundation Programme which is an enquiry based programme using authentic topics that are relevant to multicultural groups of students. This interactive approach which uses carefully selected activities as well as individual tasks to build beginner English language skills takes care to focus on the students’ age and language background and guides them towards communicative competence.

All the students across the school are involved in local community service activities, participate in change-maker programmes and are given responsibility for organising their own community projects. UWC Maastricht is proud of its entirely student-led conferences focusing on sustainability, international peace, theory of knowledge, Model United Nations and the organisation of TEDx Youth Maastricht.

“Working on the YSE has really taught me a lot. I’ve learned that just having idealism isn’t enough, I’ve had to find practical ways of making the ideas mean something, something that is practical and will improve people lives.”

Marius Lizhi Smits, Student, UWC Maastricht
Hungarian UWC Adriatic College student, Ramona Gyorfi, participated in the Student Engagement Education for Development Project (SEED) during her summer holidays and organised – with six fellow students – a summer activity for disadvantaged children in her home village.

The project, supported by Hungarian alumni local sponsors, envisaged a two-week stay in Magyarbanhegyes, where the seven-strong UWC Adriatic College students team offered a six hour a day programme of educational games, including traditional children’s games like musical chairs and others in a slightly modified format.

The purpose was for the children to become aware of the importance of sharing and co-operating through fun games and play. Ramona and her fellow students also taught the children how to count in English and played number games with them and even showed them how to decorate chop sticks and use them – with hilarious outcomes at times!

“The sound of children’s laughter still rings in my ears and I will never forget how the children cried after the show was over,” recalls Ramona. At first she was surprised to see that many parents did not acknowledge the importance of the project: “They thought that sending their kids was not significant just because we were offering a service free of charge. I had to go to their doorstep and convince some of them individually. Later, they were so happy and even insisted on making a small contribution to the project.”

For Ramona this is just the first of a series of volunteering projects she is planning to undertake in the future, such as a scholarship for 15 youngsters in her home country who will have the chance to take part in three different cultural trips depending on their school results. The focus will not be on high marks as such, but rather on the amount of progress made throughout the year.
UWC Adriatic College was founded in 1982 by the regional authorities of Friuli Venezia Giulia with the support of the Italian government. The college is integrated into the Italian/Slovene coastal community of Duino/Devin with school buildings and residences spread throughout the village. All students at the college study Italian, enabling them to embrace the local and national culture.

The college’s comprehensive social service programme includes work with immigrants, older people, children, people with disabilities and local schools. A founding partner of Mondo 2000, a voluntary work association, the college organises activities for people from disadvantaged backgrounds. Students also stage multicultural presentations and shows in the region, acting as cultural ambassadors.

Physical activities make use of the location between the Adriatic Sea and the Alpi Carniche and Alpi Giulie mountains. They include sailing, kayaking, rock climbing, skiing (cross country and downhill) and orienteering.

One of the most popular courses is World Arts and Cultures. Issues of identity are explored through the lens of past cultures including: Tokugawa Japan, Benin Africa, the Pacific Northwest, Avant-Garde Europe and Renaissance Italy.

“The aim is to build integration and promote UWC values such as intercultural understanding and a future of peace in the region, through action.”

Carlota Fernandez-Tubau Rullo, Alumna, UWC Adriatic College
UWC is committed to learning through doing and offers a broad range of experience-based education at its schools, colleges and short programmes.

We believe when individuals take the initiative and stretch themselves, they learn a lot about themselves and others as well as developing a sense of responsibility.

Through its innovative outreach work UWC Red Cross Nordic (RCN) ensures students with disabilities have the same educational opportunities as their peers. The college has a close working relationship with the Red Cross Haugland Rehabilitation Centre which shares its campus. The partnership has been an asset in educating students with physical limitations or disabilities and integrates them as full members of the student body. The Red Cross programme “Survivors of Conflict” enables young people with an injury related to war or conflict to take their education and later act as spokespeople. Pawel Urbanski, an alumnus of UWC RCN, was one of the first blind students to attend the college. He led the way for many other students with disabilities to benefit from a UWC education. “One of the biggest challenges I faced was to be independent, UWC Red Cross Nordic helped me to achieve this. The facilities, technology and personal support at the college are unsurpassed in their ability to encourage students to push their limits and challenge themselves to achieve more.”

Pawel started climbing during his time at RCN and since graduating has taken on Kilimanjaro, Mount Elbrus and Mount Aconcagua in Argentina. He now runs his own consultancy business in his home country of Poland and regularly speaks at public events about the challenges faced by blind people and how to overcome them.
An unprecedented partnership of governments, NGOs and individual generosity, led to the opening of UWC Red Cross Nordic in September 1995 by UWC President H.M. Queen Noor and H.M. Queen Sonja of Norway.

