

Inspire



UNITED WORLD
COLLEGES

Welcome to United World Colleges

Currently 1,500 students from over 120 countries graduate from one of the twelve United World Colleges (UWC) every year. In the same year, new students selected from within their own countries, based on merit and irrespective of their ability to pay, will take their places.

These are the bare facts. But a UWC experience is so much more. For 45 years, our Colleges have been delivering to young people of all backgrounds an experience that has at its heart our mission of using education as a force to unite people and cultures for peace and a sustainable future. The conviction shared throughout UWC is that we must prepare young people so that they can go on to make the world a better place. That aim never loses its relevance.

For many years, I knew about the work of the Colleges, but before I had the privilege of becoming Chair I had little idea about the extraordinary commitment of all those who work within the organisation: the volunteers who make up our remarkable National Committees, the International Board, College staff, our graduates, supporters' and friends. That commitment comes from a very strong sense of shared purpose.

If you are reading this you may already be a friend or supporter of UWC; you might be considering supporting us in the future; you might be joining one of our Colleges

as a member of staff; or you might be about to embark on the great adventure of attending a United World College as a student. Whatever your reasons, I hope you will find something of the excitement of UWC captured in this snapshot of our varied organisation. Each College and National Committee has its own personality, but it is the values and philosophy that we all share that makes us UWC.

It is what we have in common – our ethos, principles and approach – that makes UWC distinctive and provides us with a strong platform for future development. And we must develop across all areas of our activity. At the same time we know that we must manage our development with care, so as not to risk the essence – and the success – of what we do.

It will not be a surprise that our most significant challenge is funding. Resources are needed for both our existing work and new initiatives. They are also needed internationally and locally – for individual Colleges, National Committees and across all our constituencies.



I look forward to the day where we can offer more scholarships to an increasing number of students from across the world. This investment is necessary. The impact of our students and Colleges in their communities and countries is needed. The greater the number of UWC graduates, the greater the difference we can make in the world.

Tim Toyne Sewell
Chair, UWC International

Why be different?



United World Colleges is a unique organisation. It is the only global educational NGO that brings students together from all over the world, selected from within their own countries, on merit and regardless of their ability to pay. These students come together at one of twelve United World Colleges (UWC) that aim to foster international understanding and peace.

UWC relies on the dedication, expertise and professionalism of a large international network of committed volunteers and paid staff. Our teachers are not only excellent educators, but also passionate mentors and team leaders for a wide range of activities and initiatives. Our National Committee network, most of who are volunteers, work tirelessly to select and support students and promote UWC to future generations.

A UWC education is a rigorous experience that equips students socially, academically, philosophically and morally for their journey through life. Despite outstanding academic performances, the United World Colleges are less focussed on purely teaching a curriculum to students

than on educating the 'whole self'. Challenging and practical formal tuition, extensive community service and a variety of outdoor and cultural activities are all hallmarks of a UWC education.

Embracing the many nationalities present in each College is an important feature of UWC life and it helps students to explore and develop an international appreciation. UWC Colleges reflect the culture of their local surroundings and approximately 30% of places available are usually allocated to students from the host country or region.

Unsurprisingly, most UWC graduates seek to apply their commitment to positive social change throughout their lives. We are proud that a UWC education can and often does benefit whole communities, not just the individual who received the scholarship.

"UWC suited me. I was given responsibilities that I was never given in terms of finding solutions to my academic problems. ...we were encouraged to analyse information, to question everyone, it was very open in terms of how we were expected to think and see the world."

Hugo Contreras Mexico,
UWC-USA 1985-1987,
Marketing and Institutional Relations
Director at Bal-Ondeo

Educating the whole person

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

The UWC concept was conceived in the aftermath of the Second World War and at the height of the Cold War. It was a bold plan, envisaging a college with students from different nations working together towards the common goal of overcoming hostility and creating peace.

Kurt Hahn, a German educationalist, and a number of like-minded colleagues developed an idea for a multi-national pre-university school. Hahn believed that much could be done to overcome religious, cultural and racial misunderstanding and avoid conflict if young people from all over the world could be brought together. It was felt that students aged 16 to 18 would be grounded in their own cultures but still impressionable enough to learn from each other.

