



THE POWER of
DIVERSITY



20
17



UWC
INTERNATIONAL
ANNUAL
REVIEW



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UWC
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ANNUAL
REVIEW

Sir John Daniel
Chair of the Board
Chair of the Council
Chair of Personnel and
Remuneration Committee

Pål Brynsrud
Vice-Chair of the Board
Chair of Nominating &
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Engagement Community

Eva Eschenbruch
Chair of Committee of
the National Committees

Laura Carone
Vice-Chair of Committee
of the National Committees

Laurence Nodder
Rektor of UWC Robert Bosch College
Chair of Heads' Committee

Marco Provencio
Chair of Committee for
Governance of the National
Committee System

Maria Ines Kavamura
Chair of International
Development Committee

Nicole Severino
Vice-Chair of Committee
of the National Committees

Peter Howe
Principal of UWC Atlantic College
Vice-Chair of Heads' Committee

Ulhas Yargop
Board Member
Chair of UWC Mahindra College

Veronika Zonabend
Founder and Chair of UWC Dilijan
Vice-Chair of International
Development Committee

WELCOME

In our increasingly fragmented world it is essential that agents of positive change work together to overcome obstacles to peace, coexistence and understanding. This is the purpose of UWC (United World Colleges).

What began in 1962 with the founding of UWC Atlantic College by a group of idealistic educators has grown into a powerful global educational movement. Originally designed to bridge the divides caused by the Cold War, UWC and its mission to shape the world's leaders and peacemakers of tomorrow through outstanding international and experiential education is more needed today than ever.

UWC continues to implement its conviction that the world needs bridge builders rather than wall builders. This was expressed in the movement's celebration of UWC Day, held each year in parallel with the U.N. International Day of Peace on 21 September. For UWC Day 2017 the theme was "The Power of Diversity." The following pages will give you some examples of how UWC celebrates diversity across its schools, colleges, short courses and its global community every day of the year.

Highlights for the UWC movement in 2017 included:

The opening of UWC's 17th campus, UWC ISAK Japan in Karuizawa;

The addition of five UWC national committees selecting UWC scholars for the first time: Cyprus, Federated States of Micronesia, Kiribati, Kyrgyz Republic and Northern Ireland—bringing the total number of national committees to 159;

The approval of the new movement-wide *UWC Strategy: 2018 and Beyond* jointly developed by all stakeholders and members of the movement; and

The UWC movement was awarded the *Luxembourg Peace Prize for Outstanding Peace Education*.

Over 2,100 students graduated from UWC schools and colleges in 2017. These graduates, as well as those who took part in UWC short courses in 2017, now have the skills and the commitment to live out the UWC mission: to act as a force for peace and sustainability wherever they are.

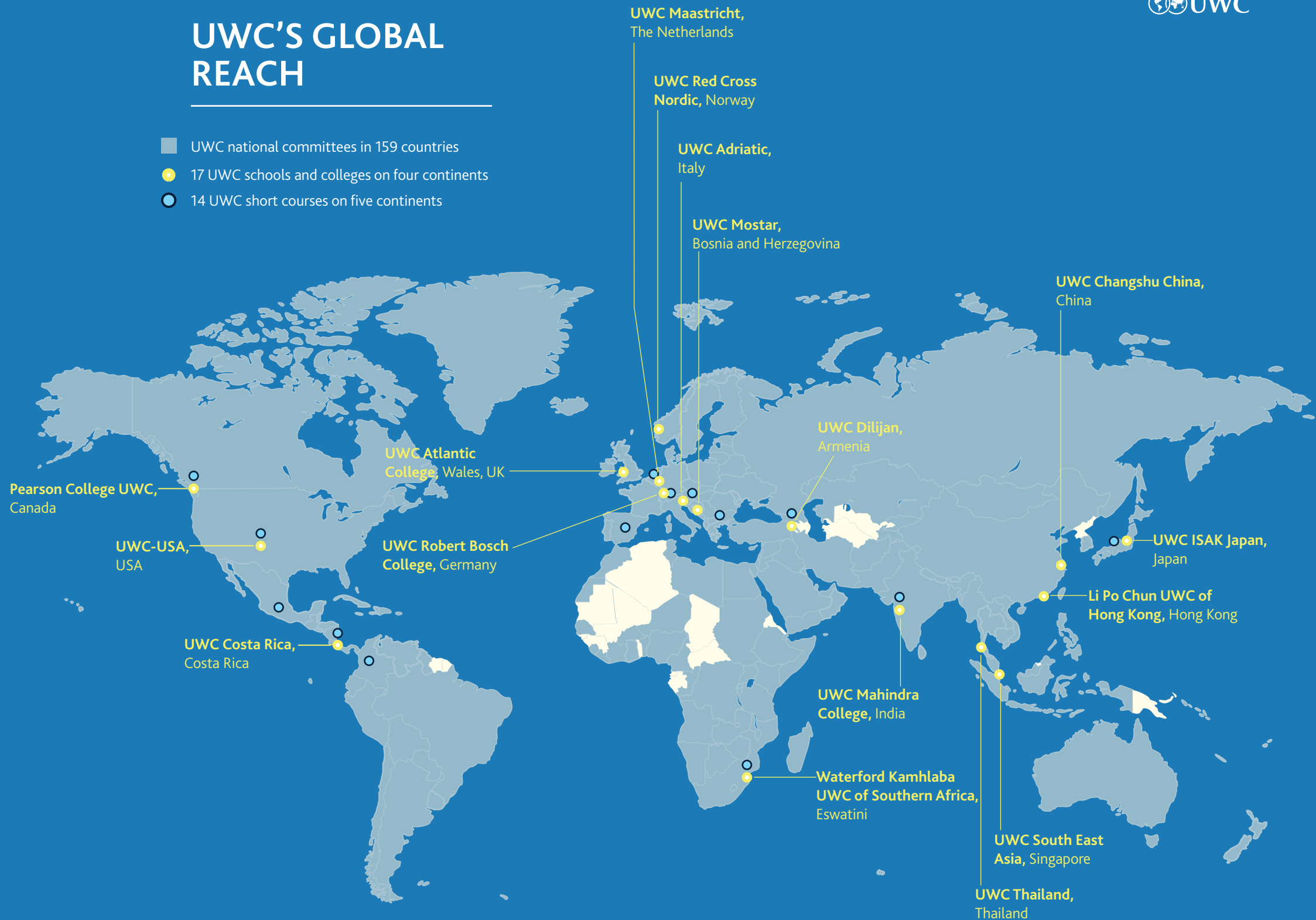
We thank you for your continued support of this crucial educational movement through your time, talent and treasure. We expect that the strength and diversity of our remarkable students, alumni and programmes will inspire you.