Located at the edge of the picturesque Flekke Fjord in Norway the college shares facilities with the Haugland Rehabilitation Centre and both are united by the values of the Red Cross. Both organisations are committed to developing and integrating students with disabilities which is demonstrated by the college’s many pioneering outreach projects. Students with disabilities benefit from a transformational UWC education whilst expanding their physical capabilities at the rehabilitation centre.

UWC Red Cross Nordic’s humanitarian ethos is interwoven into its academic structure. The college developed an IB-accredited course in Human Rights which in recent years has been merged with Global Politics. The college also boasts an impressive array of activities and services which allow students to explore UWC’s values – from kayaking on the fjord and skiing in the surrounding hills to volunteering at the local centre for asylum seekers to leading activities for the college’s own Camp School.

“Being at UWC RCN made me the best I could be, it challenged me to make brave decisions and has been instrumental in helping me to accomplish all that I have achieved so far.”

Pawel Urbanski, Student, UWC Red Cross Nordic
Performance is an integral part of UWC life – it is an important way for students to learn about and understand different cultures as well as exploring different ways to express themselves creatively.

Students are encouraged by faculty and peers to take part in both formal and informal performances: learning new skills, building confidence, being creative and having fun.

UWC Costa Rica students have a variety of opportunities to push themselves out of their comfort zones. One of those ways is by participating in the annual musical. The majority of students involved have had no experience in musical theatre and the musical provides a creative space for students to develop skills in acting, singing and dancing. The new performers build the confidence to showcase their work in front of their peers. The show also gives audience members the opportunity to learn about artistic expression in the form of musical theatre and develops trust between the audience and the performers.

The production of the musical fosters responsibility and respect between participating students. The musical is run by a Directing Team of six students, who co-ordinate, schedule and motivate a group of 40 participants. Everyone involved learns that it is all about collaboration. Students must be open to constructive criticism and align themselves to the vision of the Directing Team. By taking the initiative and taking on challenges, the Directing Team develops leadership skills and a sense of responsibility for others. They learn to be open to collaboration and listen to the needs of the performers.

UWC Costa Rica values the role that creativity plays in education. The musical production challenges students to engage themselves artistically with the world around them.
Sustainability, conflict transformation and diversity are the three pillars that underpin UWC Costa Rica. The college opened in 2006 with the commitment and support of the Per Grieg Foundation. It evolved out of the pre-existing SOS International College which had opened in 2000.

Costa Rica is in an inspiring location. The campus is set in a lush valley surrounded by mountains on the outskirts of the capital. It boasts a modern history of regional diplomacy and environmental protection.

UWC Costa Rica is the only bilingual (English/Spanish) UWC campus. Over 30% of students come from Latin America and the Caribbean. Through cultural activities, community service programmes and focused project weeks, students learn about the realities, needs and challenges of the region and are empowered to be agents of change.

With a strong commitment to the environment, UWC Costa Rica seeks to become a carbon neutral campus. The college aims to inspire other organisations to join as leaders in the country’s goal of becoming the first carbon neutral country by 2021. The initiative is reinforced both through the academic programme and student led initiatives on recycling and sustainability.

“I love the musical, it’s an opportunity to work together and put something good on stage! It does not matter if you had been in a musical before, everyone wants to be a part of it, it’s an opportunity to learn something new and express yourself in a different way.”

Eva Aarts, Student, UWC Costa Rica
From renewable energy innovations to campus events exploring sustainability, UWC actively seeks and implements a variety of projects that are appropriate to both the individual location and curriculum.

UWC Robert Bosch College is located in Freiburg, Germany’s “Green City”.

Sustainability is of course a feature of all UWC schools and colleges but Robert Bosch College is in a unique position to offer its students the opportunity to explore the relationship between technology, infrastructure and society as a means to master the world’s challenges in this area.

Sustainability at UWC Robert Bosch College covers different aspects. In addition to the students living and learning in buildings designed according to energy efficient and sustainability standards, the topic plays a big part in the curriculum and co-curricular activities. The college invites guest speakers from the field to educate students during sessions called Global Affairs. It organises Sustainability Saturdays and offers science weeks once a term, during which students visit the Fraunhofer Institute for Solar Energy Research as well as local wind and water turbines. Students also get the opportunity to work on local organic farms as part of their weekly social service, or get experience of organisations like the local Rain Forest Institute. Together with the gardener on campus, students can work in, and help maintain the college’s 500 year-old monastery garden, gaining knowledge of organic procedures, plants and harvest times.