The first UWC – UWC of the Atlantic – opened in 1962 and today there are twelve United World Colleges across five continents. In the turbulent world of the twenty-first century, UWC’s aims and objectives

are as relevant today as they were in 1962 – perhaps even more so.

Currently students are selected from over 120 countries by National Committees of volunteers, who select the best students, raise funds for scholarships and publicise UWC. At most Colleges an average of 70 different nationalities are represented at any one time, and since 1962, UWC students have come from over 180 countries. This diversity of students, coupled with an equally international staff, creates vibrant and enthusiastic communities that live, work, learn and grow together.

Young people become UWC students through a meticulous selection process managed by the National Committee network. Students are selected from all over the world, based on personal merit and irrespective of race, religion, politics and the ability to pay. UWC’s scholarship system creates schools that are global and that reflect all aspects of society.

There are currently 12 United World Colleges on five continents.



1. **UWC in Mostar**
www.uwc-ibo.org
Tel: +387 36 320 601
2. **Lester B Pearson**
UWC of the Pacific
www.pearsoncollege.ca
Tel: +1 250 391 2411
3. **UWC Costa Rica**
www.uwccr.com
Tel: +506 282 5609
4. **Li Po Chun**
UWC of Hong Kong
www.lpcuwc.edu.hk
Tel: +852 2640 0441

5. **Mahindra**
UWC of India
www.muwci.net
Tel: +91 20 2294 3258
6. **UWC of the Adriatic**
www.uwcad.it
Tel: +39 040 373 9221
7. **Red Cross Nordic**
UWC
www.rcnuwc.uwc.org
Tel: +47 57 73 70 00
8. **UWC of South East Asia**
www.uwcsea.edu.sg
Tel: +65 6775 5344

9. **Waterford Kamhlaba**
UWC of Southern Africa
www.waterford.sz
Tel: +268 422 0866
10. **UWC-USA**
www.uwc-usa.org
Tel: +1 505 454 4247
11. **Simón Bolívar**
UWC of Agriculture
www.sbuwc.uwc.org
Tel: +58 212 793 4612
12. **UWC of the Atlantic**
www.atlanticcollege.org
Tel: +44 1446 799 000

● Countries that UWC is active in – correct as of 01 January 2008.

Uniting for peace



UWC is a bold and dynamic education organisation. Each of the twelve United World Colleges has a unique identity, reflective of and influenced by their geography, history and local cultures. They do all, however, share a commitment to the UWC ideals of peace and sustainability and support the UWC student selection process.

UWC depends on the dedication and expertise of the largely volunteer-based National Committee and Selection Contact network to find and select future students.

Our National Committees take great pride and care while selecting students from their own countries, freely giving their time and energy and often funds to encourage and support students and their families to maximise the amazing opportunity a UWC scholarship offers.

A wide variety of individuals make up the National Committees and Selection Contacts including UWC graduates, educationalists and community leaders. They promote

UWC to prospective students, encourage and support applications and select students based on merit to represent their country. The Colleges are wholly committed to this structure and trust the National Committees to select students who will benefit from and contribute to the UWC experience.

Diversity in all its forms – socio-economic, cultural, ethnic, racial and religious – is celebrated. Coupled with the UWC scholarship programme this ensures that the schools are global but that entrance is not for the global elite. Currently UWC application forms are available in 35 languages and the final interview is conducted in over 42 languages.

The National Committees and Selection Contacts form the backbone of the UWC organisation. In addition to selecting and supporting students, they also fundraise, provide a hub for the local UWC graduate community and promote UWC to a wider audience.

“It is quite spiritually satisfying to be a part of the National Committee and to be able to give other Indonesian students the same opportunity that I had received.”

Eddy Henry *Indonesia, Pearson UWC 1986-1988, Director Education Programme Sampoerna Foundation and Chair of Indonesian National Committee*

Committed to education

UWC Colleges currently follow one of three models: those offering solely a two-year pre-university diploma, those which offer this diploma within the context of a larger College, thereby providing students of other ages with the opportunity to gain a UWC experience, and Simón Bolívar UWC of Agriculture which offers a tertiary level three-year agricultural education and training programme.