Happy reading!

Sir John Daniel, O.C.
UWC International Board Chair

UWC'S GLOBAL REACH

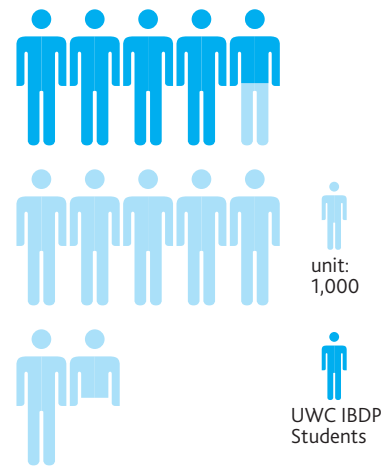
- UWC national committees in 159 countries
- 17 UWC schools and colleges on four continents
- 14 UWC short courses on five continents



OUR STUDENTS

Total Number of UWC Students
10,435

at all 17 UWC schools and colleges



Number of UWC IBDP* Students
4,577

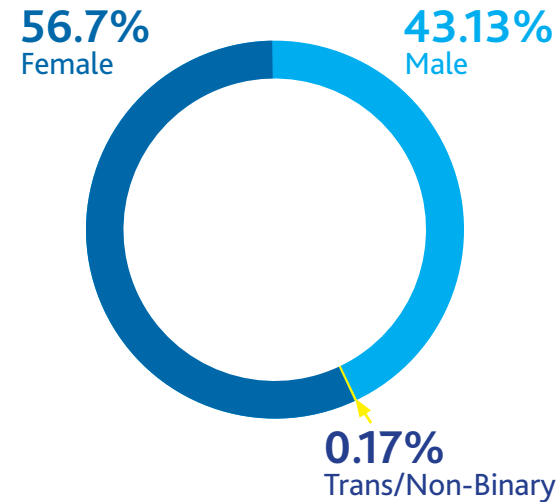
*IB Diploma Programme grades 11 and 12

Total number of countries
159

represented in the UWC student body

Gender Statistics

In the 2016-2017 academic year

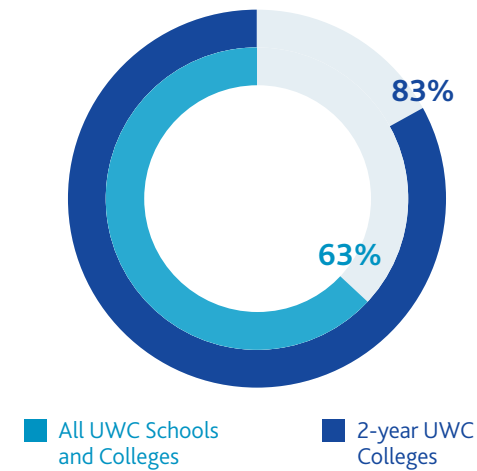


The student body across all 17 UWC schools and colleges reflects the UWC movement's commitment to equal opportunity and deliberate diversity. They represent not only different nationalities, but also a wide spectrum of religious, cultural, political and socio-economic backgrounds.

This diversity is enabled in large part by UWC's unique admission system for boarding students in the **International Baccalaureate Diploma Programme (IBDP)** years: these students, usually between the ages of 16 and 19, are identified and selected by a unique network of UWC national committees which operate in 159 countries and territories worldwide.

Our Scholarships

Percentage of UWC IBDP students who received full or partial financial support



Selections are conducted solely on the basis of demonstrated promise and potential, and independent of socio-economic need.

Throughout 2017, the number of young people receiving a UWC scholarship continued to grow, as our donors enabled us to select an increasingly diverse pool of applicants through scholarship programmes such as the *Davis-UWC IMPACT Challenge* and the *UWC Refugee Initiative*. UWC is also growing its reach among young adults through UWC short courses and summer programmes, which bring UWC education and values to more students, and in more locations worldwide, than at any time in our movement's history.

63% of students in the IB Diploma Programme (IBDP) years at UWC schools and colleges received full or partial financial support. Within this group each student received, on average, £49,300 in scholarship funding over the course of their two years at UWC.

The percentage of UWC students in the IBDP years who received full or partial financial support at two-year UWC colleges was 83%.

Of the thousands of students who received scholarship funding to attend a UWC school or college in the 2016-2017 academic period, 52 individual students received a scholarship funded by UWC International donor partners. Of these 52 scholarships, 24 were full scholarships (tuition fully covered) and 28 were all-inclusive scholarships (covering students' travel, visas, and other expenses).



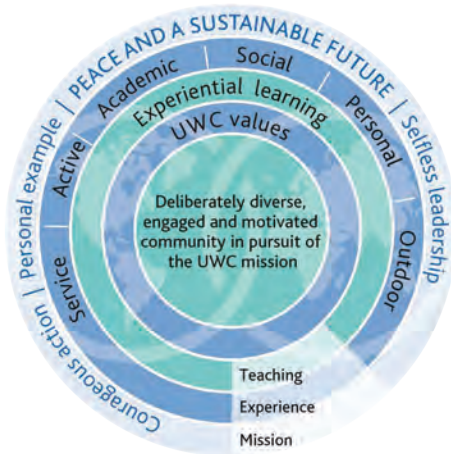
Art as a Universal Language

Emiliano Valdés (UWC Adriatic 1997-1999) is a curator, editor and cultural producer based in Medellín (Colombia) and Guatemala City. He is currently Chief Curator at the Medellín Museum of Modern Art, where he has held the position since late 2014. Emiliano firmly believes that art can be a powerful way to bring people closer to their humanity and to each other and lives the UWC mission through his daily commitment to inspire empathy and appreciate diversity.

The world is full of problems and, whereas immediate solutions are needed for all of them, I think it's only through a collective consciousness shift that we can truly change the world."