“Freiburg is a great place to study and engage in matters of sustainability. There is so much to learn in terms of transition into renewable energy, for example by visiting...
UWC Robert Bosch College is a two-year pre-university college and boarding school for students from all around the world. The campus, a former Carthusian monastery in Freiburg, has been converted into a school, which was officially opened in September 2014. The city of Freiburg is ideally suited to providing an inspiring and unique learning experience for students interested in and focusing on sustainability, environment and technology. The city has established its reputation as a “Green City” through its progressive environmental policies and its political as well as civic commitment to renewable energy.

UWC Robert Bosch College places a particular emphasis on environmental issues. A key question is how technology can contribute to sustainable, ecological development and peace. This, together with the innovative approach to teaching and the development of the school and its programme, gives UWC Robert Bosch College a distinctive profile.

Students from around 90 different nationalities study and live together for two years. By living and learning together on a daily basis, students get to understand themselves in a global context. Community service and engagement are necessary for the completion of the IB programme and play a vital role in college life.

the renowned Fraunhofer Institute for Solar Energy or our own hydroelectric power plant on campus. It’s inspiring to see people put these ideas into action and to learn from that. My goal for the future is to help develop sustainable food systems and revolutionise the way we think about food. I would like to study agricultural economics after finishing my IB at UWC Robert Bosch College.”

Jared Schenkels, Student, UWC Robert Bosch College
Project weeks are an important part of the IB curriculum. By initiating and carrying out a project, students develop the confidence to achieve change locally, nationally and internationally.

At UWC in Mostar, project weeks focus on societies in South-Eastern Europe and the post-conflict realities in the region.

Students travel to Montenegro, Serbia, Croatia and all over Bosnia and Herzegovina to work in partnership with different NGOs, and help the refugees and marginalised groups who are often denied basic rights. One such project is the Konik Roma Camp in Montenegro which is a camp for Roma refugees from Kosovo. UWC in Mostar students painted classrooms in a school attended by children from the camp, as well as local Roma children.

Reflecting on the Project Week Miljana Čađenović from Montenegro says: “For me this experience was particularly interesting and rewarding because it is my country and people from the society I am immersed in that marginalises Roma people. It increased my eagerness to commit myself to changing social conditions in my country. I came into this Project Week willing to help, with no false expectations, willing to make someone’s day at least a bit brighter. Throughout this process my days became brighter as well. Working with children is always rewarding but what I came to realise was just how underprivileged these children were despite being bright and cheerful, smart and simply amazing. Throughout the workshops we had the chance to bring something new to the environment they are in at all times and break the monotony of their surroundings. We also had daily meetings with people from The Red Cross of Montenegro with whom we have achieved great co-operation.”

Working together, UWC students deliver art, music and science workshops as well as humanitarian aid to groups of over 100 children in different institutions.
UWC in Mostar was established in 2006 and is the first UWC with the explicit aim of contributing to the reconstruction of a post-conflict society. UWC in Mostar is attended by secondary school students belonging to all ethnic groups in Bosnia and Herzegovina, as well as by students from the nearby region and further abroad, all of whom live, study and serve the community together.

It aims to reach and to influence those young people in Bosnia and Herzegovina who are trying to shape their future in a society that has yet to come to terms with its past. They are the future of the country and its hope for reconciliation. Furthermore, UWC in Mostar broadens this mission by offering opportunities to the young people from other post-conflict countries, particularly from the Balkans.

UWC in Mostar educates students to learn about and appreciate their differences. At the same time it promotes equality, tolerance and critical thinking. All students live, study and serve in the community together creating a unique example of integrated education in post war Bosnia and Herzegovina. UWC in Mostar aims to provide a convincing classroom model of an integrated curriculum thereby offering a model for broader educational reform in the country and the region.

The college’s influence is leading to the gradual reform of secondary education throughout the country. The service programme also aids integration – students work with underprivileged social groups and inspire others to volunteer. UWC in Mostar aims to be a model of education for post-conflict societies and a centre of educational excellence in the region and beyond.

“This project opened me to seeing the struggles and conditions so many people deal with every day, especially the small things that we who are privileged take for granted. It was challenging but it was very heart warming and fun to spend time with the children and know that we were making a difference.”

Ruaidhri Thomas Belfry, Student, UWC in Mostar
Crucial to achieving the UWC mission is the diversity of our student body.

Tensions and conflicts transcend national boundaries and so does UWC’s student recruitment. Students at Waterford Kamhlaba UWC are selected from many nations, cultures and socio-economic groups. Located in one of the world’s developing regions, access to education is often limited by students’ ability to pay.

