

## General Principles and Criteria for New UWC Schools and Colleges

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UWC is committed to growth in pursuit of our mission and values. While aiming to reach a growing number of talented students, UWC seeks to preserve the distinctiveness of its educational model and the unique impact UWCs have on their students' lives.

While receiving a growing number of applications for potential new schools and colleges, UWC International must take into account the effects of growth on current schools and colleges and on the unique UWC National Committee system. We need to ensure that new proposals add to the viability and impact of the UWC movement as a whole.

The criteria have been carefully developed to be robust and purposefully set the bar high for potential UWC schools and colleges. A UWC education is a unique experience, distinctive from other educational models. We need to work with schools and colleges that are committed and capable to inspire staff and students to live the UWC mission. Our alumni share this commitment - inspired by their UWC experience - to make a positive contribution to society through a continued commitment to peace, sustainability and social justice.

At the heart of UWC is a deliberately diverse student body selected by a global volunteer network organised through the National Committees and ensuring representation from regions and social groups that reflect the wide range of tensions and socio-economic differences between people around the globe. In order to bring together such a diverse student body a very high level of scholarship provision is needed „meeting all demonstrated financial need of students admitted through needs blind selections“. UWCs are always not-for-profit and they are never self-funding. They require the strength of committed financing partners and sustained fundraising efforts to maintain their exceptionally high scholarship commitments.

The UWC International Board encourages proposals from countries in the southern hemisphere in order to achieve a more global distribution of UWCs, but proposals in areas where UWC is already strongly represented (for example in Europe) will equally be considered based on their merits.

All potential UWCs must demonstrate a clear commitment to the mission and values of UWC and to the delivery of the distinctive UWC educational model. Academics are only one part of this. Experiential learning through social and community service and mission related activities driven by students themselves are the other key part of UWC and have an impact on the surrounding community, encouraging students to have authentic experiences of their host country whilst being respectful to the local people and local environment.

The UWC International Board will consider the balance of motivating factors for each new school or college proposal, to ensure a strong commitment to UWC mission and values as well as the best possible alignment with the UWC educational model and philosophy. The Board will evaluate each new school or college proposal using the following set of criteria.

## General criteria across all school and college models

### 1. Motivation to become a UWC

Knowledge of and commitment to the following:

- a) UWC mission and values
- b) UWC educational model
- c) A commitment to delivering on all aspects of the UWC strategy and action plan in place at the time of approval
- d) Deliberate diversity including an aspiration to meet all demonstrated financial need of students
- e) Furthering the UWC mission and extending UWC's impact in education
- f) Change management to transform to a full UWC model, including having the resources and willingness to be audited during implementation

### 2. Potential Impact

Positive impact on:

- a) The UWC movement and the delivery of its mission around the globe
- b) The host nation and/or region through UWC mission related activities of students and alumni (for example: social services, international understanding and tolerance, social justice, sustainability, conflict resolution)
- c) National and/or regional educational practices
- d) Local and regional national committees
- e) UWC reputation (funding sources need to be consistent with UWC gift acceptance policy)
- f) UWC values accessibility of all populations to UWC schools and colleges, and this must be reflected in the proposal (both from the host-country and other regional and global communities)

### 3. Financial Sustainability

Proposals must include a realistic and financially sound 10 Year Business Plan “accretive” to the financial health of the UWC movement, including:

- a) The school/ college must be operated as a not for profit entity, separate from or at least at arm's length of any for-profit entities
- b) Financial partners (public and/or private) or an endowment ensuring the long term viability as a not for profit model with limited parental fees – refer to later criteria
- c) The financial capacity to deliver on the high level of scholarship provision and thus ensuring the distinct UWC model of deliberate (including socioeconomic) diversity and social inclusiveness\*  
\*Please see detailed quantitative requirements for different types of schools and colleges lower down in the criteria
- d) School/college fees, which are expected to be paid by some national committees and parents who are contributing to costs, should not be excessive and in line with the UWC mission of providing as broad an access as possible
- e) Risk assessment of major income streams and a strategy to mitigate risk

- f) A significant fundraising function to contribute to the school or college's own scholarship programme and to add to the UWC movement's financial stability
- g) A meaningful contribution to financing the UWC movement and supporting a basic solidarity mechanism movement wide (current expectations are an annual contribution of 1.9% of IBDP year's operating budget and of a certain fraction of lower years' revenue to UWC International as well as 3% of revenues received through efforts of the national committee system to the NC Fund)