"I always knew that I'd work in the arts, as I felt that it's a language that goes beyond borders and speaks beyond specific groups. I feel that art can connect us with our deepest, most human essence and it's in those moments that we understand what it means to live with ourselves and others. Empathy, consciousness and responsibility arise from that experience."

"UWC remains, to date, one of the most influential experiences I've been through. I think the UWC movement is the proof (improvable, surely) that we do want, and can work towards a better world. It showed me that understanding something or someone means becoming one with them. I think, in a way, that is why I work with art: to bring people closer, to give people the possibility of imagining a better, friendlier, more empathetic, more just world."



The UWC Educational Model

A VALUES-BASED EDUCATION

UWC is a global movement for peace that empowers young people to transform their passion into progress. A UWC education challenges students from diverse backgrounds to embrace new perspectives and push for positive change. With a UWC education, students don't just see the world: they learn how to shape a better world for everyone.

The *UWC educational model*, as well as all *UWC educational programming*, is grounded in the movement's **nine** core values:



1. *International and intercultural understanding:*

UWC is committed to building communities that are free from prejudice and intolerance, irrespective of people's gender or their racial, religious, national or cultural backgrounds.

2. *Celebration of difference:*

UWC consciously creates supportive environments where differences are valued and recognized for the strength they bring to communities.

3. *Personal responsibility and integrity:*

Students are given opportunities to practice personal initiative, self-discipline and responsibility, to manage risk and to embrace challenges.

4. *Mutual responsibility and respect:*

Healthy, constructive and respectful community interaction is an essential part of the UWC experience for all students and community members.

5. *Compassion and service:*

UWC actively promotes intercultural understanding and the development of genuine concern for others, founded on shared life experiences and co-operative and collaborative living. This includes talking about (and engaging with) global issues in the pursuit of peace.

6. *Respect for the environment:*

Students are encouraged to take positive action around issues of sustainability on both an institutional and individual level.

7. *A sense of idealism:*

UWC nurtures the belief that it is possible to make a difference.

8. *Personal challenge:*

By taking initiative and taking on challenges, UWC students learn about themselves and those around them, developing a sense of responsibility for others.

9. *Action and personal example:*

Students are encouraged to take action and lead by example to make positive change in the world.

A VALUES-BASED EDUCATION

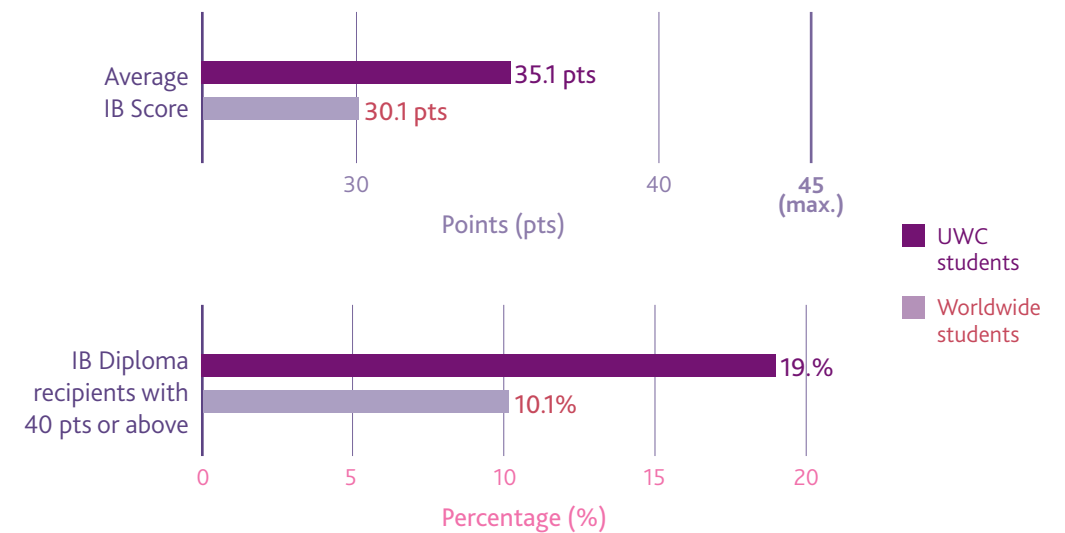
At UWC schools, colleges, short courses and summer programmes, young people are provided with a safe and supportive environment in which they are empowered to think big, to try new things, to fail and to try again. By living and working together in a challenging, diverse and dynamic community, students develop empathy and make sense of their experiences through such means as reflection, dialogue, trial-and-error and perspective-taking.

UWC places a high value on experiential learning, while also providing older students at UWC schools and colleges with the world's most recognised international diploma: the International Baccalaureate (IB) Diploma, which UWC played a major part in developing in the 1960s.



"UWC is a place with diversity in all forms: in nationality, opinion and interests, but more importantly, UWC is a place to get to know yourself. By immersing myself in the challenging but extremely fun life of a UWC student, I have become more invested in the core values of UWC without even noticing it. UWC students take action when problems arise on campus or in the whole world, despite fatigue and exam stress. I have yet to see another group of people this passionate about a better world!"

- Joosep (Estonia, UWC Changshu China 2015-2017)



IB scores well above the worldwide average in 2016–2017

A UWC education is second to none, which is reflected in the IB scores achieved by UWC students in the IBDP years during the **2016-2017** academic period. Worldwide, the average IB score achieved in this period was 30.0, while UWC students achieved an average IB score of 35.1. While only 10.1% of IB students worldwide who were awarded the IB Diploma during this period earned a score of 40 points or above, 19% of IB students at UWC who were awarded the IB Diploma earned this high-level score.

THE UWC MOVEMENT

UWC Schools and Colleges

2017 saw the number of UWC schools and colleges grow to **17**, with the opening of UWC ISAK Japan in September. In the 2016-2017 academic year, the number of students at UWC schools and colleges was **10,435**, an increase of nearly 1,000 students from the previous year.

UWC schools and colleges continue to provide unparalleled learning opportunities for their students—nurturing students’ passion for service, action and creativity, fostering academic excellence and encouraging intercultural understanding, compassion and innovation in each of their distinct regional contexts.

10,435
students

17
UWC schools and colleges on four continents

A unique network of

159
national committees

4,274
volunteers

62,000
hours contributed by volunteers

UWC National Committees

To reach students from across the globe, often in the most unlikely places, UWC relies on a unique network of **159 national committees** worldwide. Operated mostly by dedicated groups of volunteers, UWC national committees serve to promote UWC education in their home countries and to select exceptional candidates for admission to UWC schools and colleges.