Eleven of the United World Colleges teach the International Baccalaureate Diploma (IB). The IB is one of the most well regarded and widely known secondary school qualifications in the world and, as such, is accepted by the world's most selective universities. While academic achievements are very important for university entrance, at UWC Colleges they are put into perspective with a demanding mix of community engagement, international affairs, physical activities and creative pursuits.

Community or social service plays a vital role at every United World College and all students take part. This enables young people to learn about themselves and to develop a sense of responsibility. Community service is tailored to the local environment: for example, students at UWC Atlantic operate lifeboat and cliff rescue services along the South Wales coast, while Mahindra UWC students work with local village organisations to alleviate some of the worst effects of poverty and illiteracy.

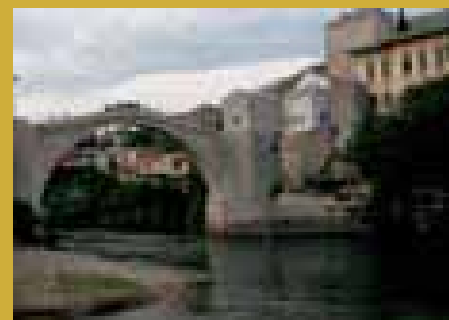
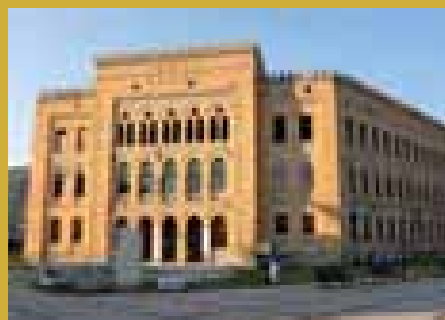
Many activities at UWC stretch beyond the formal academic curriculum. The theory and practice of conflict resolution or conflict management takes on a special dimension with students who have experienced conflict at first hand. Sessions are especially poignant when students from countries such as Israel and Palestine, Serbia and Kosovo, or India and Pakistan, are sitting with each other around a table – even more so when these students turn out to be close friends.

International understanding is not only the product of living and working together. Cultural activities are an important part of UWC life: arts, crafts, music, drama, national customs and even food highlight the international dimension, and students frequently host events and perform shows devoted to their cultures. Wide-ranging and challenging outdoor activities provide additional opportunities for shared experiences.



Bosnia and Herzegovina

Just as the destruction of Mostar's ancient bridge was a potent symbol of the disintegration in the country in the last years of the 20th century, so its rebuilding is symbolic of 21st century hopes for peace and unity. The United World Colleges and International Baccalaureate (IB) Initiative in Bosnia and Herzegovina aims to play an important part in reconstructing a society which remains deeply divided.



In an exemplary demonstration of Kurt Hahn's vision of what UWC can achieve, the UWC in Mostar offers a new and positive model to actively counteract a decade of ethnically segregated education in Bosnia and Herzegovina, where schools teach three different national curricula (Bosnian, Croatian, Serbian). UWC Mostar is the first UWC with the explicit aim of contributing to the reconstruction of a post-conflict society from within.

It is also the first UWC to be housed within an existing national school. The Mostar Gymnasium teaches two curricula separately for Croat and Bosniak students, as is the case in many so called 'two schools under one roof' which is a post-war phenomenon in Bosnia and Herzegovina. But on the Gymnasium's top floor, UWC Mostar offers a single curriculum for all its students – drawn from all national groups in Bosnia and Herzegovina, as well as from overseas – who all live, study and work together. UWC Mostar students live in three residences in different parts of the city, with students of different nationalities sharing rooms to gain the greatest possible exposure to other cultures and ideas. Teachers from across Bosnia and Herzegovina are also exposed to the UWC philosophy through the UWC-IB Initiative's support for the professional development of teachers in local schools.

"I think that UWC will help me to learn to think with my own head and that it will teach me how to help others think that way too. Young people are important for change to happen, which is why we should be taught reconciliation, reconstruction, and how to think independently."

