Welcome

Our world needs young people who are driven by a common sense of humanity and purpose. Young people who want to develop their skills and knowledge, not just to better their own lives, but also the lives of others.

We need young people whose vision extends beyond their own community, nation and desire for individual success. We need them to work together, across all backgrounds, nations and cultures, to build a more peaceful and sustainable future.

Our role is to help them realise that they can. UWC’s mission is to make education a force and this Annual Review gives an account of how that was done in 2019.

In August, we welcomed the 18th UWC school into our network. UWC East Africa is our second school on the African continent, and it builds on the 50 year legacy of International School Moshi (ISM) in Tanzania, the first IB-school on the continent. We also welcomed new people to the UWC movement. Dr Musimbi Kanyoro began her term as the Chair of the UWC International Board, bringing a renewed sense of activism and wisdom from a lifetime spent serving women and young people. She recently returned to her homeland of Kenya after many years working with major NGOs in Europe and the US. Her fresh energy and ideas are already rippling across the network.

And we welcomed new ideas: 2019 marked the launch of a UWC movement-wide collaboration to re-examine UWC’s education programmes in a way that ensures our model of education meets the needs of students and promotes conditions of learning that help them to thrive in our changing world, and learn to change it for the better.

At UWC, we believe in possibility. Within these pages, you’ll read stories of how our students and community members have turned that possibility into something real. You will hear from scholarship students on the impact of a world of education and experiences they would never have had access to if it weren’t for our generous supporters.

Our supporters make UWC possible. Close to 5000 volunteers bolstered the UWC movement this year with their time and expertise. The generosity of our donors enables students from all backgrounds to experience a UWC education, while also providing the vitally important funding for campus spaces and buildings.

We are humbled to continue working with great organisations, including the Horizon Foundation and Aurora Humanitarian Initiative, which are both featured in this year’s Annual Review. We are grateful for the continued generosity of our patron, Shelby Davis, for the support he provides our students at UWC, and beyond, and for helping us to build on our own culture of giving back within the UWC movement. And we are delighted to welcome a number of new partners this year.

We’ve come so far already, but there is still a lot more work to do. The politics of identity and separation are taking root. Walls of nationalism are rising in many places. It is our hope that this year’s Annual Review will give you reason to believe that - with a UWC education - a truly united world can still be reached.

Thank you for all that you do.

Jens Waltermann
Executive Director, UWC International
Pearson College UWC, 1983-1985
In my first year as Chair of the UWC International Board I have been struck by the strong sense of community which binds this organisation together. Students, volunteers and alumni burn with passion for an educational experience that changed their lives. And they are determined to pass it onto the next generation.

However, what makes this sense of community so extraordinary is that it is a direct connector to the wider human community that UWC was founded to bring together. In a room filled with UWCers, you cannot help but believe that we are indeed one united human race. There, the faces and voices of all countries, creeds and colours are represented in one place, learning from different pasts and collaborating towards a shared future.

The exchanges that take place at UWC schools, short courses and meetings do not just result in empty words. When you explore this Annual Review you’ll quickly see how these interactions are the catalysts for action in different communities around the world.

The world is calling for us to join hands. We invite you to join us, too. You can do so from any place, and at any age. May you enjoy this glimpse into the UWC movement in 2019 - and may it inspire you as it continues to inspire me.

Dr. Musimbi Kanyoro joined the UWC movement as Chair of the UWC International Board on 1 January 2019. Dr. Kanyoro is globally recognised for her leadership of organisations and initiatives that advance health, development and human rights. Until mid 2019 she served as President and CEO of the Global Fund for Women. Dr. Kanyoro also sits on the UN Women Civil Society Advisory Board and The UN Global Compact Board.
Who We Are

Our Vision

UWC is a global education movement that brings together young people from deliberately diverse backgrounds. Our schools and short courses equip them with the skills, values and perspectives that empower them to build a more peaceful and sustainable future.

To ensure that a UWC education is accessible for anyone with the drive and potential to positively impact their community, we raise over $60m a year in scholarship funds.

Most of our students are aged between 16 and 19 years old. This is a time when young people’s energy and idealism can be guided towards empathy, responsibility and lifelong action. Our students come from all kinds of cultural, ethnic and socioeconomic backgrounds, and over 150 different countries.

This level of diversity is integral to a UWC education. By bringing together the entire spectrum of our global society, from refugees to royalty, young people’s eyes are opened to fresh perspectives. They learn to navigate intercultural and intersocietal tensions and differences in a way that enables them to see the world as one global community.

Our Approach

SEEK

Our community is deliberately diverse. We welcome students from across the globe through two application routes:

THE UWC NATIONAL COMMITTEE SYSTEM

Our national committee system of volunteers is present in over 150 countries. The committees find students from within their own regions, often in the most unlikely of places. These students are selected based on their potential to thrive at a UWC school or short course, independent of socio-economic means.