These committees operate in vastly different contexts and circumstances—from the Marshall Islands to France, from Colombia to Kenya—and are uniquely situated to seek out the most promising and diverse students in each country, making them one of the standout features of the UWC movement.

In 2017, **4,274** volunteers were recorded as dedicating time to national committee operations. Volunteers across the UWC movement contributed more than **62,000 combined hours** to the movement in 2017, while the number of established UWC national committees rose from **155 to 159**.

UWC Short Courses

An important aspect of the new **UWC Strategy: 2018 and Beyond** is a commitment on behalf of the UWC movement to increase the number of people who can profit from a UWC education. One of the ways in which UWC seeks to achieve this is by supporting the facilitation of an

increased number of UWC short courses. These courses are typically organised by UWC schools and colleges, national committees, groups of alumni or partner organisations. Every short course is different, but they are usually residential and take place over one to three weeks outside of term time.

The courses are experiential and immersive, typically bringing together 30–60 young people from different backgrounds. As the focus of each course is different, the course participants may come from the same country, region or continent, or they may be an entirely international group. Short courses focus on a variety of different themes or skill sets: from youth leadership to sustainability, from dialogue to migration, from gender to cross-cultural understanding.

In 2017, **14** UWC short courses were run across the UWC movement, including:

ReDefining Equality (UWC Austria short course on gender equality)

Catalyst (UWC Mexico short course on the “War on Drugs”)

Programa Impulso (UWC Colombia short course on diversity and identity)

YES: Youth, Environment and Sustainability (UWC Mahindra College short course)

Pearson Seminar on Youth Leadership (Pearson College UWC short course)



Building and Crossing Bridges

In 2017, in partnership with the *Talented Youth Network* (a local organisation that empowers youth civic engagement), the **UWC Belgium National Committee** facilitated *Building and Crossing Bridges*, a 10-day UWC short course to bring young people together to explore questions of identity, intercultural understanding and community.

Participants in this short course were encouraged to gain a deeper understanding of topical issues facing the world in 2017, including migration, racism, and sustainable development. With the help of talented facilitators, participants also developed skills to assist them in making a difference in their local communities—and

came away from the programme as an empowered network of inspired young change-makers, working together towards peace and sustainability.

THE UWC MOVEMENT

UWC Alumni

The UWC movement is a thriving international community represented in almost every country worldwide by our students, alumni, staff and volunteers. UWC fosters a lifelong commitment to social responsibility and, to date, our movement has inspired a worldwide network of more than **60,000** alumni across the world who remain strongly committed to the UWC mission and who believe it is possible to take action and make a difference locally, nationally and internationally.

UWC alumni received a great deal of attention in 2017 for their various accomplishments. Some newsworthy alumni from across the UWC movement in 2017 include:

Julie Payette (Canada, UWC Atlantic College 1980–1982), former astronaut, was appointed Governor General of Canada;

Sal Lavallo (U.S., UWC-USA 2007–2009) completed his solo travels of all 193 U.N.-recognised countries by the age of 25, inspired by his UWC experience;

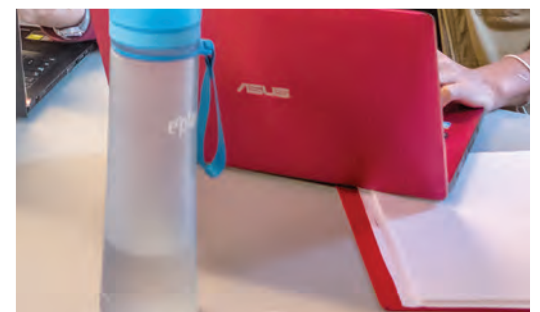
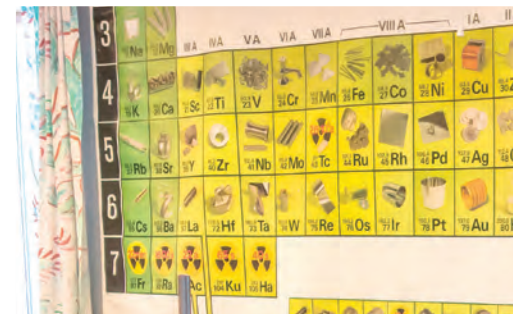
Chrystia Freeland (Canada, UWC Adriatic 1984–1986) was appointed Canada's Minister of Foreign Affairs and International Trade;

Lina Attalah (Egypt, UWC Adriatic 1998–2000) was featured for her brave work in journalism in Egypt as one of TIME's Next Generation Leaders; and

Kanchan Amatya (Nepal, UWC Red Cross Nordic 2010–2012) received the Presidential Honor Roll Award from former U.S. President Bill Clinton for her social entrepreneurship and activism.

UWC International

UWC International is the organisation at the centre of the UWC movement and its many different stakeholders. Its role is to coordinate between the different UWC stakeholders, to set the global direction and strategy for the UWC movement, to approve new UWC schools, colleges, national committees and educational programmes, to direct UWC's global fundraising and communication projects and to ensure the adherence of all stakeholders to jointly agreed policies.



UWC STRATEGY: 2018 AND BEYOND

In 2017, UWC International released a new strategy for the entire UWC movement. Developed in a two-year highly consultative and participative movement-wide process, the new **UWC Strategy: 2018 and Beyond** informs the work of all UWC constituencies as of 2018. Its overarching aim is simple: to increase UWC's impact in making education a force for a more peaceful and sustainable future. Fifty-five years after the founding of the first UWC college, UWC stakeholders sought to clarify the role UWC ought to play in today's world, identified UWC's strengths and opportunities and critically questioned the movement on the challenges which must be tackled in order to increase UWC's impact. The Strategy gives a common framework and a clear direction for the entire UWC movement: it is one strategy for one UWC movement.