Katarina Susac Bosnia and Herzegovina, UWC Mostar 2006-2008, Student

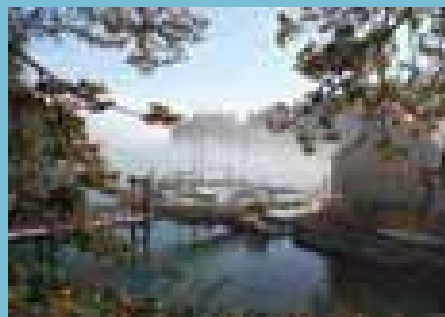
UWC is committed to conflict resolution

The idea of forging links between communities is fundamental to UWC Mostar, where the students and staff work closely with their colleagues in the Mostar Gymnasium. Indeed, the establishment of UWC Mostar, a school within a school, would not have been possible without the support of the Gymnasium's Headmistress Ankica Čović and her deputy Bakir Krpo. The Heads of UWC Mostar and the Mostar Gymnasium work together: jointly meet with city authorities and international organisations, and co-host guests from the international community. Together, all staff working in both schools are developing a teacher training programme to enable teachers to share their experiences and improve teaching practices. The Gymnasium and College are also supporting an IB training programme for teachers from all over Bosnia and Herzegovina and are participating in the international PACE teacher training project.

Following the lead established by the teachers, the students organise a variety of school and public events together and create joint projects. One of the most impressive events was in April 2007, when students co-hosted the first international Model United Nations (MUN) Conference in Bosnia and Herzegovina. The students organised the whole event and prepared an interesting agenda for their delegates covering topics as diverse as the Iran crisis, disarmament in Bosnia and Herzegovina and the unification of Cyprus.

Canada

On Vancouver Island, on the rugged coast of Western Canada, a remarkable school is named after a remarkable man. Lester B Pearson, former Canadian Prime Minister and winner of the Nobel Peace Prize, dreamed of bringing a UWC to Canada and so, when it opened in 1974, the Lester B Pearson United World College of the Pacific was named in his honour.



Ten years ago the College established one of its most important long-term projects. Partnering with the Canadian government, and the province of British Columbia, Pearson UWC entered into an agreement for the College to assume stewardship of the nearby Race Rocks Marine Protected Area. Home to sea lions, elephant seals, harbour seals, killer whales and a diversity of sea birds, this dynamic marine environment is an innovative outdoor classroom and laboratory where leading-edge technology links the College's student researchers to the world.

Pearson UWC is fortunate to have some of the best opportunities for outdoor activities on its doorstep, where students experience rigorous expeditions in the nearby mountains and on the ocean. Here, the emphasis is on the environment and the College is at the forefront of developing new and sustainable practices which are having an impact across the UWC organisation.

At Pearson UWC students help make the decisions needed to operate the campus with minimal environmental impact. Measures already in place include reducing water usage, building a bio-diesel plant to recycle waste vegetable oil to run the College's boats and vehicles and supplementing College shuttle buses with a fleet of bicycles. There is a small campus organic garden and planned renovations to student residences will reduce energy use by 70%.

"Prejudices of any kind are learnt and can of course be unlearned. Living at a UWC at that very impressionable age with a whole bunch of people from all over the world was a great experience. I often draw on my profound personal experience of UWC to sustain my belief that people from a wide variety of backgrounds can work together and live together in peace."

Dr Abiodun Williams Sierra Leone, Pearson UWC 1977-1979, Director of Strategic Planning, UN

UWC is dedicated to sustainability

In partnership with the Canadian government and two corporate sponsors, Pearson UWC has been a founding partner in creating and developing the world's first commercial free stream tidal turbine generator. The location of Race Rocks in the Juan de Fuca Strait makes it an ideal place to test and develop the technology for using tidal currents to create electricity. The underwater turbine produces an emission-free 65 kilowatts per hour at peak tidal flow and powers the lighthouse keepers' home, the UWC marine laboratory, a dormitory for eight students and dozens of telemetry devices all feeding data in real time to the Race Rocks website.

This remarkable project shows that it is possible to find completely renewable, zero-carbon emitting energy solutions and apply these solutions in environmentally sensitive areas. The College hopes to see a scaled-up array of the turbines installed in the Juan de Fuca Strait. A single commercial sized tidal turbine, four times the size of the one already installed, will generate two megawatts of power – enough to power not just the entire Pearson UWC campus but twelve United World Colleges.