#### **4. Good Governance**

- a) A governance structure drawn up in accordance with what is customary within the country in which it is located, and consistent with membership in the UWC movement and supportive of all aspects of the UWC strategy and action plan.
- b) A governance model with a clear distinction between:
  - Strategic direction, financial and management oversight as well as accountability to stakeholders (Board/Governing Council/et al), and;
  - School/college leadership and management (Principal/Head and senior leadership team). This should be clearly stated in the bylaws of the school/college and its agreement with UWC International
- c) Readiness to sign the standard MOU agreement with UWC International
- d) A commitment to fully engage with the UWC movement in international governance, meetings and collaboration, policies and reporting

#### **5. Capacity to deliver all aspects of the UWC Educational Model**

At UWC, full engagement of all members of the school/college community, community interaction and student led initiatives are at the heart of school/college life. This requires the full and active commitment and participation of all members of the school/college.

##### **a) Programme component**

- i. IB programme and experience (including focus on mother tongue teaching programmes)
- ii. Community service programming, with relevant professional experience in running them and at least 200 required hours per student in IBDP
- iii. Outdoor experiential and sports programming, with relevant professional experience in facilitating them
- iv. Creative activity programming, with relevant professional experience in facilitating them
- v. Mission related co-curricular programmes (project weeks, conferences, global affairs sessions, MUN – in significant part student led)
- vi. Balance in educational emphasis of points i – v (avoiding undue focus on single benchmarks such as IBDP point totals)

##### **b) Staff component**

- i. Senior Staff with significant professional UWC experience (at least one of the following senior leadership positions: Head, Deputy Head(s), Director of Studies, Director of Pastoral Care, Director of Student life)
- ii. 15% of teaching staff with experience of UWC education within 3 years of operating as a UWC, and staff endorsement of UWC educational model

- iii. A protocol to establish deliberate diversity of academic staff in line with our mission and values (within identified constraints that may exist within a particular community)
- iv. Commitment to continuous improvement of academic staff
- v. Commitment to having staff sharing best practice and taking part in meaningful exchange programmes with other UWCs (including short term visits, observing/ shadowing, staff exchanges)
- vi. At least 50% of teaching and pastoral care staff working with IBDP students required to live on campus (the International Board can agree a lower fraction reflective of the school model or under special circumstances)

c) Student body (for IBDP years)

A deliberately diverse (both horizontally and vertically) student body of at least 80 students per IBDP year cohort (in case of multiple campuses: 80 students per campus) emphasising national, religious, ethnic and socio-economic diversity which is to be supported by a high level of scholarship provision (differing requirements according to school/college model – see below criteria)

## 6. Collaboration with National Committees

- a) Endorsement of an agreement (MOU) with the local national committee on NC functions, including but not limited to, student recruitment and fundraising in the host country
- b) Commitment to NC selection of students (differing requirements according to school/college model - see below)
- c) Commitment to UWC Admissions Principles and Policies, including coordinated offer allocation (through UWC International) and compliance with UWC selection criteria
- d) Support for regional NC capacity building (upon request by NCs or UWC International)
- e) Commitment to NC engagement through participation in regional NC meetings

## 7. Location and Facilities

- a) Compatibility of location with UWC mission and values plus the goal to achieve global distribution of schools and colleges
- b) UWC compatible residential structure for IBDP years (recommendation of 4 students to a room to ensure diverse interactions)
- c) Compatibility of facilities with UWC ethos (adequate rather than luxurious)
- d) Sufficient disabled access for meaningful participation in school/college life

## 8. Regional and Community “Footprint”

- a) Programming to engage with surrounding local and regional community (host parents, visits to campus, events inviting local community)
- b) Opportunities for meaningful community service

## 9. Health and Safety

- a) A secure regional and local environment and/or appropriate security guarantees
- b) Health care standards appropriate to the location of campus and availability of appropriate health care facilities

- On campus: basic first aid including access to AED, simple care and counselling;
  - Within 15 minutes: Emergency first response to serious trauma
  - Off campus and within 60 minutes: Full access to qualified medical care and facilities including intensive care (if only available within 120 minutes: fully trained school nurse and at least 2 more staff members trained in advance first aid including the use of AED and ability to start an intravenous line)
- c) Appropriate health and safety standards of facilities, approaches, activities and programs, while endorsing the importance of students taking controlled risks as part of UWC education

## **10. Political, Legal and Regulatory Environment**

- a) Sufficient political stability to ensure longevity of the school/college
- b) Ability to deliver UWC educational model within host country/region (full freedom of speech and information access on campus)
- c) Accessibility for a global community of students and staff (visa and residency, work permits)

### **Specific Criteria**

The following criteria are specific to different UWC models as UWC endorses both a full school and a two year college model (with or without pre IB program).