UWC aims to increase its impact by focusing on three key areas:

Seek

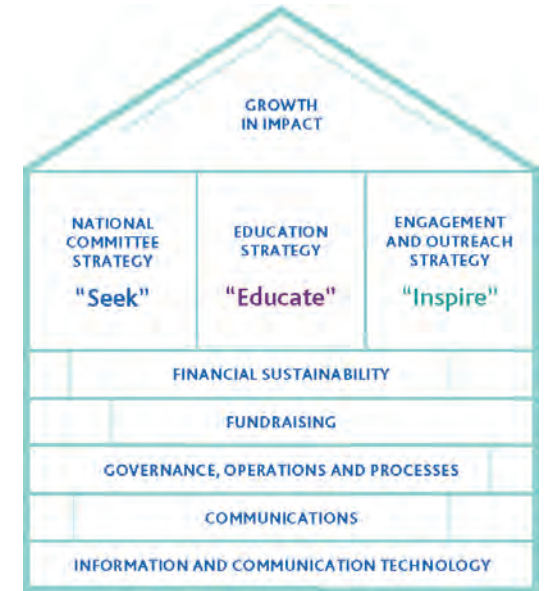
We will seek a deliberately diverse group of students for our schools and colleges from across the globe through the UWC national committees and strive to enable access to a UWC education for these students independent of socio-economic means.

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.

Inspire

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



"I'm very excited about the three pillars: to seek, to educate and to inspire. I, as a single stakeholder, can see myself across the strategy and I can feel that I get to own it, and then start to implement it, which is why it's a very inspiring document."

—Amantia Muhedini (Albania, UWC Red Cross Nordic 2009–2011, Member of the UWC Albanian National Committee and the UWC International Community Engagement Committee)

MOVING IN ONE DIRECTION: THE NEW UWC STRATEGY

In October 2017, the UWC International Board unanimously approved the **UWC Strategy: 2018 and Beyond**. Learn more from UWC International's Executive Director Jens Waltermann:

What is the new UWC Strategy about?

The overarching aim of the new UWC Strategy is simple: to increase UWC's impact in making education a force for a more peaceful and sustainable future. The Strategy significantly broadens our ambition: from finding great students and providing a transformative education for them, which we have done successfully for 55 years, to becoming a global voice for values-and diversity-based education for peace and sustainability. In many ways the Strategy builds on our founder Kurt Hahn's conviction that 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!

How will UWC increase its impact?

Previously, we often measured our impact by the number of UWC graduates leaving our schools and colleges and the depth of commitment they had to changing the world. While this remains core to our impact as schools, we now focus more broadly on the number of people we can reach with UWC's educational model and the UWC mission and values. New questions are: how can we increase the number of young people taking part in a UWC educational experience? How can we join forces with like-minded organisations to strengthen the UWC mission to unite people, nations and cultures? How can we further activate all members of the UWC community to be active forces for peace and sustainability? The Strategy addresses these impact questions through concrete goals and actions: for example, we propose to scale up UWC short courses considerably in the coming years, with a goal of at least 100 short courses per year. We will also continue to form partnerships with

organisations sharing important goals with us like *UNHCR* for the UWC Refugee Initiative and *Teach for All* for our outreach to students from all walks of life, ensuring that the best quality education is not just accessible to the wealthy few.

What points in the Strategy stand out for you personally?

I am deeply committed to our values-based education. Our values are rooted in diversity (ethnic, religious and socio-economic diversity), empathy, critical thinking and open dialogue. This is what UWC is about and this is the pathway through which we believe we can make a tangible difference in today's world. Education has progressed greatly in the last decades in terms of reach and inclusiveness. But the many skills that general education provides can be used for good and for bad. Values and deep encounters with diversity reaching across national and social divides are crucial, if education is to impart a bias for good, for understanding and reconciliation and if it is to inspire selfless leadership. That was Kurt Hahn's goal—and the new UWC Strategy translates this vision into our programme for the next decade.

What has changed from UWC's previous strategies?

The Strategy reflects the new reality of the UWC movement, which is a much bigger organisation than it was ten years ago, with five new schools and colleges and 35 new UWC national committees having joined within the last four years.

In this new era of UWC, the Strategy reflects our organisation's three main areas of work. First: through our mostly volunteer-run national committee system, we seek out young people from diverse backgrounds, including those who would normally not even dare to dream of a UWC education, providing access independent of socio-economic means. Second: in our schools, colleges

You can find the full UWC Strategy: 2018 and Beyond at uwc.org/uwcstrategy.

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



Third: we work to engage our whole UWC community in living and acting in accordance with the UWC mission, and we seek to inspire our partners and other actors in education to embrace the power of diversity and values-based education.

The Strategy also places a new focus on the important role of fundraising and financial sustainability in achieving our shared goals. We need to continue strengthening all supporting areas such as finance, communication and technology across the UWC movement if we hope to achieve our mission.

What will happen next?

In parallel with the Strategy, the **Initial Action Plan 2018-2020** was approved by the UWC International Board, which defines concrete areas of work for UWC International and all UWC stakeholders for the

first three years of the Strategy's implementation. Additionally, in 2018, all UWC schools, colleges and national committees are tasked to translate the principles and objectives of this new Strategy into their own strategies moving forward, taking into account their specific historical and cultural contexts. It is a particular strength of UWC schools and colleges to be deeply rooted in their local environments and it would be an inherent contradiction if we were to celebrate diversity on the one hand and implement "one size fits all" solutions on the other. After a long period of deliberation and consultation, the Strategy sets a common strategic direction, but our different boats join the fleet from different points of departure and they are not all travelling at the same speed.

Was there a highlight for you during the Strategy drafting process?

The highlight for me was how the process brought the entire UWC movement together over the course of two years. In becoming more aware of the diversity within our movement, we became a stronger community. In my 20 years in strategy development, this was the most inclusive strategy process I have ever been a part of, and it was certainly the most inclusive this organisation has ever seen: everyone was invited to provide input and ideas, from students, staff and volunteers across all UWC schools, colleges and national committees, to alumni, partners, donors and friends. The Strategy was the core focus of the Trieste UWC Congress in 2016—the largest we have ever held. In addition, stakeholder feedback was collected online. We captured a multitude of ideas, perspectives, concerns and opportunities and I believe that it was through this participative process that we truly understood where we are—and where we want to go together. The result is one strategy for one UWC movement. We celebrate the diversity of our stakeholders and their specific way of living their "UWC-ness", and at the same time we unite behind a common goal: increasing the impact of our movement and mission.