The success of the Race Rocks Project led to the Prime Minister of Canada, the Minister of the Environment and Minister of Natural Resources visiting the College to announce a commitment of \$1.5 billion CAD in support of renewable energy projects across Canada.



Costa Rica

In 2006 UWC Costa Rica joined the family of United World Colleges, thanks to a substantial commitment from the Norwegian Grieg Foundation and a partnership with the SOS Children's Villages organisation. Located on a five acre campus and surrounded by colourful gardens and a wide variety of trees and tropical plants, the school, situated in Santa Ana in the valley west of Escazú, was originally founded as the International SOS College.



UWC Costa Rica is the first completely bilingual UWC, with teaching and examinations in English and Spanish, opening up opportunities to a wider range of students, and creating a fascinating, harmonious and diverse culture.

Equally importantly, a culture of care is firmly in place within UWC Costa Rica, and mechanisms exist to support students with different emotional and educational needs. With students from a wide range of backgrounds, the College endeavours to help each individual succeed in the UWC system and contribute their own unique experiences to the community.

UWC Costa Rica's approach is built around three fundamental pillars: peace, environment and multiculturalism, with an emphasis on Latin America. The peace pillar focuses on achieving harmonious coexistence, promoting communication and dialogue and emphasising similarities between people, nations and cultures and includes a conflict resolution programme. The environment pillar means that ecology and sustainability are considered in all aspects of College life – from the examples teachers provide for their students' coursework to the design and maintenance of the College campus and the community service programmes. Finally, the multiculturalism pillar reflects UWC Costa Rica's aim of creating cultural, ethnic and religious coexistence and an exceptionally harmonious bilingual culture within the College.

“The UWC experience together with the opportunity to study the IB programme has really changed the way I see the world. It has increased my desire to better myself. Although the programme is challenging I now feel that it opens more doors and I feel highly motivated with the idea of studying engineering abroad. I would also like to be part of organisations related to UWC values in the future.”

Amelia Alemán Nicaragua, UWC Costa Rica 2006-2008, Student

UWC is passionate about diversity

Regardless of their native tongue, by the time students leave UWC Costa Rica they should be able to communicate in both English and Spanish. A language immersion programme at the beginning of the school year gives all students a foundation in both languages and they are then in a 'natural language lab' for the rest of their time in the College. As they go about their daily lives, students constantly develop their language skills with their classmates and roommates.

Through learning and understanding both languages students better appreciate the complex weave of cultures and ethnic groups that make up Latin America and the special issues that affect the continent. The College's geographical location makes it possible for students to increase their exposure to different Latin American cultures by developing week-long social service projects in other countries, including Guatemala, El Salvador and Panama.

UWC deliberately celebrates diversity in all its forms, encouraging acceptance without discriminating or segregating because of gender, sexual orientation, race, culture, religion, age or economic background. An emphasis is placed on the similarities among people, nations and cultures with dialogue and communication promoted as the best method of expanding understanding and solving problems. This multicultural ethos helps create a culture of peaceful coexistence at UWC Costa Rica.



Hong Kong

Li Po Chun United World College's location in Hong Kong, a city in China which lies at the crossroads of Asia, gives students an opportunity to develop a deep understanding of one of the world's most dynamic regions. In daily life, the College emphasises the strong Chinese traditions of proper conduct, practical wisdom, appropriate social relationships and respect for academic learning.



The College also provides opportunities for students to visit other parts of China to learn about the country's remarkable economic development, its political and environmental challenges, and its rich diversity. Students can study Chinese language at five levels, from absolute beginner to advanced literature criticism. A unique programme of Chinese Studies explores the art, philosophy and history of mainland China as well as contemporary issues. All first year students travel into mainland China for a week, and other projects enable students to spend time with Chinese communities in various provinces of China.

Li Po Chun UWC has established an initiative to build links with North Korea that continues to involve student visits to that isolated country. On the environmental front, the College has a unique coral monitoring programme that involves diving in both local waters and in the Philippines. In summary, the College aims to be an authentic community of individuals committed to working together towards common ideals in a positive and harmonious manner that reflects the College's location in a centre of Chinese culture.