Once the most promising students have been identified through a rigorous selection process, our financial assessment process allocates scholarships to those who need them. For 2019 entry, 1595 students were selected through this route, with 1400 (88%) of those students receiving partial or full scholarships.

THE GLOBAL SELECTION PROGRAMME (GSP)

Students who are able to pay the full fees for a school can apply through the GSP route. This is open to young people who wish to apply to a UWC school or short course, independent of socio-economic means.

For 2019 entry, 111 students were selected through this application route.

Students applying through either selection route are assessed along the same UWC selection criteria.

EDUCATE

A UWC education strives to empower students to create a more peaceful and sustainable future. Although each school and UWC short course operates differently, our educational model provides the framework for all UWC students to develop the skills and perspectives that will help them on this journey. A UWC education can be accessed through two educational experiences:

UWC SCHOOLS

UWC’s 18 schools on four continents provide unparalleled learning opportunities for students. Each have their own distinct characteristics, but all our schools nurture students’ passion for service, action, and creativity. They foster academic excellence, and encourage intercultural understanding, compassion and innovation. In their final two years, most students enroll in residential programmes where they live and learn alongside fellow young people from the most diverse backgrounds and cultures.

UWC schools place a high value on experiential learning, while also providing students with the world’s most recognised international diploma: the International Baccalaureate Diploma Programme (IBDP).

UWC SHORT COURSES

UWC short courses offer an intense and immersive experience with a focus on experiential learning. With a duration of usually one to four weeks, these short programmes increase the number of people who can access a UWC education. Participants may come from the same country, region or continent, or they may be an entirely intercultural group. UWC short courses focus on a variety of different themes or skill sets: from youth leadership to sustainability, from dialogue to migration, from gender to conflict resolution.

INSPIRE

Whether UWC students spend two years at one of our schools or as little as 10 days at a UWC short course, they will forever remain a part of a thriving international community. Guided by the UWC values and mission, members of the UWC movement become actors of change and forces for good, in whichever field they choose to pursue. To date, a network of almost 60,000 alumni across the world have been empowered to inspire others.
Our Global Reach
Our Impact in 2019

THE UWC SHORT COURSE DEVELOPMENT INITIATIVE
UWC International and the UWC Spanish National Committee joined forces this year in the build-up to reaching 3,000 UWC short course participants by 2023.

UWC DAY
UWC Day events around the theme "Climate of Change" took place in 73 countries. Activities included joining the Fridays For Future Climate Action protests around the world.

THE 18TH UWC SCHOOL
In August 2019, we welcomed UWC East Africa in Tanzania. UWC East Africa is the second UWC school on the African continent. Welcome!

UWC INTERNATIONAL ANNUAL GOVERNANCE MEETINGS
The meetings were held at UWC Atlantic in Wales in November, bringing together the UWC International Council, the UWC International Board and all its committee members for a week of exchange, discussion and joint agenda setting.

WE WELCOMED NEW PARTNERSHIPS
The European Union
Stichting Careduca Foundation
Pestalozzi International Foundation
The Sheikh Saud bin Saqr Al Qasimi Foundation
RSAAcademics
EBRD
Olivier Descamps Family

UWC @ UN
Young UWC alumni were invited to the UN to meet the General Assembly President and UN ambassadors.

YOUNG AURORA
"Smokeless Kitchens", a student-driven project from UWC East Africa won the first prize of $4000, with "Young Voices" from UWC Atlantic and "Precious Plastic" from Pearson College UWC winning the runner-up prize of $2000.

UWC DAY
UWC Day events around the theme "Climate of Change" took place in 73 countries. Activities included joining the Fridays For Future Climate Action protests around the world.

SELECTIONS!
156 UWC national committees selected students for Entry 2019 and the second round of the Global Selection Programme (GSP) took place this year in London, Toronto, Amsterdam, Dubai and Bangkok.

HARVARD-UWC IMPACT STUDY
7676 UWC alumni completed the alumni survey which investigates the transformative nature of a UWC experience on its students. The final report will be published by Project Zero of the Harvard Graduate School of Education in 2021.

4908 VOLUNTEERS contributed 74,434 hours to the UWC movement.
Our Students

In 2019

STUDENTS REACHED

In 2019, a UWC education reached a total of 11,704 young people across its schools and short courses from 161 countries.

Total number of young people reached across all UWC schools and short courses
11,704

Total number of students across UWC schools
10,786

Total number of young people who participated in UWC short courses
918

Total number of IB Diploma Programme students (grades 11 and 12)
4,847

Total number of UWC national committee selected students in residence (grades 11 and 12)
3,151

STUDENT SCHOLARSHIPS

86% of UWC national committee-selected students in the International Baccalaureate Diploma Programme (IBDP) years at UWC schools received full or partial financial support. Within this group each student received, on average, $59,000 in scholarship funding over the course of their two years at UWC.

BEYOND UWC

891 UWC graduates entered the Davis-UWC Scholars Program in 2019, with scholarships to 92 US colleges and universities, including all eight Ivy League schools.

