2018 was a difficult year for the international community. The politics of identity and separation, of building walls rather than bridges, advanced further across the globe. These are challenging times for bridge-builders like UWC, but they highlight the importance of making education a force for peace and a sustainable future.

There was a lot of work for UWC in 2018—as, I am sure, there will be in the years to come. Focusing on our impact, we began the thorough implementation of the UWC Strategy: 2018 and Beyond. In line with the Strategy’s three core pillars (Seek, Educate and Inspire), we have significantly strengthened UWC International’s scholarship provision for promising young leaders who do not have the means to pay for a high-quality education (full scholarship provision in our residential two-year programmes is at over two thirds now). We have redoubled our efforts in nurturing these students’ development in our programmes, including through upgraded safeguarding measures. And we have supported the development of more UWC short programmes, which drive both inspiration and impact at a much lower cost per student, than ever before. Through the dedicated work of our staff and volunteers we have come far—and we will have to go much further to make a “dent” in a world of increasing divides.

The second edition of our Annual Review follows, as did the first, this year’s chosen theme for UWC Day: Inspire Change. UWC Day takes place on 21 September each year—coinciding with the UN International Day of Peace—and serves as a day when the entire UWC community comes together to take action in line with UWC’s mission. In these pages you will find the stories of our students, alumni, faculty and volunteers who inspired change in 2018.

You will also get an overview of great new programmes and initiatives: from the UWC Impact Study being undertaken by researchers at the Harvard Graduate School of Education, to the Davis-UWC Dare to Dream scholarship programme worth $100M over the next 20 years, to the appointment of a new Chair of the UWC International Board, UWC International has demonstrated its ability to respond to and to inspire change.

In the spirit of inspiration and renewal, I want to extend a heart-felt welcome to our new Chair of the UWC International Board, Dr. Musimbi Kanyoro. Originally from Kenya, she comes to us from her previous roles as Chief Executive of the Global Fund for Women and of the World YWCA. We expect to go far under her leadership.

And it is with deep gratitude that, on behalf of UWC International and the entire UWC movement, I thank Sir John Daniel for his six years of dedicated service to UWC International. During his tenure as Chair, Sir John oversaw the opening of six new UWC schools and colleges and demonstrated great understanding and sensitivity in leading a globally diverse, yet united UWC movement. We wish him all the best in his future endeavours.

I hope you enjoy this glimpse of the UWC movement—and that these pages inspire you to make change, whether on a large or a small scale—by supporting UWC or otherwise. The world needs more bridge-builders.

With best wishes,

Jens Waltermann
Pearson College UWC 1983–1985
Dr. Musimbi Kanyoro joined the UWC movement as Chair of the UWC International Board on 1 January 2019. Dr. Kanyoro is globally recognized for her leadership of organizations and initiatives that advance health, development and human rights, and served until 2019 as President and CEO of the Global Fund for Women. She also sits on the UN Women Civil Society Advisory Board and the UN Global Compact Board.

Since my appointment as Chair of the UWC International Board almost a year ago, I have begun my journey of meeting people who have very close and long-standing connections to the UWC movement. Among them are alumni, faculty, staff, volunteers and supporters. I have also been privileged to visit two of the schools and colleges and to interact with current students. I have met UWC International Council members, Board members and staff at the UWC International Office. The common denominator among all these people is their enthusiasm and commitment to the ideals of UWC.

Many of the alumni that I met told me that attending UWC shaped their career trajectory. Others told me that it redefined the meaning of education for them. Yet others told stories of how UWC brought them to form their most meaningful friendships and partnerships.

I am slowly beginning to understand the roots of these sentiments. Indeed, I am very inspired by what I have heard, and very impressed by the commitment to service and to the UWC movement that I have seen from so many of its members. This annual review gives us an opportunity to dig deeper into the lives of UWC students and alumni, with the hope that their stories will inspire more people to effect change.

We invite you to join our UWC movement. You can do it from any place, and at any age. May you enjoy this glimpse into the UWC movement in 2018—and may it inspire you as it continues to inspire me.
At first there were just slogans, left to the imagination. “I am because we are”—a friend authored a book about this philosophy. “To whom much is given, much is expected”—my parents always said this one. Another, a famous African proverb: “If you want to go fast, go alone; if you want to go far, go together.”

Then came UWC—where the theoretical sayings that I was so drawn to would find meaning in reality.