The purpose-built residential campus is situated in Hong Kong's New Territories, with the waters of Tolo harbour on one side and the steep, tree-covered slopes of Ma On Shan (Horse Saddle Mountain) behind.

"If I had not had African friends and roommates at Li Po Chun UWC, I don't think I would have been able to cope with moving to Rwanda by myself without knowing anyone and without ever having been to Africa before. It is a real privilege to use my education, skills and talents to serve some of the most vulnerable and marginalised people in the world. I barely get paid right now, but doing work that I am truly passionate about is priceless."

Tineke Knigge The Netherlands, Li Po Chun UWC 1994-1996, Volunteer Human Rights Lawyer

UWC's approach creates inspirational graduates



Tineke Knigge
The Netherlands,
Li Po Chun UWC
1994-1996,
Volunteer Human
Rights Lawyer

"I think the main benefit of my UWC education is that it prepared me really well for cross-cultural work."

The UWC ethos encourages personal development through community service. In Li Po Chun UWC, this is known by the Chinese term 'quan cai', which means 'the fully formed person', an apt description of most UWC graduates. Society benefits globally from the collective input of UWC graduates who are ambitious, passionate, dynamic and committed individuals living all around the world.

Tineke Knigge is an excellent example of a 'fully formed' UWC graduate, having attended Li Po Chun UWC, the University of Durham, UK and the University of Rouen, France before completing her Legal Practice Course at Nottingham Law School in the UK. She went on to a very promising career in European competition law at international law firm, Baker & McKenzie, working in their London, Amsterdam and Brussels offices.

However, after five years, she decided to change direction and go into international human rights law. She is now a volunteer worker for the International Justice Mission (IJM), initially in South Asia working on sex trafficking cases and now in Rwanda, where she has set up a new IJM office in Kigali.



India

Mahindra United World College of India was founded in rural Maharashtra to encourage an exchange between UWC students and nearby villages to increase prosperity and improve opportunities for local children.



Mahindra UWC supports local schools with a supplementary educational programme that brings over 100 local high school pupils to the College's classrooms, laboratories, library and IT facilities each week for classes. This programme gives children from poor rural villages access to a range of opportunities that are usually only found in wealthy city schools. Students from Mahindra UWC work with the local school children as part of their commitment to social service. All first year Mahindra UWC students study Hindi intensively during their first four months to enable them to communicate effectively with local people, get involved with the local community and enjoy a wider range of experiences.

From its vantage point on a hill, Mahindra UWC overlooks the Mula River, the surrounding villages and fields in the valleys and the steep hills of the Western Ghats. Mahindra UWC is also setting an example in conservation by dividing the College's land into a 75 acre campus Biodiversity Park and a 95 acre human-free Conservation Reserve and implementing eco-restorative measures. This makes it possible to maintain and enhance the existing species of flora and fauna, and offer both a sanctuary and an eco-corridor to larger animals. Students from Mahindra UWC study the ecosystem, work on restoration projects and help to run the park.

“Community service is an essential part of your life at UWC and this makes it easier to see it as big part of your future. UWC affected me in many different ways, from the way I interact with people to my further education choices. The impact of UWC has been huge... and changed the things I value, my priorities and what I see as being important and ultimately where I see myself heading.”

Kaminika Morjaria UK, Mahindra UWC 2001-2003, Student

UWC is passionate about creating equal opportunities

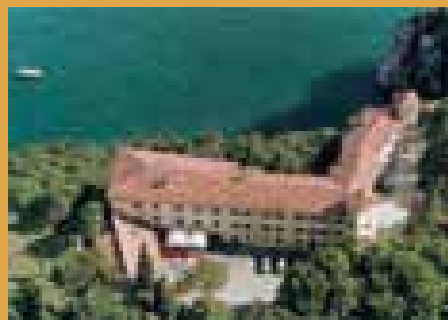
Mahindra UWC is located within a traditional rice-growing valley, half an hour from India's second largest software park, a location that brings the College face to face with the gross inequalities of the 'haves and have-nots'. Schools in this rural area barely have any reliable power or potable water, let alone computers or science laboratories, making entry to colleges like Mahindra UWC almost unthinkable for local children.