They join the 3,113 Davis UWC scholars from 127 countries currently benefiting from the Program, and the 9,428 UWC graduates that have been supported by the Program since it was launched in 2000.

Our Students

GENDER BREAKDOWN

55% female students
5959

44% male students
4821

0.1% trans/non-binary students
6

IB RESULTS

IB Average Score of UWC students in 2019
34.7

IB Average Score Worldwide in 2019
29.6
A World Class Education For Everyone

In 2019, we welcomed 1400 new scholarship students to our schools. That’s 1400 individuals, and 88% of all national committee selected students, who would otherwise not have been able to access this exceptional opportunity in international education.

This is possible because we work together with a number of generous and well-established partners. Year on year, this means extending the life-changing opportunity of a UWC education to an ever-more-diverse group of young people.

And thanks to our University Scholarship Partners, the education that students receive at UWC is only the first step. This year alone, 891 UWC students received scholarships through the Davis UWC Scholars Program to further their education at 93 US colleges, including all eight Ivy League schools. Other partner institutions offering our graduates unique scholarships include UCL London, the Sustainability Management School in Switzerland, the American University of Armenia, Université Catholique de Louvain, Switzerland, the American Graduate School of Business in Switzerland.

Baher Alabd from Syria, UWC Atlantic, 2019-2021
Horizon-UWC Scholar

“We were living a normal life in Syria until the war started. Then everything changed. Every day bombs were dropped on our neighbourhood. I remember the day my father was killed, I can’t forget it. I was at school when I was told he was dead. I remember thinking, now I am alone in the world.”

At the age of twelve, Baher began life as a refugee in Lebanon. After years spent trying to earn enough money to pay his rent and attend school during the week, Baher discovered UWC. He applied through the Syrian national committee and finally received an offer for UWC Atlantic with a scholarship from the Horizon Foundation. “I will never forget that moment. I had been so worried about my future and then I received an email one morning saying I had been accepted to UWC Atlantic. I was beside myself with happiness, I just couldn’t believe it.”

Baher has now been at UWC Atlantic for a full term. “When I first arrived, I was awestruck to see the Castle, the dining hall, the gardens, all the places I had been looking at in photos every day. I have done so much already and yet there is still so much for me to experience and achieve here. It has been completely life-changing.”

Impressed by the essays he wrote for his UWC application, Baher has been offered a full scholarship by a university in the US, but he is already looking beyond that to the impact he can make in the world. “I have a lot of dreams, and now that I’m at UWC Atlantic, more and more of them have not only become possible, but they have become my duty to fulfill. One day, I would like to become a global advocate for children living in war zones, as I was, and to give a voice to those who often aren’t given one.”

Uche Frances Lyere from Nigeria, UWC Thailand 2018-2020
Dare to Dream Scholar

“I grew up in the Delta State in the South of Nigeria. My parents tried very hard to put my brothers and me through school but the economy was hard. I always thought about how it would feel studying somewhere I would be given the opportunity to reach my full potential and to know a better version of myself. I wanted to achieve what my brothers and parents could not and I wanted to give them a better life. When I was finally awarded a scholarship to study at UWC Thailand, it was the best feeling. It was the beginning of another adventure, it felt like I was in a dream that I earnestly wished was a reality.”

Having now been at UWC for almost two years, Frances says: “My UWC experience so far has been exquisitely challenging. I am learning that there is a better side of myself that I am just realising exists and as time passes, I have learnt to challenge my way of thinking, my ideas, my beliefs and my expectations. I can’t possibly change the world but I want to change and help the people around me. I want to make an impact on people’s lives no matter how little. I want to be someone that my family and I can be proud of and to give a wonderful life to the people I care about.”

Marton McCue from the UK, UWC Mostar, 2019-2021
RSAcademics - UWC Scholar

Marton was born in Hungary and emigrated to Darlington, UK, when he was nine. When he first heard about UWC, he was immediately intrigued: “I was incredibly anxious all the way up to the day when I got my acceptance letter. I received the letter in the afternoon, and felt joy like I never had before. Coming from a disadvantaged area and background, I first didn’t think that UWC was my place. But then the RSAcademics scholarship showed me that UWC is for everyone, regardless of wealth or status.”

Describing his UWC experience so far, Marton says: “UWC is about doing anything and everything, beyond your wildest dreams, all in a day. In just these past three months I have learnt so much and grown so much as a person. I’ve finally understood that I can do so much more than I ever thought possible if I put my mind to it.”

Looking to the future, Marton says: “My dream for the future is to return to my hometown and help improve the lives of those who were in the same disadvantaged situations I was in before coming here. My ultimate goal is to be able to sponsor one more person from a disadvantaged background to attend UWC as I know what an amazing opportunity it is for so many high achievers who are in no financial or social position to think that an experience like this one would be possible for them.”
In an era of climate crisis, increasing social divide and rapid technological advancement we need students who are capable of shaping a better future, building bridges and solving problems. Educational research has made it clear that current school testing systems and overly structured learning environments are insufficient for this purpose.