But at Waterford Kamhlaba UWC, students from more privileged backgrounds mix freely with young people who have been orphaned, those who are refugees and young people whose families could not usually afford school fees.

By making a community together, diversity moves from being just an abstract concept to being enriching and, ultimately, transforming.

“Excellence in schools is usually measured by academic results and perhaps ability or prowess on the sports field, basketball court, or stage. Schooling, however, is first and foremost about relationships and nurturing in young people the ability to connect with, and meaningfully relate to, other people – especially those that are different from themselves. This is the essence of a good education and this is the difference that UWC makes.” Stephen Lowry – Principal of Waterford Kamhlaba UWC

“At Waterford Kamhlaba UWC I have learned a lot about other people’s cultures and the differences and similarities that exist between us. We all look very different, but once we get to know each other the differences quickly fade away and we discover that there is much more that we share,” says Mphumelelo Matsebula from Swaziland.

Living and studying together for two years with young people from vastly different backgrounds is a recipe for tolerance and mutual understanding. These connections would not occur naturally but at UWC it just seems to work.
Waterford Kamhlaba UWC of Southern Africa was founded in 1963 as an alternative to, and in protest against, the apartheid system of education being practised in South Africa. It has a rich and inspiring history of opposing oppression and championing democracy in Southern Africa. After joining the UWC movement in 1981 the school has continued to practise its founding purpose of unifying races, cultures and societies through a shared education.

The school’s community service projects seek to address some of Southern Africa’s most damaging problems. Poverty, AIDS and HIV have had a devastating effect on Swaziland and pose the greatest threats to the country’s progress. Through sharing resources, volunteering, awareness raising and many other innovative methods, Waterford Kamhlaba UWC students use education as a force to create a more sustainable future for many Southern African communities.

Waterford’s student recruitment has a focus on developing leadership potential within Africa. Eighty percent of the school’s student population come from African nations, with special emphasis placed on recruiting students from under-privileged backgrounds and from areas of political and economic instability. Students are selected both directly and through the UWC national committee system.

“Because of your support to the college, students like me have had the opportunity to develop love and understanding for all people, regardless of their differences. We are now the light of the world. And as we progress from our UWC homes to the rest of the world, we are going to let this light shine for all to see.”

Mphumelelo Matsebula, Student, Waterford Kamhlaba UWC
At UWC students learn from shared experiences. The opportunity to interact and collaborate with a diverse student body nurtures a culture of understanding and acceptance amongst UWC students.

Cultural performances and celebrations allow students to showcase the heritage and traditions of their cultures whilst giving the student body an opportunity to explore and engage with different values, norms and practices.

“Cultures in a UWC community are absorbed intrinsically by the daily interactions and occasional conflicts that arise,” says Adrian Lo from Hong Kong. “During my time at Li Po Chun UWC, I have experienced many different sets of ethics and values, many of which I have incorporated into my own, especially ones regarding views on tolerance and understanding.”

Every year all first year students at Li Po Chun UWC travel in small groups to different areas of mainland China to immerse themselves in the Chinese culture and give something back to communities through volunteering initiatives. The students learn the subtleties of living and working in a different culture and the value of cross-cultural collaboration. Activities include projects to improve sanitation and care for orphans in some of the country’s most deprived communities.

Li Po Chun’s China Week gives students the chance to gain a better understanding of China and its varied cultural make-up. It also gives people in the host communities an opportunity to learn something of the cultures of the international students. China Week is an inspirational experience for UWC students.
Li Po Chun UWC of Hong Kong builds a two-way bridge of understanding between Chinese culture and the cultures of the world. The college reflects some of the deep roots of Chinese culture by emphasising the traditions of proper conduct, practical wisdom, appropriate social relationships and respect for academic learning.

Li Po Chun UWC’s strong links with mainland China also provide opportunities for students to learn about the country’s remarkable economic development, political and environmental challenges and rich diversity.

Cultural activities at Li Po Chun UWC help students to develop an international appreciation of their own local, regional and national identities and a deeper understanding of their host region.

All the students and full-time college teaching staff live on the campus of Li Po Chun UWC. This means that a very unique community develops based on students and staff. A special feature of Li Po Chun UWC is the breadth and depth of activities that students undertake outside of the “taught” curriculum. In the afternoons and weekends students are involved in over 70 different activities based around the themes of Creativity, Action and Service (CAS). Each year students also participate in at least one activities week, either in China or the rest of the world.

“The humility and courage I saw in the children I met during China Week has made me a stronger person and given me an even greater faith in people. I now feel a duty to share these experiences and inspire this change in others.”

Nina Whittaker, Student, Li Po Chun UWC of Hong Kong
We cannot unite people, nations and cultures for peace and a sustainable future without understanding the root causes of conflict.