“Although entry on merit is excellent, it does not begin to address the ghettoisation that poverty and its concomitant, poor education, breeds,” says David Wilkinson, Head of College. To start to change this Mahindra UWC has established a supplementary education project called Akshara: in which Mahindra UWC staff and students work with local high school teachers. The goal is to give local children a standard of education that will give them full access to the range of opportunities that those who come from professional home backgrounds can expect.

Through the College's community service programme students give local children a foundation in English and IT in grades 5 to 7 before they enter the full Akshara programme in grade 8, after which a team of qualified teachers provides tuition. Akshara pupils have supplementary classes in English, Science, Mathematics and IT, and can use Mahindra UWC's IT Centre, Science Laboratories and Library. Already, after just one year of the programme, the best overall score locally in the grade 10 national examinations rose from a previous high of 57% to 81%. As a result, three local students have enrolled at Mahindra UWC on full scholarships.

Italy

The Italian village of Duino overlooks the north-east Adriatic Sea, near Trieste, less than 100 km from the Austrian border and only 2km from the border with Slovenia. The hills behind the village were battlefields in the First World War, where young people fought and died for this ancient crossroads between Latin, German and Slav cultures. The border with Slovenia also marked the Cold War 'Iron Curtain' separating East and West Europe.



In 1982 Duino became home to the first United World College campus outside the English-speaking world. UWC of the Adriatic is still the only UWC in a village campus where students and residents live side-by-side, providing a unique opportunity to experience the richness and diversity of this meeting point between three historically significant European cultures. During the Cold War, after the fall of the Berlin Wall, and during the often-violent changes that reshaped the political map in the 1990s, UWC Adriatic has worked to be a catalyst for peace. UWC has actively encouraged students from the Balkans to study at UWC Adriatic, even during the conflicts in that region.

In addition to the rich academic programme, community service and activities, all students study the Italian language. Additionally there are special opportunities at UWC Adriatic for students who are particularly talented at music and science. Five scholarships for musically-gifted students are offered every year and students benefit from master-classes with the members of the renowned Trio di Trieste and Trio di Parma. There are also five physics scholarships awarded annually, and in 2006 UWC Adriatic formally joined the 'Trieste System', which links together all international scientific institutions in the area.

"UWC has given me a solid educational foundation; friendships that have lasted the test of time; a strong interest in our world and international relations; and a commitment to international peace and international understanding."

Cesare Onestini Italy, UWC Adriatic 1986-1988, Assistant to the Director General for Trade, European Commission

UWC is committed to developing teachers

UWC Adriatic initiated the PACE project to create training and resources that teachers need to make education a positive force in rebuilding societies that have been divided by conflict. Supporting and developing teachers and curricula is vital to the philosophy of UWC. Led by UWC Adriatic and hosted on campus in Duino, the PACE project is being developed with a wide range of partners throughout the Adriatic region – in Italy, Bosnia and Herzegovina, Serbia, Croatia and Montenegro.

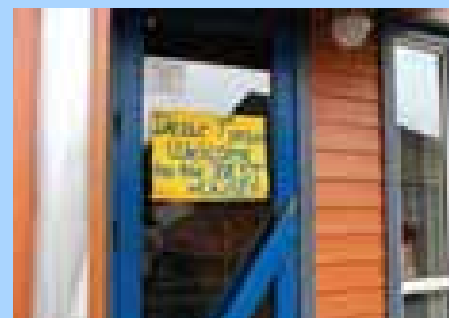
PACE is a bold and innovative project that gives a set of overarching objectives to guide the approach teachers can take within the framework of their own school curriculum and creates classroom materials for teachers to use. Several teachers from different countries and diverse educational systems have already benefited from professional PACE workshops. One of these is history specialist Dzenan Hakalovic who attended school in Bosnia and Herzegovina during the Bosnian war. Dzenan is passionate about teaching as a result of his own schooling. When he was a student Dzenan had to contend with shattered school buildings and a lack of basic provisions, but says he was aware that the teachers helped the pupils deal with the "horrible reality of the war" and "therefore they helped us survive."

The PACE project promotes initiatives that Dzenan appreciates from his own education and seeks to respond to some of the gaps he identified as a student. He is about to become a teacher in a Bosnian school, using his PACE training and the materials he created in the PACE workshop to tailor his teaching to the needs of his students and their cultural and social context.