I was a typical teenage high school girl in Nairobi and the thought of leaving Kenya to go to school never occurred to me. Studying at an institution like UWC is just something that I assumed would be left to rich kids, whose homes had an upstairs and a green lawn. Until, one day, someone came along and saw that this young girl had potential to make a difference in the world. She was sponsored to attend UWC Atlantic College from 2000–2002. And the rest, as they say, is history.

Two decades after my graduation from UWC, the experience still impacts me every day. After establishing Safari Doctors (www.safaridoctors.org), receiving a CNN Heroes Award, working with a team of passionate changemakers and creating a mini-UWC experience for children in my neighbourhood, I have realised that the UWC experience is timeless. It instilled in me the values that I seek to live up to. It allowed me to see that there is hope for humanity, and that each one of us is indeed the ocean in a drop (not the other way around).

UWC taught me that it is not about what we end up doing in life, it is why we do what we do, and whom we embark on these journeys with. UWC is where my fears and taboos turned into passion and a love for diversity. It is where borders, both physical and social, forever diffused for me. It is where I first started believing in what I was made of, and in what I had to offer to the world.

The story of that young girl, my story, is still unfolding. As I look at my two- and five-year-old children, I take a deep breath and wonder how on Earth I will prepare them for their stories, in a world that presents so many challenges. As soon as this insurmountable feeling creeps in, I am reassured by three letters: UWC.

Lest you forget the power that the UWC unleashes in us, remember: “If you think you are too small to make a difference—you have not spent the night with a mosquito”.

**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:

- **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.

- **Celebration of difference**
  UWC consciously creates supportive environments where differences are valued and recognized for the strength they bring to communities.
— **Personal responsibility and integrity**
Students are given opportunities to practice personal initiative, self-discipline and responsibility, to manage risk and to embrace challenges.

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

— **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.

— **Respect for the environment**
Students are encouraged to take positive action around issues of sustainability on both an institutional and individual level.

— **A sense of idealism**
UWC nurtures the belief that it is possible to make a difference.

— **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.

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

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.

<table>
<thead>
<tr>
<th></th>
<th>avg IB score</th>
<th>≥40pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>UWC</td>
<td>34.9</td>
<td>18%</td>
</tr>
<tr>
<td>Worldwide</td>
<td>29.8</td>
<td>9.78%</td>
</tr>
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</table>

A UWC education is second to none, which is also reflected in the IB scores achieved by UWC students in the IB Diploma Programme (*IBDP*) years during the 2017–2018 academic period. The IB Diploma fulfills the academic requirements for admission to the most competitive and highly-regarded postsecondary institutions in the world, while a UWC education in itself is widely recognised for producing students with exceptional values, leadership skills and a sense of purpose.

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**The UWC Movement**

**UWC Schools and Colleges**
UWC’s 17 schools and colleges on four continents 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.
In October 2018, the UWC International Board granted preliminary approval to a project for a new UWC school in Tanzania. The school, formerly International School Moshi, will open its doors as UWC East Africa on 1 August 2019. Two more projects for new UWC schools and colleges are earlier on in the International Board’s official approval process: one in Colombia, and one in Ras Al Khaimah (UAE). These projects are an important sign of UWC’s global reach—extending to even more parts of the world to deliver opportunities for intercultural understanding.

**UWC National Committees**
To reach students from across the globe, often in the most unlikely places, UWC relies on a unique network of 157 “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 circumstance—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 2018, there were 4,523 active members of UWC national committees, while 1,352 additional volunteers were recorded as dedicating time to national committee operations over the course of the year, often during the candidate selection process. The number of established UWC national committees rose from 155 to 157 in 2018.

**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 access 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.

**UWC Alumni**
The UWC movement is a thriving international community represented in almost every country worldwide by its students, alumni, staff and volunteers. UWC fosters a lifelong commitment to social responsibility and, to date, it 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.
In 2017, UWC and Project Zero researchers at the Harvard Graduate School of Education partnered to launch a four-year study to investigate the transformative nature of a UWC experience on its students. The study is also exploring the extent and kind of impact that UWC alumni are having on their communities and society.

The findings of this study will enable the UWC movement to adapt its educational programmes with a view to strengthening the UWC mission. They may also demonstrate how a mission-driven education affects students’ life choices after graduation, which could have implications for education worldwide.