UWC-USA students learn how to manage conflict through interpersonal, community and global issues. Whether negotiating with peers to present a cultural performance, learning about local water issues or engaging in debate about current events, students practise identifying who the stakeholders are in a conflict, what the underlying interests are and how to find common ground so conflicts don’t remain intractable.

“Our Constructive Engagement of Conflict programme identifies and shifts the systems that perpetuate conflict,” explains Naomi Swinton, Director of the Bartos Institute, which houses the CEC programme. “We focus on creating integrity in relationships, recognising that some conflicts can be resolved while others require an acceptance of multiple truths and gradual change over time.”

Beginning with the basics of active listening and facilitated dialogue, students also assess their capacity and growth in competencies important to addressing conflict. Skills such as empathy, communication, problem-solving, resilience, teamwork and community organising are central to the programme and are assessed routinely. Murisa Ahmetasevic, a student from Bosnia-Herzegovina, says: “I believe that listening is the crucial thing; unless we really try to understand both sides of the conflict and listen to what others are saying, nothing can be resolved.”

Over the two-year programme, students also learn to use human rights frameworks and other tools commonly employed in international peace negotiations. Taking part in role plays, conferences and workshops, students can apply the skills they develop on campus towards more global contexts.
UWC-USA was founded in 1982 and is housed in the historic Montezuma Castle at the edge of the Pecos Wilderness, the southernmost point of the Rocky Mountains. Three distinct cultures — Native American, Hispanic and Anglo-American — enrich the surrounding area making it an ideal place for a diverse student body to learn, share and co-operate.

Students work with a range of local organisations to assist with services such as peer counselling, tutoring, building and repairing shelters and homes, and engaging in community arts and science projects. Some of the service programmes focus on alleviating the effects of homelessness and poverty in surrounding communities. Students learn the fundamentals of social change through positive action by providing over 17,000 hours of service to communities in Northern New Mexico each year.

The Wilderness Program at UWC-USA supplements the school’s commitment to preservation of the planet’s ecosystem. Students are introduced to the wilderness of the American West and offered training in ecology, leadership, ethics and wilderness survival.

“I want to inspire people to live healthily, be thankful and learn more. If I was able to learn something new every day of my life and change one or more people’s lives, all of it will have been worth it. Thank you for inspiring me to do more. I will do my best to live a life with quality.”

Elizabete Romanovska, Alumna, UWC Red Cross Nordic
Interacting with the local community is a key part of life at all UWC schools and colleges. UWC Mahindra College has long-standing relationships with NGOs in the rural areas around the campus and further afield.

Since its opening the college has been working with a local NGO called Sadhana Village – an innovative centre for residential care and rehabilitation of adults with disabilities. Other Sadhana projects include an English school and self help and empowerment programmes for women.

Sara Pan Algarra from Venezuela has been volunteering with the Sadhana Friends Community Interaction service since her first year at UWC Mahindra College. In her second year, Sara Pan is responsible for co-ordinating group activities and worked with her peers to prepare sessions for the residents. This year, the student team has organised two projects, the Cooking Project and Art Project, to address the desire of Sadhana Friends (people with a disability) to learn basic cooking skills and expressing themselves non-verbally. Sara Pan explains, “I’m involved in the Art Project, which aims to provide spaces where Friends learn new ways to express themselves by using art, thereby strengthening the interactions among UWCMC students and the Sadhana Friends community.”

Working with Sadhana Village is mutually beneficial – UWC students gain and develop skills including leadership, communication, empathy and compassion whilst the village community values the regular visits and the opportunity to interact with such a diverse group of young people.

For Sara Pan, working with Sadhana Village and with the local community more widely on initiatives such as helping local children to put on a play, has been a hugely valuable part of her UWC experience.
Founded in India in 1997, the 175-acre campus is a residential school to 250 students aged 16 to 19 representing more than 80 countries and with 28 faculty members from around the world. The award-winning architecture is located in a biodiversity reserve 40 km from Pune and rests within the greater Western Ghats – one of the world’s biodiversity hotspots.

Education at UWC Mahindra College follows the UWC example of inspiring action through intellectual engagement with global issues combined with project-based experiential learning in the local community. Starting this year, students will be able to graduate both with an IB Diploma as well as the UWC Mahindra Project Based Diploma designed to help students meet the demands of the 21st century, while utilising all the resources available to them in today’s world, through project-based learning.

Akshara, UWC Mahindra College’s impact initiative, provides educational support and vocational training to the wider community and empowers more than 500 students in seven villages in rural Maharashtra. Through the Triveni (CAS) programme, students engage with local schools and NGOs and meaningfully experience project-based service learning.