This year, UWC schools across the network have made significant progress in reimagining some of the component parts of a UWC education. The Land and Sea Stewardship course at UWC Atlantic or Slavery Studies at UWC Dilijan are among the courses specifically designed this year to make education a force for change in the 21st century. At some UWC schools, educators are also experimenting within the existing IBDP framework with methodologies such as gradeless and self-directed learning, to allow students to follow their own curiosities and centre the focus on intrinsic motivation and self-directed learning skills.

UWC short courses, meanwhile, have emerged as an outstandingly effective way to focus on those parts of a UWC education that we know our students cherish the most: building communities across differences and being equipped to solve the problems our world faces. To ensure that the opportunity for young people to join UWC short courses continues to grow towards UWC’s goal of reaching 3,000 participants by 2023, the first UWC short course conference and subsequent UWC Short Course Development Initiative was also launched this year.
A New Generation of Bridge-Builders

This year, students from 161 countries and many more communities, cultures and circumstances came together to share a campus space and an education. Israelis and Palestinians shared a dorm room. Turks and Kurds shared a global politics class. Muslims from Kashmir debated election results with Hindus from New Delhi.

In 2019, the EU Scholarship Programme for Cypriot Youth at UWC was also established. With the goal to help build bridges of mutual understanding within Cyprus, the European Union is granting six full scholarships for Cypriot students to attend UWC Mostar in 2020.

By living with - and learning from - people from the other side of the wall, ocean or valley, students learn to navigate the tensions that divide our world and begin to see the similarities that unite us. They bring these experiences and skills with them wherever they go next, helping others to resolve conflict and build bridges rather than walls.

Tajra Karabasić from Bosnia and Herzegovina, UWC Mostar, 2018-2020

“I am a student who comes from a conflict zone that is home to three different nations: Bosniaks, Serbs and Croats. Since my childhood I experienced inequality and mistreatment from people of different nationalities. But at UWC Mostar I have had the chance to hear different stories and experiences from students from all over the world. It has taught me so much about respecting others and valuing differences, and also drove me to start my own Peacekeeping Project, focused on Serbia and Bosnia and Herzegovina, to ensure that in the future hate won’t stop this region from being successful and innovative.”

The Project was organised in cooperation with a neighbouring IB school, and involved Bosniak, Serbian and Croatian students with the aim of re-examining the history of the region together and addressing the tensions that persist between the ex-member states of former Yugoslavia.

“One of the goals of this project was for us younger generations to spend time together and realize that we are actually all very similar and that those small differences shouldn’t be a barrier to success. And it ended up being even more successful than I expected. Although there was some discomfort between the students of different nations at the start, that quickly evaporated as we examined together how people from all three nations used to live and work together. The project showed me that we younger generations are much more open minded and want to cooperate with one another. I strongly believe that in the future, when younger generations come to power, we will all be better off. After graduating from UWC it will be my mission to show even more people that hate will bring us nowhere and that we really are stronger together.”

Alice Munnelly from Ireland, UWC Costa Rica, 2012-2014

Alice is a lawyer in training and the co-chair of the Young Mediators Group. She is also doing a Master’s degree in War Studies at King’s College London, with a view to becoming a mediator in conflict zones. She has delivered pro bono mediation services in the UK as well as conflict resolution training programmes in the U.S. Her interest in mediation began at UWC Costa Rica.

“It was through the service options offered at UWC that I first had the opportunity to train as a cross-cultural mediator. We acted as peer mediators and delivered mediation workshops in different Costa Rican communities, ranging from schools to rehabilitation centres. There’s a direct link between my first experience of mediation at UWC and my professional interests now.”

She says of her experience at UWC: “Living with people from around the world taught me that actions carry different meanings when interpreted through diverse experience. Each one of us arrives at UWC with the stereotypes that consciously and unconsciously prevail at home and then find the means at UWC to constructively address and embrace those differences. Through student gatherings, community meetings and even mealtime discussions, we engaged with both the relational and substantive elements of disputes. We were empowered to create our own outcomes based on clearer and more confident understandings of ourselves, reconciling relationships as well as world views in the process. These experiences convinced me of conflict’s transformative potential, which is the very reason why I combine a career in law with the practice of mediation.”

Tajra Karabasić from Bosnia and Herzegovina, UWC Mostar, 2018-2020

Alice Munnelly from Ireland, UWC Costa Rica, 2012-2014
When the team found out that respiratory disease was one of the leading causes of death in Tanzania, and that it was directly linked to smoke inhalation caused by the stoves most families used everyday for their cooking - they went about designing their very own smokeless stove design. These stoves are low-cost, remove smoke from inside the house and use significantly less fuel. This design had the potential to solve two crucial issues: the overwhelming effects of smoke experienced by families in the Moshi region and the amount of time women had to spend each day collecting firewood. But the big question was how they could make these stoves available to families in villages across the local area. This was when the opportunity to apply for the Young Aurora prize arose.