In 2018, first year IB Diploma Programme students at all UWC schools and colleges were asked to take a survey, answering questions related to the UWC mission as well as students’ intellectual, ethical, and civic/global attitudes and behaviours. Similar surveys will be administered to this cohort of students at the end of the school year, and then again at the beginning and end of the following school year, to investigate change over time. Similar surveys are being administered at ten comparison schools worldwide, to help determine which elements of UWC’s educational programme and experience are truly unique to the UWC movement.

To gain a more profound and holistic understanding of UWC, Project Zero researchers have also started visiting UWC schools and colleges in order to conduct interviews with students, staff and faculty, as well as observations of classrooms, campus life, and co-curricular activities.

In the spring of 2019, all UWC alumni will be asked to contribute to this study by taking an online survey and by volunteering to be interviewed by the researchers. For more information, please visit UWC.org/ImpactStudy.

Essential financial support for the study has been generously provided by several major donors identified through UWC South East Asia.
With more than 5 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 95 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 launching in 2000, the Program has developed into the largest international scholarship programme for undergraduates in the world. In 2018, in collaboration with its vast network of top U.S. colleges and universities, the Davis United World College Scholars Program took on a new cohort of 830 UWC alumni. Over the last 18 years, the Program has funded the post-secondary education of 8,549 UWC alumni from 159 different countries.
UWC International sets the global direction and strategy of the UWC movement, coordinates and supports other UWC stakeholders and develops global funding programmes. Our scholarship programme makes UWC stand out in the growing world of international education, and we are committed 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.

In the 2017–2018 financial year, UWC International fundraised over €6.7 million through more than 1,700 donations in support of UWC programmes, mostly for scholarship provision.

UWC International and our network of UWC schools and colleges are audited independently on an annual basis. The most recent audited financials of UWC International (registered charity no. 313690) are available from the Charity Commission for England and Wales.
A Growing Movement

Financial Year 2017-2018

UWC Movement
Employees

1,181
Academic

1,954
Non-Academic

The UWC movement has grown significantly the last five years. The number of UWC schools and colleges has risen from 12 in 2013 to 17 in 2018 (with a new UWC school to open in Tanzania in 2019).

In 2018, our 17 schools and colleges received $61M in grants and donations toward UWC’s comprehensive scholarship system, which benefits residential UWC students in the IB Diploma Programme years (grades 11 and 12).

UWC Movement
Grants and Donations

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations</td>
<td>14.8%</td>
</tr>
<tr>
<td>Corporations</td>
<td>12.3%</td>
</tr>
<tr>
<td>Other Donors</td>
<td>13.8%</td>
</tr>
<tr>
<td>Governments</td>
<td>36.0%</td>
</tr>
<tr>
<td>Individuals, incl. Alumni</td>
<td>23.1%</td>
</tr>
</tbody>
</table>

Total Income from Grants and Donations: $61M

Total Income

2017
$215M

2016
$244M

2015
$243M

2018
$305M

Total Expenditure

2017–2018
$282M

The total income of our schools and colleges has increased from $243M (£180M)\(^1\) in 2017 to $305M (£239M)\(^2\) in 2018.

\(^1\) Based on USD to GBP exchange rate as of December 2017
\(^2\) Based on USD to GBP exchange rate as of December 2018
The student body across all 17 UWC schools and colleges reflects the UWC movement’s commitment to deliberate diversity: UWC students 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 admissions system for students in the International Baccalaureate Diploma Programme (IBDP) years: these students, usually between the ages of 16 and 19, are sought and hand-selected by a unique network of volunteer-run UWC national committees which operate in nearly 160 countries and territories worldwide. Selections are conducted solely on the basis of demonstrated promise and potential, and independent of socio-economic need.

Throughout 2018, the number of young people receiving a UWC education continued to grow, as stakeholders within the UWC movement commit to facilitate increasingly diverse pools of applicants through programmes such as the Davis-UWC Dare to Dream Programme, the Aurora-UWC Gratitude Scholarship Programme, the Horizon-UWC Scholarship Programme and the UWC Refugee Initiative. UWC is also diversifying its student body through the increased availability of 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 the movement’s history.

In 2018, a UWC education reached a total of 11,675 young people from 157 different countries. 2,335 from UWC schools and colleges and 950 from UWC short courses and summer programmes.