Fostering an enduring sense of commitment to social justice, the college enriches students with powerful, life-defining experiences to lead change in the world. In an increasingly urbanised India, UWC Mahindra College nurtures and celebrates true diversity in tandem with local communities to make a lasting positive difference.

“Sadhana Friends has become a space in which for two hours I disconnect from everything and fully engage with people who have given me peace and a new sense of gratitude. It is simply beautiful to spend time with them; they recharge my energy and fill my soul with spirit.”

Sara Pan, Student, UWC Mahindra College
UWC is firmly established as a world leader in educational advancement. It played a pivotal role in the creation of the International Baccalaureate.

Creating a more sustainable future is part of our mission – academics are key to this. UWC has shown its commitment to the advancement of education by playing a leading role in designing and developing numerous school-based syllabi, including the International Baccalaureate, now one of the most internationally recognised qualifications.

Pearson College UWC was one of the first institutions in North America to offer the IB when the school opened in 1974. Leading the way in innovation, Pearson College UWC has developed internationally taught courses such as the school-based syllabus in Marine Science, as well as the Theory of Knowledge.

Pearson College UWC’s unique coastal location allows students to be taught outside with the wilderness and marine environment as a constant backdrop. By immersing students in the hands-on, practical elements of the subject, they gain a deeper understanding and appreciation for the environment and course material. Race Rocks Marine Ecological Reserve, for which Pearson College UWC assumes stewardship, is not only home to a dynamic variety of wildlife but is also an innovative outdoor classroom where students learn from and ensure the sustainability of their surroundings.

Pearson College UWC alumni are dedicated to making a difference in the world. More than 200 Pearson scholars are currently university professors, while over 50 alumni are working at inter-governmental organisations. Since 1974, nearly 500 Pearson scholars have gone on to receive doctorate degrees.

As at all UWC schools, faculty and students share in daily life and work collaboratively to guide expeditions, facilitate workshops, organise lectures, produce plays and moderate meetings.
Pearson College UWC is situated in a rainforest on the southernmost tip of Vancouver Island. The college was opened in 1974 in honour of the late Nobel Peace Prize Laureate and former Prime Minister of Canada, Lester B. Pearson. It is distinctive for its low-level cedar buildings nestled in the centre of a 75-acre forest. The campus is bordered by glorious Pedder Bay, an inlet on the Pacific Ocean rich with marine life. The student population from around the world shares the campus with deer, eagles, songbirds, sea lions, otters and the occasional whale.

Pearson College UWC makes the most of its unique location with an impressive portfolio of experiential learning with activities taking place on both land and water. Pearson College UWC is the official eco-guardian of Race Rocks Marine Ecological Reserve giving students a rare chance to collaborate and interact with a lighthouse station and protected marine habitat. Students at Pearson College UWC participate in a variety of learning opportunities from the academic to the theatrical – like the annual stage production of “One World” – to outdoor wilderness adventures and service opportunities. Students are encouraged to take campus jobs with meaningful and measurable impact on the college’s operations. Learning also comes through the shared experience of living, learning and working together on campus. Village Gatherings, for example, bring all members of the community together to discuss ideas and issues relevant to campus which helps students learn conflict resolution and public speaking skills. Today nearly 4,000 scholars have graduated from Pearson College UWC. Its alumni are committed to making a difference in the lives of others.

“Here, school isn’t just about getting good grades, it’s also about gaining the tools to change the world, like empathy, resilience, commitment and determination. It’s about what you can share with others who don’t have this same opportunity.”

Miguel Marin, Student, Pearson College UWC
Service activities are at the heart of the UWC educational model. This is where the knowledge gained by students during classroom discussions finds its practical expression.

Students are encouraged to actively seek practical solutions to problems encountered during these activities. For many students the service component of their UWC experience is among the most enjoyable and meaningful.

The Orran Service Group is one such example. Orran is an after school centre that diverts underprivileged children from the streets, offering them a place where they can interact, have a proper meal and study. The first challenge the students often face is overcoming the language barrier. They have developed a wide range of activities that don’t involve verbal communication. The students are adamant they don’t want to be just a bunch of “care takers” who have no real impact on the children’s lives.

The children are exposed to diverse cultures using activities like dancing, games and cooking traditional food, and gradually they become more open and interactive.

Bashar added, “Working with children, especially those who face more challenging life situations, is a huge responsibility that requires consistency and the slow development of good relationships. Orran Service Group is a great experience that helped all of us as a team to develop many skills. We have built strong relationships with the children and I’m sure this is a life changing experience for all of us.”