A few months later, the team found themselves on a stage at UWC Dilijan in Armenia, accepting $4000 in prize money to further develop their project. Reflecting on the journey the team have taken so far, final year student Yahaya Ndutu from Tanzania, who was himself diagnosed with a respiratory disease at a very young age due to smoke and dust, says that it is the “realisation that even teens, with the right motive and a structured organisation, have the power to enact life-changing projects” that will stay with him.

UWC Atlantic Young Voices Team

The Young Voices team found that a lack of civic engagement among young people in Wales is giving rise to a host of societal issues, including deepening inequality, social exclusion and a culture of blame. “At its core”, they say, “our project embodies our belief that every young person should actively participate in society in our capacity as citizens.”

To tackle this issue on the local level, they set about designing a peer-led civic education programme for 13 to 18 year olds with the aim of passing on all that they learnt at UWC. The programme was created to help young people in neighbouring schools become engaged and compassionate citizens of tomorrow, while also closing the gap between the civic awareness of teenagers from different socioeconomic backgrounds. On the national level, the team are also working working with the Welsh Youth Parliament, the Electoral Reform Society, Youth Cymru and other leading organizations to advocate for Votes at 16 legislation and the inclusion of civic education into the National Curriculum. The Young Aurora jury expressed their heartfelt admiration for the team and pledged $2000 to help them achieve the next goals they have set out for their project.

Pearson College UWC Precious Plastic Team

Antoine from Switzerland and Eden from Canada were inspired to start their Precious Plastic project in a Marine Science class, where a beach clean-up forced them to come face to face with the critical need for proper recycling practices. The pair felt disheartened by the lack of action on this issue in the community, and decided to take their own steps.

The result was a plan to build a small plastic recycling factory on campus. This will allow the team to reduce the amount of plastic wasted on campus, while also helping to inspire the surrounding community to follow in their footsteps. Antoine says, “we could not live with the UWC mission of creating a more sustainable future while knowing that tonnes of plastic were habitually being thrown out at our College. Even if our project cannot solve the wider issue of plastic waste, we truly believe it can bring Pearson College UWC a step closer towards its ultimate goal of a sustainable future. We would be so proud if we could also set an example for other schools and colleges in this regard.” We look forward to seeing the team move towards this goal with the $2000 they received at the Young Aurora final.

A New Generation of Change-Makers

How do you inspire and equip students to be the change they want to see in the world? This year, over 1200 service projects took place across UWC campuses, spanning a huge range of causes from offering peer support to fellow students and helping to maintain the campus, to reaching out to local organisations, schools and community centres.

26 UWC short courses inspired 918 participants on a wide array of topics, from developing a practical approach to building a sustainable future in its economic, social and environmental dimensions, to exploring community building techniques and opportunities for youth activism.

Service Learning is a cornerstone of a UWC education. Many alumni reflect that it was both one of the reasons they chose to go to a UWC, and one of the experiences they cherished the most. Students are encouraged to look beyond the current state of affairs, and see the possibilities for change they provide. This gives them a strong sense of the benefits of service, the power of community, the challenges of change and the opportunities that accompany failure.

Among the many examples of student-led, short course and alumni projects in 2019 are the three Young Aurora teams from UWC Atlantic, UWC East Africa and Pearson College UWC. These change-makers were chosen out of a pool of sixteen projects from across UWC schools and the African Leadership Academy, and presented their humanitarian projects to a jury composed of notable figures in the fields of education and humanitarian work at the prestigious Aurora Forum in Armenia.
A New Generation of Ethical Leaders

A values-based education means placing compassion and service, mutual responsibility, and respect for the environment at the core of what it means to be a responsible and successful leader. These are the leaders we need to face the problems of the present and to innovate our future.

Ethical Leaders in politics:
Rohan O’Neill-Stephens from New Zealand, UWC Robert Bosch College, 2017-2019

Rohan graduated from UWC in May 2019. In October 2019, he was elected to serve on Nelson City Council in his New Zealand hometown. Reflecting on this quick transition, Rohan says: “At UWC, the most rewarding and energising aspect was striving to build a strong community, and to enable everyone in it to thrive. It made me want to be a part of change, and make tangible improvements in the lives of those around me. I want to continue in that spirit.”

The question of what makes an ‘ethical leader’ has therefore become immediately relevant to Rohan. He says, “An ethical leader to me is someone who leads with compassion and courage. Someone who is unafraid to put forward truly transformational visions and will fight to bring along their communities with them, standing alongside those most affected. UWC showed me that from the smallest scale to internationally, the people we respect and remember the most are those willing to put everything on the line for what’s right.”

Looking back on this accomplishment and forward to the future, he says “I could never have imagined being elected at such a young age, neither could many pundits. But I think this is a testament to the growing zeitgeist of youth leadership. I know my generation won’t forgive, and can’t afford, inaction or political expediency, and that motivates me each day to fight harder. I want to be a part of a movement for a more just and equitable society in New Zealand - and around the world - and enable those whose voices have been continually overlooked to take the centre stage in creating this change.”