85% of UWC national committee-selected students in the International Baccalaureate Diploma Programme (IBDP) years at UWC schools and colleges received full or partial financial support. Within this group each student received, on average, $54,000 in scholarship funding over the course of their two years at UWC.
UWC’s Global Reach

17 UWC schools and colleges on four continents

UWC national committees in 157 countries

Pearson College UWC, Canada

UWC-USA, USA

UWC Costa Rica, Costa Rica

UWC Robert Bosch College, Germany

UWC Mahindra College, India

Li Po Chun UWC of Hong Kong, Hong Kong

UWC Changshu China, China

UWC South East Asia, Singapore

UWC ISAK Japan, Japan

UWC Maastricht, The Netherlands

UWC Red Cross Nordic, Norway

UWC Adriatic, Italy

UWC Mostar, Bosnia and Herzegovina

UWC Dilijan, Armenia

UWC Atlantic College, Wales, UK

Waterford Kamhlaba UWC of Southern Africa, eSwatini

UWC Thailand, Thailand
17 UWC schools and colleges on four continents
26 UWC short courses on five continents
The Pearson Seminar on Youth Leadership (PSYL), which focuses on leadership through a social justice lens, ran for the twenty-second time in 2018 on the Pearson College UWC campus. The programme now has approximately 1,600 alumni who are inspiring change in their communities around the world.

Andrew Nalani, (Uganda, UWC-USA 2010–2012) a 2011 youth facilitator of the programme, now collaborates with Partners for Youth Empowerment (PYE) as a multi-accredited facilitator and has founded the African Youth Leadership Experience (AYLE) programme, an intensive educational and leadership programme for East African youth leaders based in Uganda. Andrew gave a powerful speech at a recent event organised by the Bill and Melinda Gates Foundation, where he mentioned the impact this UWC short course had on him. In reflecting on his PSYL experience and how this inspired his career, Andrew said:

"At PSYL, I learned what it means to participate in a learning community of diverse others while exploring the consequences and alternatives to unequal distribution of power in issues related to race, class, gender and the environment. PSYL gave me a gift: I found the courage to speak in a voice I recognized as my own, and by that I mean that I found a space to ask my own questions of the world, to imagine my own answers in it, and how those answers could shape a better world. Prior to that, a lot of education for me was sitting behind a desk and repeating on an exam what the teacher said was the "right" answer. At the end of four weeks at PSYL, I asked myself "Why has it taken me 17 years to feel so alive about an education experience?" This sense of aliveness is what I now call empowerment—and that, for me, has become the ultimate touchstone for what ought to result from a worthwhile education. I believe that every young person ought to have access to an education experience that supports them to come alive to their own purpose and potential."
Providing UWC Scholarships Against All Odds

Since its founding in 2007, the UWC Yemeni National Committee has worked diligently to promote UWC within Yemen and recruit students based on their promise and potential. However, when war broke out in 2015, their work was made particularly difficult as the country’s airports shut down and all foreign embassies began to evacuate.

“It was a difficult year for everyone in Yemen and in particular for students, as schools was suspended for that year,” says Rajaa Bazara, the committee’s Chair. “We decided to suspend the scholarship programme for that year as a result. Nonetheless, during this year I immediately began trying, as the head of the UWC Yemeni National Committee, to find an alternative approach for sending our students despite the nationally-imposed blockade.”

Rajaa and her colleagues began making contact with embassies in neighboring countries, often successfully requesting assistance in facilitating visa procedures for Yemeni students despite the blockade and ongoing conflict. The UWC Yemeni National Committee fought hard against all obstacles in their way, and managed to keep the scholarship programme going within Yemen. “In 2018 we sent five students to various UWC schools and colleges, including UWC Costa Rica and UWC Changshu China,” says Rajaa. “I strongly believe that education is the only path to survive war.”

UWC thanks the members of the UWC Yemeni National Committee, and all other UWC national committees in conflict zones, for working tirelessly to provide young people with access to a UWC education even in the harshest conditions.

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Inspiring Change through Education in the Middle East

It’s safe to say that Oded Rose (Israel, Pearson College UWC 1980–1982) was inspired by his UWC experience. So much so, in fact, that he has worked for decades to bring the UWC experience to as many young people as possible in his home region of the Middle East.

Upon graduating from UWC, Oded founded the UWC Israel National Committee, which to this day selects promising Israeli students for places at UWC schools and colleges each year. Oded served as the head of UWC Israel for ten years and in 1988 initiated the Committee’s robust three-step selection process, which includes a two-day selection camp for UWC candidates.