Students also have the opportunity to start other programmes, whether in collaboration within the school or in the wider community.
Situated at the junction of Asia and Europe, halfway between Yerevan and Tbilisi, the capitals of Armenia and Georgia, UWC Dilijan first opened its doors in 2014 for 96 founding students from over 40 countries.

UWC Dilijan evolved from the original idea to create Dilijan International School of Armenia, first conceived in 2006 by Ruben Vardanyan and Veronika Zonabend with the support of other founding donors.

As an international school placed in a region with a rich yet fragmented history, it is one of UWC Dilijan’s main goals, to be a beacon in the region that will help establish strong ties between students from all faiths and nations. By bringing together students from diverse communities the school is helping Armenia, a country with a troubled past, to build a peaceful and sustainable future.

UWC Dilijan is set in a national park close to Lake Sevan and several mountain ranges, with the Tsahkadzor ski resort nearby. The college’s outdoor activities include regular hikes and mountain bike rides in the hills surrounding Dilijan, as well as cross-country skiing expeditions in the winter season. The outdoor leadership team also organises camping project weeks dedicated to developing wilderness skills.

“I can remember sitting there observing the children, bursting with mixed feelings and questions rumbling in my head. Honestly, how can a group of young foreign people really make a dent in the lives of these kids when even mere communication is already a huge challenge?”

Bashar Haidar, Student, UWC Dilijan College
To ensure UWC continues to grow and have global impact in the future, the movement has opened its newest institution – UWC Changshu China. The opening of this new college in the heart of the People’s Republic of China is of great significance to the entire UWC movement. UWC Changshu China aims to be the leading academy in Asia, providing a transformational education with a focus on Chinese language and culture, social entrepreneurship and environmental stewardship.

The School’s co-curricular programme, known as Zhi Xing, gives students opportunities to live the UWC mission and values, as well as develop leadership ability and their understanding of Chinese culture. The programme is called Zhi Xing (zhì meaning knowledge and xíng meaning action) to represent the essential link between knowledge and action and the transformational experiences associated with experiential learning.

Through the Zhi Xing programme students have an opportunity to experience Chinese culture and are encouraged to explore the ways in which the culture permeates everything.

“One thing that is really important to me is sharing cultural habits with each other. I love to do this through the action of sharing food,” Paolo Gonnelli, Italy.

Our vision is for the campus to become a sustainable village dedicated to fostering peace and international understanding.
UWC Changshu China is located on the shores of Kuncheng Lake in Changshu, Suzhou, about 100 kilometres from Shanghai. The 3000-year-old city of Changshu is nationally recognised for its rich cultural heritage. The areas also benefits from the mild climate of the Yangtze Delta.

The fifteenth and youngest UWC school welcomed its foundation group of 129 students in September 2015. At full capacity 520 students will be enrolled in the school; 120 students in the Pre-DP year and 200 students in each of the two IB Diploma years.

UWC Changshu China offers the IB Diploma in Grades 11 and 12, and a preparatory programme in Grade 10 as a building block for the IB Diploma. Students engage intensively in Chinese language and cultural studies, social entrepreneurship and environmental stewardship programmes.

At UWC Changshu China, Chinese language programmes are studied, either as an IB subject or as an extra activity. Ultimately, the school will equip students with the ability to understand and engage with modern China.

To broaden and deepen the students’ academic learning, the Chinese programme also includes a series of tailor-made cultural explorations, exchange tours and community service projects.

“During Orientation Week, we did a scavenger hunt through Changshu, an area where almost nobody speaks English. We had to work together to quickly answer the questions. Normally these situations are easily transformed into disagreements, but here at UWC working together seems so natural and easy. We share a passion: peace.”

Siletselwe Thobeka Dlamini, Student, UWC Changshu China
UWC students have exceptional energy, enthusiasm and passion which are channelled into positive idealism and action throughout their UWC experience.

In addition to the UWC experience teaching young people to question, to challenge, to look for better solutions, it also teaches them to be open to new ideas, to appreciate different perspectives and to collaborate. These skills and habits give UWC alumni a competitive edge in an increasingly complex and globalised world.

The success of UWC is not measured in terms of academic achievements or job titles, but rather by the impact that our alumni make locally, nationally and internationally. The lifelong commitment to UWC values and mission ensures that the benefits of a single UWC experience are multiplied within each community that our alumni become a part of.

Supporting and creating a wide variety of non-profit organisations, community and campaign groups and social enterprises, our alumni demonstrate an ongoing commitment to the principles of volunteering and service that were a key feature of their UWC experience. At universities across the world, our alumni work collaboratively to find new and innovative ways to make a positive difference. By setting up groups and clubs they introduce and encourage volunteering and service. Similarly in their places of work and their family lives our alumni look for initiatives, or create their own, to keep the UWC mission alive.