Ethical Leaders in Business:
Kesava Kirupa Dinakaran from India, UWC Mahindra College, 2016-2018

Mere months after graduating from UWC, Kesava was awarded the first prize in the Infosys Science Foundation Nutrition Challenge, by Amartya Sen himself, for designing and revamping the current model for tackling malnutrition in India. He was also named one of the 30 most influential social entrepreneurs between 13 and 19. Today, he is in the process of setting up his second business in Silicon Valley, Digital Brain, with the support of an array of influential figures in the tech start-up world behind him.

When asked to reflect on what ‘ethical leadership’ means to him, Kesava says, “UWC has had an immense role on the way in which I think about ethical leadership. The reason being that at UWC we are told from day one what the culture of our community is and what our focus is on. And that filters down into every aspect of everyday life at UWC, from how we talk to each other to how we build projects and, ultimately, our futures. The same kind of idea can be applied to what I’m building today. UWC led me to set up a framework early on for the kinds of values I would always want to stand for in the business world, from being kind to others to rules around data protection. Maintaining that is of the most important value to me and fundamentally that’s what ethical leadership is.”

Ethical Leaders in Activism:
Aoife Flemming from Ireland and Brazil, UWC Maastricht, 2014-2016

“At UWC I felt I was continuously learning by being challenged by my teachers and peers to develop myself and have a positive impact on the world around me.”

In October 2019, Aoife was elected as the Dutch Youth Representative to the UN on sustainable development, a role she has taken on beside studying law at Leiden University and working as a legal assistant for the environmental organization, The Ocean Cleanup. She says, “climate change is one of the biggest challenges of our time, and young people will have to live with the consequences the longest. Therefore I think it’s extremely important that we have a voice when it comes to deciding and implementing measures to mitigate the effects.”

As a leading voice for youth on the topic of climate change, Aoife reflected on what ‘ethical leadership’ means to her, “To me, being an ethical leader means looking out for the well-being of the earth, as well as that of other people, near and far. My time at UWC has taught me that there are so many interests and sensitive issues that I should be aware of, and this will definitely help me in the future, and already has. For example, as much as climate change and sustainability are topics that have the ability to unite people through their sense of urgency, it can also create division. People are asking themselves whose responsibility it is to mitigate the effects of climate change. I hope that by listening to these different viewpoints I can represent Dutch youth in a way that does justice to the plurality of opinions and people that exist.”

Photo: Hindele Zondervan
Support in 2019

With Gratitude

For 57 years, UWC has sought out budding changemakers in every corner of the world, and helped them to guide us towards a more united and stable world.

Throughout that time, we’ve been supported by many. When we were first finding our feet, Antonin Besse donated St Donat’s Castle to us, a castle that is now home to UWC Atlantic. And every day since, our message of hope has been echoed by the patrons, partners and volunteers who do what they can, and often more. We could not achieve all that we do without you all.

Our global supporters cross borders, and industries. They come from education, finance, business, government and NGO sectors, to name but a few. Philanthropic support in all its forms, time, treasure, and talent, is essential for UWC. Thank you for standing by us, and supporting young people in their dreams for a more just, sustainable and peaceful future.

The Johan and Marianne Andresen family

European Union
Veronika Zonabend is the founding partner and Chair of the Board of Governors of UWC Dilijan in Armenia. She is actively involved in humanitarianism, focusing primarily on the promotion of global education. Together with her husband, Ruben Vardanyan, she has established Aurora Humanitarian Initiative, Scholae Mundi, the RVVZ Family Foundation and the IDEA Charitable Foundation, all of which implement philanthropic sustainable development projects in Russia, Armenia and other countries.

Veronika’s partnership with UWC began with the founding of UWC Dilijan and has since broadened to include a number of initiatives and programmes, including the Aurora-UWC Gratitude Scholarship Programme. Founded on behalf of the survivors of the Armenian Genocide and in gratitude to their saviors, Aurora Humanitarian Initiative seeks to empower modern-day saviors to offer life and hope to those in urgent need of basic humanitarian aid anywhere in the world and thus continue the cycle of giving internationally.

One strand of the Initiative’s work offers academic scholarships to UWC schools for at-risk youth from the Middle East who have been affected by conflict, displacement and poverty. Since its launch in 2016, the Programme has sponsored 41 young people affected by conflict, displacement and poverty to attend a UWC school on a full scholarship. Thanks to Aurora, the potential of each of these students to become global advocates for a more peaceful and sustainable future is being realised.