A “school” is defined as a model which has an educational programme that delivers a curriculum that is more than the two year IB Diploma (IBDP) offering a wider programme to younger students. There is no minimum number of years required and three year models can be considered as a “school”. For schools there will be a requirement for the IBDP year groups to be significantly bigger than lower years in order to allow for national committee selected students to join the school for the IBDP years.

A “college” is defined as a model which has its emphasis on the two year IB diploma programme. Colleges can offer a pre IBDP programme, focusing primarily on preparing students to successfully follow the IBDP programme.

The decision whether an institution may apply as a “school” or “college” will be taken by the UWC International Board taking into account aspects such as the local education system and regulatory context and the history of the institution.

### **Specific Criteria for Schools**

#### ***Lower Years***

11. A broad education programme which ensures authentic expression of the UWC mission and values across all age groups within the school

12. Commitment and capacity to select students representing a deliberate diversity (this is a plus, not a requirement)

### ***IBDP Years***

13. Maximum 50% of students in the IBDP years from host country (host country nationals or resident expatriates)

14. >50% of IBDP students to be recruited through national committee selection unless there are special circumstances of the model which are pertinent to the particular mission driven focus of the school, and are agreed to by the International Board

15. >50% of IBDP students in residence

16. <50% of income for the IBDP years coming from parental contributions to fees (either directly or through NCs) or at least 50% of IBDP student intake offered up to full scholarships and 15% of enrolled IBDP students receiving a full scholarship and 15% of enrolled IBDP students receiving a full scholarship including all expenses (travel, insurance, university application, pocket money and other necessary expenses).

- If the number of students moving up from year 10 to the IBDP years is significantly less than 50% of that year group, then the scholarship requirement for IBDP years will be proportionally higher
- International funding programmes (provided by UWC International or individual NCs) can be counted against the minimum scholarship provision with agreement by the International Board, in which case a minimum of 40% of total income will have to be generated from sources other than parental contributions or fees, or at least 40% of IBDP student intake must be offered up to full scholarships, in each case funded by the school itself.

### **Specific Criteria for Colleges (potentially with a pre-IBDP programme)**

#### ***All Colleges***

17. <25% of students in the IBDP years from host country (host country nationals or resident expatriates)

- The International Board can allow up to 33% in special circumstances, and only where the project team can demonstrate this is pertinent to the particular mission driven focus of the college.

18. 100% of IBDP students in residence, unless there are special circumstances of the model which are to be agreed by the International Board

19. Maximum of 25% of income for the IBDP years can be generated through parental contributions to fees (either directly or through NCs) or at least 75% of IBDP student intake must be offered up to full scholarships and 25% of enrolled IBDP students must receive a full scholarship and 25% of enrolled IBDP students must receive a full scholarship including all expenses (travel, insurance, university application, pocket money and other necessary expenses).

- The International Board can allow up to 35% of income for IBDP years from parental contributions to fees in special circumstances and only where the college can demonstrate it will not impact the overall diversity of the student body.
- International funding programmes (provided by UWC International or individual NCs) can be counted against the minimum scholarship provision with agreement by the International Board, but a minimum of 60% of total income will have to be generated from sources other than parental contributions or fees or at least 60% of IBDP student intake must be offered up to full scholarships, in each case funded by the college itself.

### ***Colleges with IBDP Years Only***

20. >90% of IBDP students to be recruited through national committee selection, with the balance being staff children, students who are not eligible to apply through any national committee, IBDP students who choose to opt out of means-testing and are recruited via UWC's Global Selection Programme or regional students from special situations (for example: local refugees, SOS orphans) unless there are special circumstances of the model which are to be agreed by the International Board

### ***Colleges with IBDP Years plus a pre-IBDP programme***

A pre-IBDP year will only be considered by the International Board if:

- It can be demonstrated that a preparation year is needed to enable certain students to successfully follow the IBDP, and;
- The pre-IBDP programme itself supports the goal of creating a deliberately diverse student body in the IBDP years

21. Students entering into IBDP years via the pre-IBDP programme should not constitute more than 25% of the student body in first year IBDP.

22. >90% of new students entering IBDP years directly (not via the pre-IBDP programme) to be recruited through national committee selection, with the balance being staff children, students who are not eligible to apply through any national committee, IBDP students who choose to opt out of means-testing and are recruited via UWC's Global Selection Programme or regional students from special situations (for example: local refugees, SOS orphans) unless there are special circumstances of the model which are to be agreed by the International Board.

*Approved by the UWC International Board in 2016,  
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