Initiative for Peace

For nearly 20 years, *Initiative for Peace* (IfP) at **UWC South East Asia** (UWCSEA) has been empowering young people from conflict-affected regions with the skills they need to become peacebuilders and changemakers for a better future.

IfP delivers annual conferences for youth affected by violence, conflict or tension in countries including Timor Leste, Myanmar and Kashmir. These conferences bring people together to live, learn and perform acts of service in a collaborative and peaceful way, with the goal of encouraging positive

social change and intercultural understanding. **IfP** conferences are planned, designed and facilitated by groups of UWCSEA students who are trained by staff coaches in peace building, project management, communication, teamwork and leadership, enabling the events to be led both by youth and for youth.

Initiative for Peace was included by **HundrED** in its 2017 Global List of Inspiring Innovations—and its 2017 conference took place on the UWCSEA campus in Singapore.

UWC'S IMPACT

There is plenty of evidence to suggest the transformative nature of a UWC education: one has only to listen to the stories of students, staff and alumni of the UWC movement. However, to date only limited empirical research has been available to demonstrate how a UWC education impacts the skills and attitudes of our graduates and how they become forces for a more peaceful and sustainable future. UWC has therefore partnered with researchers from *The Good Project* of *Project Zero* at the Harvard Graduate School of Education to conduct a scientific study which will investigate the impact of a UWC education on the values and attitudes of our students and alumni.



"Now, perhaps more than ever, our world is in need of youth who are prepared with the dispositions to act for the benefit of the local and global good. This project will investigate whether UWC is achieving its model and mission to develop globally competent and prosocial students, and, if so, how they are achieving such a goal. In addition, we will examine how UWC alumni are potentially impacting society on a larger scale. As a result, the study may not only offer suggestions for continued growth for UWC educators but could also shed new light on how educators worldwide might draw on UWC's strategies to foster globally minded students with the qualities needed to address new and developing challenges".

-Dr. Shelby Clark (Senior Research Manager of the UWC Impact Study at Project Zero)

"UWC International and the whole UWC movement are excited to partner with researchers of Project Zero at Harvard Graduate School of Education for this Impact Study, as we all believe that raising our youth to contribute to the well-being of society should be an essential goal of education. Identifying the educational factors necessary to achieving this goal will not only serve the movement to improve its educational model, but hopefully also benefit the wider educational community."

-Jens Waltermann (Executive Director of UWC International)

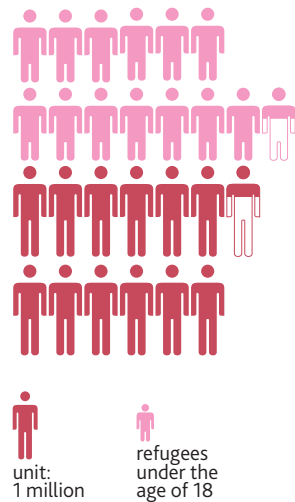


In 2017, UWC and *Project Zero* launched a four-year study involving stakeholders from across the UWC movement to identify particular dispositional outcomes of the UWC experience. Thanks to generous funding from several major donors identified through UWC South East Asia, this longitudinal study will explore which facets of UWC may be most influential in encouraging these outcomes, leading to a positive impact on society.



UWC AND THE GLOBAL REFUGEE CRISIS

Fig. 1



There are nearly
25.4 Million
refugees worldwide,
over half (52%) of
whom are under
the age of 18

The number of young people fleeing conflict, persecution or environmental disaster is higher today than ever before. According to the latest figures, an unprecedented **68.5 million people** around the world have been forced to leave their homes: among these are nearly **25.4 million refugees**, over half of whom are under the age of 18.

Lack of access to education, especially secondary education, is a major issue affecting young refugees: **22% of adolescent refugees attend secondary school, compared to 84% of adolescents worldwide.** Fewer than one percent of refugees attend university, compared to 34% globally.

Education is the most valuable tool with which we can equip these young people to help them develop as ethical leaders, peacemakers and community builders in their home countries. This is why UWC launched the UWC Refugee Initiative, which aims to raise the funds for an additional 100 scholarships per year for refugee students, to be allocated across UWC's 17 schools and colleges.

Sudan, South Sudan, Somalia, Afghanistan, Iraq, Pakistan, Tibet, Colombia and Guatemala. In the 2016-2017 academic period, two percent of UWC students in the IBDP years came from a refugee or displaced background and benefited from full scholarship provision at one of the 17 UWC schools and colleges—86 students.

To achieve the aim of funding an additional 100 refugee scholars per year, UWC International has committed to raise \$7.5 million which will go entirely towards all-inclusive scholarships (covering the full educational programme, board, lodging, travel, co-curricular activities, educational materials and student welfare) for these scholars during their two years at UWC.

The UWC Refugee Initiative is supported by **UNHCR, the UN Refugee Agency**. UNHCR is supporting UWC by providing guidance on refugee policy, technical advice and helping to promote the scholarship programme among refugee communities, relevant stakeholders and donors in the public and private sectors.

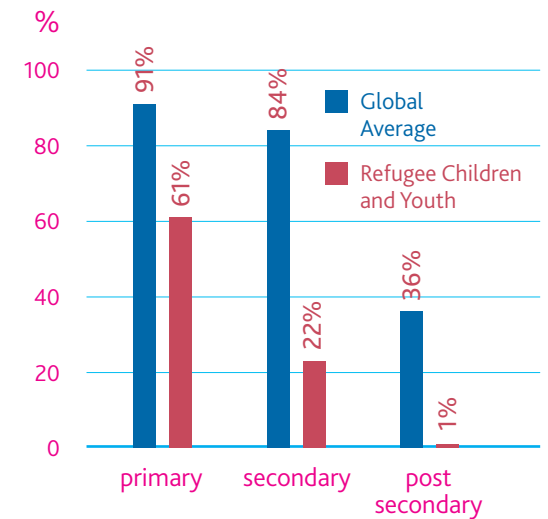


Fig. 2 Worldwide access to Education

61% of refugee children attend primary school, compared to a global average of 91%

23% of refugee adolescents attend secondary school, compared to a global average of 84%

1% of refugees receive post-secondary education, compared to a global average of 36%

Fig. 1 & Fig. 2
Source: UNHCR/
19 June 2018



The UWC movement has shown that we can deliver both a world-class education and a new home for young refugees. For many years, UWC has educated refugees from conflict hotspots like Syria, Palestine, Yemen, Western Sahara,



"My story is about empowerment and the trickling effect of UWC generosity in helping refugee students overcome their challenges and pursue a better life, just like every other 'normal' person. Poor leadership has created millions of refugees globally; however, effective investment in education is the kind of leadership required to un-plague the world from this refugee crisis."