**How did your work in the field of humanitarianism and education begin?**

Since childhood I’ve understood that education is very important. My family, like many other Russian families, know what it is like to suddenly lose everything overnight. And in those situations, all that stays with you is your knowledge, your skills and your network. Having an education and a network of fellow humans that you can rely on, therefore, is essential for all of us. That’s where my fundamental belief in the importance of humanitarian thinking, combined with a focus on education, stems from. This is in part what we hoped to capture with Aurora Humanitarian Initiative, founded in tribute to those humanitarians around the world who helped the Armenian people during the Genocide. 100 years ago, we wanted to show gratitude to our fellow human and continue the cycle of giving. It is very important to always remember that when someone has given you a second chance, it becomes your turn to give back to someone else who needs it.

**What was it that drew you to UWC at the beginning?**

Our story with UWC was to some extent accidental but also quite organic. We knew we wanted to build a school and we knew we wanted it to be international, to enable young people from across the world to understand each other from an early age, and to open up the whole world to them. This notion was very coherent with what we found at UWC, and we quickly came to see how the ethos of our two organisations was almost identical. Kurt Hahn’s vision of creating a global community across differences to avoid a Third World War has become no less acute today. With the current trends in isolationism and populism, we need bridge-builders. We need to keep the dialogue between nations and cultures open. It is ok to have different opinions - as UWC students quickly find out - but it is important to find common ground on this shared planet. I believe that the main purpose of education is three-fold: to develop your own skills and viewpoints, to find your purpose in the world and to connect with the wider human community. This is the kind of education I found at UWC.

**What makes you hopeful for a more united and peaceful future?**

The world needs more humanitarians. So by combining Aurora’s humanitarian mission with UWC’s educational model, we can turn all that talk about humanitarianism into real life commitment. Because a UWC education is not just an opportunity, it is also a challenge for young people to commit themselves to give back to society.

**What inspires you about the UWC movement today? Why is a partnership such as ours important in today’s world?**

The world needs more humanitarians. So by combining Aurora’s humanitarian mission with UWC’s educational model, we can turn all that talk about humanitarianism into real life commitment. Because a UWC education is not just an opportunity, it is also a challenge for young people to commit themselves to give back to society.

**What UWC student story has inspired you the most?**

There are so many amazing students that it is always hard to just pick one. And they are all still so young! There’s Kenzo from Japan, who is already living the ethos of gratitude in action by doing so much to give back to Armenia. There’s Bora from Turkey who has been navigating a huge shift in his understanding of the Armenian Genocide, learning about it for the first time from the Armenian perspective. And there’s Workneh from Ethiopia who, before receiving a scholarship to UWC Dilijan, worked as a shoeshiner on the streets to earn kerosene so that he could study by light at night. Workneh is now studying at Harvard University, receiving an international education on a par with people from the richest families. Such stories cannot but inspire.
The Horizon Foundation
Samia El Tabari

Prior to becoming CEO of the Horizon Foundation, Samia El Tabari worked for over two decades in educational and development projects with refugee and other communities, most of which have been Middle East focused.

Samia started working alongside UWC in 2016 after she joined the Horizon Foundation and its mission of developing a well-rounded and internationally-aware generation through exemplary Education. The Foundation mainly focuses on refugees and students affected by conflict, occupation or exile, and supports its scholars to attend leading boarding schools for their final two years of secondary education. By providing educational opportunities and support to young people through scholarships, the Foundation seeks not only to offer new horizons for students but also to foster positive change in their communities.

The Horizon Foundation has been sponsoring UWC students since 2006, and in 2016 entered a partnership with UWC International to fund scholars from Afghanistan, Palestine, Syria, and Tibetans in India. Horizon has supported over 90 scholars to attend UWC schools.

What drew the Horizon Foundation to UWC at the beginning?

Horizon founders, Patrick and Kirkland Smulders, have long believed in the opportunities that a good education can provide to anyone in life. As such, educational projects – especially for young people who don’t have access to such great opportunities – are the preferred vehicle for their philanthropic drive. Therefore, they were immediately intrigued when they were approached with the prospect of two Palestinian boys from a West Bank refugee camp being supported to attend UWC Atlantic in 2006. The excellent reputation of UWC Atlantic was definitely an additional factor that then motivated the Foundation to launch our partnership with UWC. However, more than that, it was the possibility that a school could bring together students from so many different parts of the world under one roof. That was very compelling. We felt that the care that UWC provided would allow our scholars to integrate more easily. Another main attraction point is the access that UWC provides to full funding at US universities through The Davis UWC Scholars Program. This makes us feel that the future of our scholars is even more secure.

What inspires you, and the Foundation, about the UWC movement today and why is it important in today’s world?

We’ve seen time and again through our scholars the amazing opportunities that UWC unleashes. UWC is a great platform for personal and multicultural exchanges amongst the students and the local community. This allows our scholars to both “educate” and “learn” from their peers and people in their new communities, helping to influence the way they view the world and to promote social cohesion. And what makes such an education so important in today’s world is that in addition to being offered a strong academic foundation, the scholars have the opportunity to debate issues and engage in community service projects that equip them with the skills and confidence required to tackle pertinent issues such as climate change, human rights, the plight of refugees. All of this helps us foster a generation of inclusive change-makers who will hopefully promote positive change in our world one day.