Nearly 25 years later, Oded took his dream of creating a UWC experience in the Middle East to another plane when he founded the Eastern Mediterranean International School (EMIS) in 2014. With a mission to “make education a force for peace and sustainability in the Middle East,” a robust scholarship model and an educational model centred on the values of respect, diversity and global citizenship, EMIS shares deep roots with the UWC movement—and works to promote peace and dialogue in a part of the world where they are most needed.

Of his time at UWC, Oded says: “It influenced my future in so many ways. It basically opened my eyes to the world and the fact that we are all human beings. We all lived in one country and were affected by the media there, not REALLY knowing what’s going on in the rest of the world. Then when you can live in such a place and see hundreds of others just like you, but different in faith, culture, or colour, you realize that we can actually talk to each other and strive for peace. It all depends on us, the people.”
In a time when the world seems to be more and more divided, and intolerance thrives, I have found myself revisiting my time at UWC to harness some of the positive energy of my interactions there. I realise the importance of the relationships I founded at UWC, where I learned from and about people from different cultures and beliefs. I lived, learned, ate and had conversations with people who were willing to change and adapt. From my time at Pearson College UWC, I learned to believe in humanity.

After graduating from UWC, Dr. Lai Heng Foong (Malaysia, Pearson College UWC 1988–1990) studied pre-medicine and Philosophy at Dartmouth, completed a Masters in Public Health at Johns Hopkins and earned a medical degree in Australia.

As a pre-med student, Lai volunteered in a mobile clinic in South Africa and briefly worked in Cambodia. As a junior doctor, she worked with Médecins Sans Frontières (Doctors Without Borders) in war-torn Angola, and in many remote Aboriginal communities in Australia. She now works as a specialist in International Emergency Medicine, also in Australia, and volunteers her time to teach emergency medicine in areas of the world such as Sri Lanka, Cuba and Kashmir. Lai also works with health advocacy organisations, and promotes cultural competency in medicine: impacting the way other health professionals deliver care to vulnerable populations.

Lai says that the path her medical career has taken is due in large part to her UWC education. “I chose Emergency Medicine as a speciality because we treat patients from all walks of life, with no regard to race, religion or social background. Everyone comes to us and we help them.”

“My UWC experience demonstrated to me how similar we are no matter which country we come from, and no matter what our socio-cultural backgrounds are. It underlined the commonalities that we shared and showed me how to navigate conflict, whether personal or political, by embracing our humanity, with curiosity and generosity. The environment at Pearson College UWC helped set my moral compass, with an unwavering belief in international understanding and in building peace among peoples.”
Empowering African Women on Campus

Tatenda N.C. Dzvimbo (UWC Mostar 2015–2017) was raised in Zimbabwe by a single mother. There were times when resources were scarce, says Tatenda, but the hard work, love and determination of a single mother—and her encouragement of Tatenda to apply to UWC—changed the narrative of her life.

Tatenda was accepted as the first Zimbabwean to attend UWC Mostar in Bosnia-Herzegovina, and graduated in 2017. As a first year student at the University of Oklahoma in 2018, she took a step back to observe whether and how other women of colour were represented on campus. She couldn’t find any student organisations where she felt she could belong, and where she would have a platform to represent and express her culture and identity.

“I sat and wondered: what I can do to make a difference? What can I do to make us feel like we belong? What can I do to protect and preserve the riches of our heritage and tradition, passed down from generation to generation?”

Founding African Women’s League (AWL) was the answer. AWL is an organisation at the University of Oklahoma which seeks to connect and empower African women. “For the longest time the African girl child has been undermined and oppressed by the patriarchy”, she says. “AWL aims to change that rhetoric by representing what an African woman truly is and giving her the opportunity to nurture herself into the leader she is destined to be. We aim to bridge the gaps of inequality, bring an understanding of who we are, where we come from and what we represent. We are a people that has a voice—and we belong.”

“Just like many others my life was impacted by the virtues, principles and morals taught to me by UWC. To whom much is given, much is surely expected. I will continue to speak out, unite forces and bridge people to make this world a better place.”
From our personal teaching experiences in local schools, we could see that educational disparity in China is caused in part by a lack of training in 21st century skills (otherwise known as the "Four Cs": collaboration, communication, critical thinking and creativity) in schools in underserved areas. We realised that experimental science could be one of the best platforms for us to inculcate those Four Cs in children. Thus, we decided to focus more on cultivating 21st century skills in children when planning ULAB classes.