UWC alumni are the backbone of the UWC national committee network, dedicating their time to promoting UWC opportunities as well as selecting and preparing the next generation of students.
“One of the most striking things about UWC is the mindset – everything is possible and one person can make a difference.”
Jill Longson, Alumna, UWC Atlantic College

“My UWC experience had a huge impact on the path I chose to follow as an intercultural educator/activist for peace in my country and perhaps in the Latin American region in the future.”
Geraldine Paredes Vasquez, Alumna, UWC Mahindra College

“Due to my UWC experience I have higher tolerance for other people and cultures, a greater interest in the world and another perspective about my national and close environment. Also I can surely say that my dedication to Israeli-Palestinian dialogue is mainly derived from my challenging yet positive experience at school, talking and growing with my Palestinian peers.”
Dafna Herzberg, Alumna, UWC-USA
UWC Adriatic College
HEAD: Dr Mike Price
Via Trieste 29, 34011 Duino (Trieste) Italy
uwcad@uwcad.it +39 040 373 9111 www.uwcad.it

UWC Atlantic College
HEAD: Mr John Walmsley
St. Donat’s Castle Llantwit Major, Vale of Glamorgan, Wales CF61 1WF, UK enquiries@atlanticcollege.org +44 1446 799000 www.atlanticcollege.org

UWC Changshu China
HEAD: Mr Robert Clarence
No.1 Zhuang-Yuan-Di Road, Kuncheng Lake, Changshu, Jiangsu Province, China 215500 info@uwccchina.org +86 512 5298 2602 www.uwccchina.org

UWC Costa Rica
HEAD: Mr Mauricio Viales
Santa Ana Downtown, 400m North from the Catholic Church, PO Box 678/6150 Costa Rica
info@uwccostarica.org +506 2282 5609 www.uwccostarica.org

UWC Dilijan
HEAD: John Puddefoot
7 Getapnya Street, 3903 Dilijan, Armenia welcome@uwcdilijan.org +374 60 700 800 www.uwcdilijan.org

Li Po Chun UWC of Hong Kong
HEAD: Mr Arnett Edwards
10 Lok Wo Sha Lane, Sai Sha Road Sha Tin, New Territories, Hong Kong SAR office@lpucuw.edu.hk +852 2640 0441 www.lpucuw.edu.hk

UWC Maastricht
HEAD: Mr Peter Howe
Discusworp 65 6225XP Maastricht The Netherlands info@uwcmmaastricht.nl +31 43 2410 410 www.uwcmmaastricht.nl

UWC Mahindra College
HEAD: Mr Pelham Lindfield Roberts
Village Khubavali, Paud, Taluka Mulshi, District Pune 412 108, India info@muwci.net +91 22 2497 4625 www.uwcmahindracollege.org

UWC in Mostar
HEAD: Ms Valentina Mindoljevic
Sparij 1, 88 000 Mostar, Bosnia and Herzegovina info@uwcmostar.ba +387 36 320 601 www.uwcmostar.ba

Pearson College UWC
HEAD: Ms Désirée McGraw
650 Pearson College Drive, Victoria, British Columbia, V9C 4H7, Canada admin@pearsoncollege.ca +1 250 391 2411 www.pearsoncollege.ca

UWC Red Cross Nordic
HEAD: Mr Richard Lamont
N-6968 Flekke, Fjaler, Norway info@rcnuwc.no +47 5773 7000 www.uwcrncn.no

UWC South East Asia
HEAD: Mr Chris Edwards
www.uwcsea.edu.sg

UWC South East Asia Dover Campus
1207 Dover Road, Singapore 139654, Singapore uwcseadover@uwcsea.edu.sg +65 6775 5344

UWC South East Asia East Campus
1 Tampines Street 73, Singapore 528704, Singapore uwcseaest@uwcsea.edu.sg +65 6305 5344

UWC-USA
HEAD: Dr Mukul Kumar
PO Box 248, Montezuma, New Mexico 87731-0248 USA publications@uwc-usa.org +1 505 454 4245 www.uwc-usa.org

UWC Robert Bosch College
HEAD: Mr Laurence Nodder
Kartäuserstraße 119, 79104 Freiburg, Germany kontakt@uwcreboschcollege.de +49 761 7083 9500 www.uwcreboschcollege.de/en

Waterford Kamhlaba UWC
HEAD: Mr Stephen Lowry
PO Box 52, Mbabane South Africa admissions@waterford.sz +268 2 422 0866 www.waterford.sz