What student story inspires you the most?

To date, Horizon has supported 119 scholars over multiple years and, of those, 91 are Horizon-UWC scholars! So, we have too many stories that inspire us on many levels to mention here. Our scholars are talented and resilient. We have scholars who’ve moved on to graduate from Harvard and MIT, some who joined big companies like Google or Dropbox, others who launched start-ups, some who are engaged in development work in their communities back home and so on. Many stories resonate with us – one of our first two UWC scholars is now working with UWC International! Another scholar, who had missed out on three years of schooling prior to attending UWC because of the conflict in Syria, achieved high marks in his IB and obtained a full university scholarship. A most inspiring example that really speaks to me is the story of one of our scholars who has been working for several years on increasing the engagement and representation of youth in Palestine. With a seed fund from Horizon she has also recently set up a music summer camp in Dheisheh refugee camp in Bethlehem reaching 50 children through music education and activities.

What makes you hopeful for a more united and peaceful future?

As you know, the Horizon Foundation focuses on refugees and students affected by conflict, occupation or exile, particularly Afghans, Palestinians, Syrians and Tibetans. People enduring war or oppression have the most to gain from the UWC experience, precisely because they have very limited access to good education. My hope springs from seeing just how well these students do when they move on to university, or return to serve their home communities. I’m also hopeful that, in addition to Horizon’s scholarships, our recently launched Community Engagement and Seed Funding Initiatives will enable our scholars to implement projects that promote cross-cultural understanding and community development. More broadly and with a long-term vision, Horizon hopes that its scholars will become a community of change-makers who in time will return home – to promote positive change and support their communities, despite the disadvantages of conflict.

PARTNER SPOTLIGHT
Saying Goodbye to Three UWC Legends

It is with great sadness, and even greater admiration and gratitude, that we said goodbye to three heroes of the UWC movement this year.

**David B. Sutcliffe**, who passed away on 11 November 2019, was one of UWC’s truly great men: he worked with Kurt Hahn at Gordonstoun and became a founding staff member at UWC Atlantic, and then the Principal. David went on to become the founding Head of UWC Adriatic and the co-founder of UWC Mostar.

**Colin Jenkins** passed away on 15 November 2019. His influence on the UWC movement and the people that form this community extended far and wide. From houseparent at UWC Atlantic to Principal, and founding Head of UWC Costa Rica, UWC SEA and UWC Dilijan, Colin brought his far-reaching experience of UWC, alongside his energy and commitment to every corner of the world of UWC.

**John Lawrenson** passed away on 1 October 2019. He arrived at UWC Atlantic in 1978 and quickly became instrumental in shaping the UWC movement that we know today. He went on to wear just about every hat on offer in the UWC movement, as teacher and houseparent at UWC Atlantic, being part of the founding team at Li Po Chun UWC, Rector at UWC Red Cross Nordic, Chair of the College Heads Committee and as a member of the UWC International Board. He also contributed to the early work that eventually led to the founding of UWC Changshu China.

All three men shaped and inspired the UWC movement in a number of significant ways. It is safe to say that we would not be where we are today without their determination, grit and love for UWC. Thank you for all that you did.
The Year in Numbers

UWC Schools
Financial Year 2017-2018

TOTAL INCOME

2015
$244M
2016
$243M
2017
$305M
2018
$313M

TOTAL EXPENDITURE

2015
$213M
2016
$218M
2017
$282M
2018
$284M

GRANTS AND DONATIONS BREAKDOWN

- Total income from Grants and Donations: US$61M
- Foundations: $6.5M
- Corporations: $2.1M
- Governments: $23.6M
- National Committee Scholarship Funding: $8.4M
- Other Donors: $3.5M
- Individuals incl. alumni: $16.4M

TOTAL STAFF

In-house: 1237
Outsourced: 7

Academic Staff (FTE*)
1264
Administrative and Management Staff (FTE)
939

Campus Staff (FTE)
958

*Full Time Equivalent

In-house
907
Outsourced
32

In-house
351
Outsourced
607

THE YEAR IN NUMBERS

ANNUAL REVIEW 2019
The Year in Numbers

UWC International
Financial Year 2018-2019

STATEMENT OF FINANCIAL ACTIVITIES

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<th></th>
<th>Unrestricted Funds £’000</th>
<th>Restricted Funds £’000</th>
<th>Endowment Funds £’000</th>
<th>Total 2019 £’000</th>
<th>Total 2018 £’000</th>
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**INCOME**

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**EXPENDITURE**

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RESTRICTED FUNDS BREAKDOWN

The Year in Numbers

**Total Restricted Funds**

US$7,1M

- Davis-UWC Funding*
- Investment Income
- Harvard Impact Study
- Donations for National Committees
- Donations for Schools and Colleges
- Scholarship Grants
- Gifts from Harvard University

*Paid directly to UWC schools but managed by UWC International

TOTAL STAFF

- 23 staff members
- 7 consultants
- 14 nationalities