-**Ruddy** (Mpaka Refugee Camp, Waterford Kamhlaba UWC of Southern Africa, 2009-2012)

UWC INTERNATIONAL: DEVELOPING GLOBAL FUNDING

UWC International sets the global direction and strategy of the UWC movement, coordinates and supports other UWC stakeholders and has developed global funding programmes. This is to bolster UWC's commitment to ensuring that as many students as possible have the opportunity to experience a UWC education regardless of their national, socio-economic, cultural, racial or religious background. Our scholarship programme makes UWC stand out in the growing world of international education.

In the 2016-2017 financial year, UWC International received over £2 million through more than 1,300 donations in support of UWC programmes, mostly for scholarship provision. In addition, a number of further funding programmes are run in close cooperation with UWC schools and colleges.

UWC International

Staff (as of 1 October 2017)

23	3	14
Staff Members	Consultants	Nationalities

Financials (as of 30 April 2017)*

Income	Expenditure	
£2.4M unrestricted	£1.8M unrestricted	£3.1M £0.3M increase compared to 2016
£2.3M restricted (donations + grants)	£2.0M restricted (donations + grants)	
£4.7M	£3.8M	*In the FY 2015–2016 total income was £3.0M and total expenditure was £2.8M.

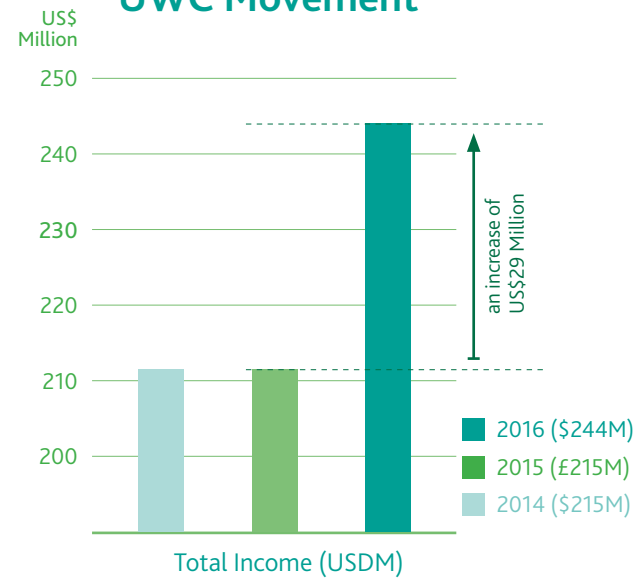
Total Fundraised (as of 30 April 2017)

£2.3M	externally-funded programmes and donations
£8.9M	on behalf of schools & colleges (Davis Impact Match, Davis-Mahindra)
£11.2M	39:1

return on investment
in fundraising

A GROWING MOVEMENT

Total Income UWC Movement

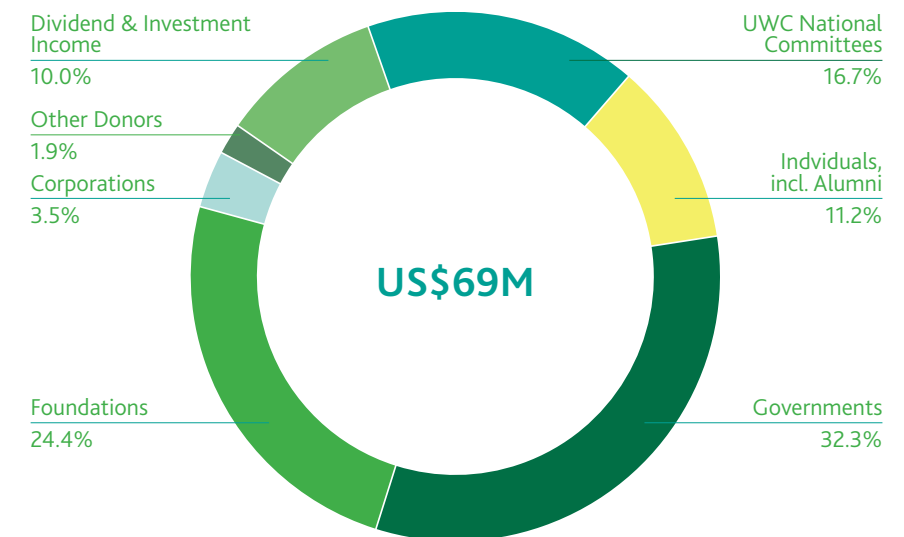


The total income of our schools and colleges has increased from **US\$215M** (£145M)¹ in 2015 to **US\$244M** (£199M)² in 2016.

¹ Based on USD to GBP exchange rate as of December 2015

² Based on USD to GBP exchange rate as of December 2016

Grants and Donations



In 2016, our 17 schools and colleges received US\$69M (£56M) in grants and donations, primarily from governments (32%), foundations (24%), national committees (17%) and individuals, including alumni (11%) funding UWC's comprehensive scholarship system.

In the last four years the UWC movement has grown significantly

12 → **17**
schools schools
2013 2017

In 2016, our schools and colleges employed

3,175 — **1,150**
total number of staff academic staff
2,025
non-academic staff



"Back home in Venezuela, the political and economic situation is very bad right now. Here, I've been able to get a world-class leadership education. I have been able to share my story and my country's story with students from all over the world. Also, I have become a leader of the outdoor education programme! Without a full scholarship, I wouldn't have had this opportunity... to all who made this possible, thank you!"

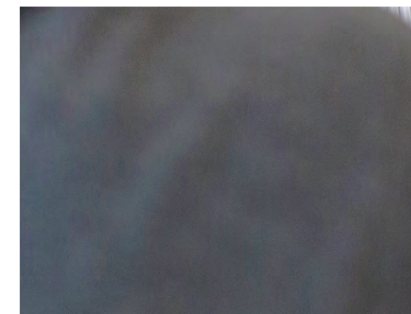
-Angeles (Venezuela, UWC ISAK Japan 2016–2018)

THE DIFFERENCE ONE PERSON CAN MAKE: DAVIS-UWC IMPACT CHALLENGE

One of UWC's most notable patrons, **Shelby Davis**, has shown his continued commitment to education for peace by incentivising UWC students, alumni, national committees, donors, schools and colleges to give back to the UWC movement, through the **Davis-UWC IMPACT Challenge**.