ULAB is a student-led service CAS (Creativity, Activity and Service) activity at UWC Changshu China founded by students Jia, Wutt, Elena and Arona in January 2017. By providing hands-on, experiential science and technology training in local schools, this team of students and educators seeks to alleviate educational inequality and encourage a love for science and learning among underserved students.

Elena (Georgia, UWC Changshu China, 2016–2018) shares the story of how this initiative changes the lives of local students: "In the very beginning, ULAB was a way for us to share our passion for natural sciences with children. We wanted to spark students' interest in the natural sciences by engaging in practical science experiments, allowing them to explore different scientific concepts. As our project developed and grew, we realised that ULAB could also help to solve the big problem of educational disparity in China."

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In May of 2018, a group of brand-new UWC alumni embarked on what would be a record-breaking, life-changing journey. The group, which included Jerry (China) and Magdalena (Germany) from UWC Mostar’s class of 2018, and Raghdan (Syria) and Kesava (India) from UWC Mahindra College’s class of 2018, became the youngest-ever group to cycle the Silk Road, when 80 days and 4,033 kilometres from when they set off in Istanbul, the team reached China.

The team travelled through nine countries, spreading the UWC mission and values wherever they went, by engaging with the people they met in conversations about shared humanity and environmental sustainability. Before the cycling journey began, the team had high hopes for their trip: “I believe our journey represents what UWC stands for,” said Magdalena. “We want to bring people from all over the world closer to each other by sharing and spreading the thoughts of humans.”

The group of enthusiastic UWCers shared stories throughout the course of their journey showcasing the kindness of strangers, the beauty of diversity and a deep appreciation of the environment—inspiring people across the UWC movement and beyond to pursue positive change and live the UWC mission.
Change can be overrated. Change for the sake of change can be dangerous. Witness the world.

Change with a purpose, change with a vision, can be transformational. Transformation that leads to peace and sustainability is worth inspiring, but this kind of change is hard. It isn’t swept in by popular demand. It doesn’t fit neatly into an empty slogan. It isn’t possible if hearts and minds aren’t engaged.

Recently, I got to watch the beginning of change that holds out the possibility of transformation. We are in the midst of reclamation and renewal at UWC-USA. Reclamation of our ideal to be a diverse community that is intentional in its living of the UWC mission and values. Renewal of the best that UWC culture has to offer by examining what is worth passing down and what is not. This is the most difficult kind of change there is. It isn’t so much a “reaction against” as an “aspiration toward.” “Reaction against” is easier, and can degenerate into change for the sake of change. Aspiration isn’t change for the sake of change. It is hard work in service of an ideal, and it requires those who are willing to lead.

As part of our community-building efforts, our first-year Student Council (STUCO) members stepped up last year, recognizing that assembly held out the potential to be a major culture builder. So how to change assembly from a drudgery to a draw? How to create a space for community to grow, for culture to bloom?
Our STUCO students decided to create a forum for discussion that would bring the whole community together. They considered content that would inspire discussion about local and global issues. They considered the appropriate length for forum and the time of day that would best assure its success. They considered how to frame and format it. They considered how to make it truly student-driven.

Even with all of this thoughtful preparation, there were bumps early on. Unilateral decisions that didn’t take into account different stakeholders and their various expectations. Attempts to fulfill certain aspects of the vision but losing sight of others. Missing opportunities for advance communication only to have to do damage control later.

But what wonderful bumps they were! How inspiring to see our students learn by taking risks and failing, regrouping, and coming back stronger! Inspiring change isn’t easy. Leading change is harder still.

Change can be overrated. But sometimes it’s not. Change for the sake of change can be dangerous. But change for the sake of reclamation and renewal is worth striving for. Witness the world.

Victoria J. Mora
I first applied to UWC as a student in 1990 when I was 17 years old. I wanted to join the world and I wanted to save it. It was my first ever interview and I was not selected. 18 years later, I was hired as a mathematics teacher at Waterford Kamlaba UWC of Southern Africa. Coming to Waterford felt like coming home and I spent six wonderful years there. However, working for UWC, whose mission is to educate for a sustainable future, while at the same time flying between Southern Africa and Stockholm up to three times a year created a moral dilemma that in the end, I could not ignore. So, in 2014 I joined the newly founded UWC Robert Bosch College where, in longer holidays, I can take the train home to Sweden.

How can I describe what being a UWC teacher is? I can’t and that is why I love it—it is not one thing, one job; it is a thousand little pieces every day. It is the intellectual challenge of teaching advanced mathematics in English to students whose background in the subject is as diverse as their first languages. It is comforting a student in my residence who is worried about their family’s situation back home. It is showing another how to use the washing machine (again). It is spending my lunch hour helping a project week group plan a visit to Krakow. It is extra maths help sessions in the evening. It is a cup of tea with a tutee who’s had a fight with their roommate. It is taking the tram across town on a Wednesday morning with the students in my service group to make frogs of paper with five-year-old immigrant children at a local kindergarten. It is staying up after midnight, because the marking also needs to get done and, since my amazing students deserve well-prepared and interesting lessons, those must be planned. It is teaching beginners knitting in my living room on Tuesday evenings. It is residential meetings, outdoor weekends, Special Focus Days and many meals shared. It is hugging and arguing and joking and struggling to see someone else’s point. It is the grand flag-waving events and the small seemingly insignificant moments. It is laughing every day and sometimes crying because there is only so much time in a day and always so much more to do. It is giving and giving and giving until you feel like there is nothing more to give. But then you wake up the next morning...
and find that there is always more, because no matter how much you give, you get infinitely more in return. Instantly and obviously on a personal level through the relationships we form, but also on a more general level; the energy it gives to work for an organization whose official mission is so closely linked to my personal one cannot be underestimated.

Banal as it may sound, for me teaching at a UWC really is living the mission. One of the most rewarding aspects of being part of UWC is being constantly inspired to be better. Not in a competitive way but on a personal level. So many stories and different experiences have made me realize that everyone has something unique to offer, meaning that I do, too. And watching my students courageously and enthusiastically strive to improve on all levels of their UWC experience makes it impossible for me not to want to do the same. However, this is also one of the challenges with being a UWC teacher; you almost never feel satisfied. Every student, every project, every cause is so worthwhile, so deserving, so exciting that it makes you want to give your best, and then improve from there; it is not only our students who struggle to get enough sleep.

And, of course, agreeing on what “best” means and how to achieve it comes with its own challenges. Like our students, our teachers also come from a wide range of cultures and educational systems. But to accommodate and even embrace the tension between celebrating difference and emphasizing our universal common human core is, to me, at the very heart of the mission for any UWC community. Each of our students come with their unique set of goals and dreams as well as ideas on how they want to achieve them—to support them individually in this pursuit and to see them grow and gain confidence, while also creating an atmosphere of tolerance and mutual respect is a deeply important and daily challenge. But above all, it is a privilege and a joy. Being a UWC teacher is to live each day surrounded by hope and by willingness to action.

Sara Edström
We Dare to Dream

The Davis-UWC Dare to Dream Programme was launched in early 2018 through a pledge by UWC patron Shelby Davis of over $100M towards the UWC movement’s scholarship fund. From 2018 onwards, the donation will provide funding for 100 additional scholarships per year for students selected through UWC’s 157 national committees to attend UWC schools and colleges worldwide for their final two years of secondary education.

The Programme celebrates UWC’s continued commitment to seeking out and educating the most promising students regardless of their socio-economic background. It specifically celebrates, strengthens and challenges UWC’s national committee system, inspiring them to reach out to youth from all parts of society and to increase their sustainable fundraising capacity.

In 2018, Dare to Dream was able to provide funding to 100 scholars from a diverse range of countries to study at all UWC schools and colleges for two years, with just over $2.1M in funds dispersed. In 2019, Dare to Dream is again expected to fund 100 scholarships to all UWC schools and colleges.

“UWC has made me a better me. Being around motivated kids with winning habits who want to be changemakers keeps me young at heart, more optimistic and more energized. And what is a changemaker? In her graduation speech, a UWC student from Mexico said it best to her classmates: “It means helping make the difference between what our world is and what our world deserves to be.”

UWC kids come together, work together, and almost without knowing it learn the lesson of leadership espoused by Dwight D. Eisenhower. He said leadership is like pulling a string across a table. It will follow. Push it and it will go nowhere at all.”

From Shelby Davis, Philanthropist behind the Dare to Dream Programme
Working in Partnership

For 56 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 its numerous well-established partners, with whom it stands together to demonstrate how an education which values and celebrates diversity is the education of the future. UWC thanks its partners for their support, guidance and collaboration throughout 2018 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 its growing number of donors for their significant level of support.

UWC would not be able to flourish without the support of its 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.

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