In 2015, Shelby Davis launched the *Davis-UWC IMPACT Challenge* across the 15 UWC schools and colleges then in operation, with a commitment of \$15 million in match-funding to be distributed evenly as the schools and colleges register an overall increase in the number of alumni, parents, friends and family making gifts. As of September 2017, all 17 UWC schools and colleges are now participating in the *Davis-UWC IMPACT Challenge*, Mr. Davis having extended the full \$1 million match to our two newest UWC schools, UWC Thailand and UWC ISAK Japan, for a total commitment of \$17 million.

In 2017, five out of the six remaining participating UWC schools and colleges reached the *Challenge's* fundraising goal and unlocked match-funding, while Waterford Kamhlaba UWC of Southern Africa completed the *Challenge*, releasing the full \$1 million match.



"The world needs extraordinary leadership to navigate today's complex challenges, tensions and conflicts, as well as to make the most of new opportunities. The UWC movement is ideally suited to provide such leaders and we are privileged to support it"

-Shelby Davis (UWC Patron)



Tackling Discrimination at the U.N.

E. Tendayi Achiume is the current U.N. Special Rapporteur on contemporary forms of racism, racial discrimination, xenophobia and related intolerance. The U.N. Human Rights Council appointed Tendayi in September 2017, making her the first woman, and the first person from southern Africa, to serve in this role.

As Special Rapporteur, Tendayi is dedicated to researching, reporting on and raising global awareness of problems of discrimination and intolerance around the world —facilitating the design and implementation of frameworks to fight back against human rights violations.

Tendayi has a long history of work in the field of human rights law. In addition to her U.N. post, she is an Assistant Professor of Law at UCLA School of Law, and a research associate at the African Centre for Migration and Society at Witwatersrand University. Her research focuses on global migration and racial

equality, and at UCLA she also heads the International Human Rights Clinic, providing pro bono legal services to individuals and institutions seeking to advance social justice through a human rights frame. She has provided legal and advocacy support to human rights NGOs all over the world, supervised litigation before the Inter-American Human Rights Commission, and published extensively about racism, intolerance and xenophobia.

"My experience at UWC Atlantic College—the people I met, the ideas I was encouraged to explore, and the ways I was encouraged to see the world—was transformative. It changed the course of my professional life and was a fundamental stepping stone to the work I am fortunate to be able to do today."

UNIQUE PATHWAYS POST-SECONDARY

With more than five decades of experience in international secondary education, UWC has established unparalleled partnerships with universities and higher education initiatives, including many exclusive full scholarship programmes for UWC graduates. Through these partnerships, a UWC education is also a pathway to the world's leading colleges and universities, including University College London, SUMAS, the American University of Armenia and the University of Hong Kong.

In the United States, the **Davis United World College Scholars Program** provides scholarship support to any student graduating from UWC schools and colleges offered a place to study at one of 94 select partner U.S. colleges and universities. Shelby Davis, longtime UWC patron, and Phil Geier, former President of UWC-USA, created the *Davis United World College Scholars Program* to advance international and cross-cultural understanding on U.S. college campuses and

ultimately throughout the world. Since its inception in 2000, the *Program* has provided scholarships to over 7,600 scholars from over 150 countries and is the largest international scholarship programme for undergraduates in the world. In 2017, the *Davis United World College Scholars Program* helped to fund the post-secondary education of 2,697 UWC alumni—bringing the total number of Davis United World College Scholars to 7,686.



"Giving to UWC is probably one of the best ways to invest in future generations and impact the life of those who have no means to make their life better. Take me as an example: born and raised in a refugee camp in the end of the world, in a forgotten and impossible to reach corner of the great African desert. Yet, UWC put the time and the effort to reach that part of the world, and now here I am. I moved from a mechanic going to school in a deserted area to an engineer at an Ivy League school. I'm the first Western Saharan student to attend an Ivy League school and it's all thanks to UWC Costa Rica and those who donate to make such a change possible."

-Bachir (Smara Refugee Camp, UWC Costa Rica 2011–2013, Brown University 2013–2017)



WORKING IN PARTNERSHIP

For 55 years, UWC has been a guiding light in international and intercultural education, developing new generations of change leaders for a more peaceful and sustainable future.

UWC's work is supported in a variety of ways by our numerous well-established partners, with whom we stand together to demonstrate how an education which values and celebrates diversity is the education of the future. We thank our partners for their support, guidance and collaboration throughout 2017 and beyond.

UWC is grateful to have a broad scope of global partners across educational, financial, business, government and NGO sectors who ultimately enable us to achieve our core mission. These partners are uniquely placed to work with us to deliver life-changing UWC educational experiences.

THANK YOU

UWC strives to provide the most engaging and transformative education available to young learners from around the world. Gifts to the UWC movement help provide a UWC education to a large and diverse group of young people, and UWC would like to sincerely thank our growing number of donors for their significant level of support.

UWC would not be able to flourish without the support of our loyal and enthusiastic donors. From the support of large foundations, to the individual gifts given each year by alumni from across the UWC movement, thousands of donations continue to prove the ability of the UWC movement to inspire. An investment in the UWC movement is an investment in a more peaceful and sustainable future for all, led by tomorrow's global changemakers.



"I believe it's important to educate agents of change who can spread a culture of tolerance and understanding in a world that is increasingly going mad. I have been regularly supporting UWC for many years because I believe this need is an urgent one and is something that UWC can uniquely address."

-Alex (Chile, UWC-USA 1989–1991)



"The striking feature of the United World Colleges is that they embrace the entire world across all divides of race, history, culture, wealth, religion, economic status and political belief. They are unique and they are conscious of their responsibilities. With the proper support, they can help make the world a better place."

-Nelson Mandela (Honorary President of UWC)



The United World Colleges (International),
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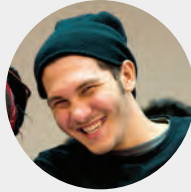


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