Norway

In 1995, UWC President Queen Noor of Jordan and Queen Sonja of Norway opened the Red Cross Nordic United World College, an establishment created through an unprecedented multi-national and multi-agency partnership that shows the value the international community places on the UWC experience.



UWC's approach creates healthy partnerships

The Nordic region seemed a very logical home for a United World College, offering students the unique UWC learning experience, along with the Nordic values of egalitarianism, honesty and democracy. The creation of the Red Cross Nordic UWC is a shining example of a three-way partnership between the Nordic Governments, the Red Cross and UWC that works and thrives with each element gaining considerably from the relationship.

The College's campus is in Norway but each of the Nordic countries and territories is represented at all levels, with the smaller Nordic countries and provinces of Åland, Faroe Islands, Greenland and Iceland treated as equals with the four larger Nordic countries: Denmark, Finland, Norway and Sweden. Each country or province has one representative member on the College's Foundation Council and students from all eight countries and provinces make up 30% of the student population.

The Red Cross and UWC share many common goals, which prompted the Red Cross to generously donate land and to finance the College's building alongside the Red Cross Haugland Rehabilitation Centre.

The syllabus and activities of the students of Red Cross Nordic UWC particularly reflect the ideologies of all three partners, with an emphasis on humanitarian action, human rights and environmental issues. The student body consists of a wide range of students, particularly those from under-privileged backgrounds such as refugees, students from developing countries and physically disabled students.

Red Cross Nordic UWC offers students a unique combination of opportunities to meet people from radically different backgrounds and experiences, to live in a sparkling Nordic fjordside campus, to discover more about themselves through instructing camp school activities (called Leirskule in Norwegian), and to support others and the environment through community service.

A proportion of the students are either refugees or come from SOS Children's Villages; their experience of life before College is radically different from that of most 16 to 18 year olds, so these students gain a great deal from living in a peaceful Nordic country. In turn, they are able to give their colleagues remarkable insights into the realities of life in other parts of the world. Part of the induction process for all non-Scandinavian students is a Nordic Studies programme to learn the Norwegian language and culture, which helps them to integrate better with the local community.

The campus on Flekke Fjord is shared with the Red Cross Haugland Rehabilitation Centre – there are many common facilities and the communities work and live closely together. Additionally all students are trained as instructors and lead afternoon and evening programmes in rock climbing, kayaking, snorkelling, mountain biking, theatre and cultural sharing for school children who attend the Leirskule at the College.

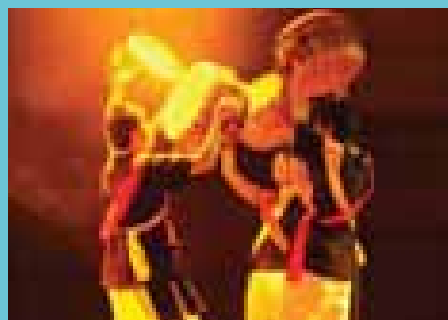
"The two years that I spent at UWC were key in turning my life around. I have proved to myself that I am capable... UWC taught that sometimes things are difficult but, even with a disability, you can still be a viable asset to your family and community."

Mark Jiapeng Wang China, Red Cross Nordic UWC 1998-2000, Communications Entrepreneur



Singapore

By far the biggest of the Colleges, United World College of South East Asia is unique among UWC Colleges in extending UWC's principles and ethos to students as young as four. UWC South East Asia educates students from the age of four up to nineteen and a special feature of the school is the way that the oldest can learn from the youngest and vice versa.



On the campus, older students help younger ones formally and informally, acting as classroom helpers and coaching a variety of junior sports teams. As students get older, they can choose from a wider range of projects and activities to join and they can develop their own Global Concerns initiatives. These actively address specific development and environmental issues about which the students care deeply, and which they present to a student-managed committee for approval. This both develops leadership and organisation skills among students and also maintains a vibrant and relevant selection of projects for students to support.

UWC South East Asia occupies a campus of over 11 hectares in a central but attractive area of Singapore. The modern campus is well equipped with specialist facilities for a wide range of educational activities. The College also has exclusive access to a centre on a Malaysian island for camping, sailing, canoeing, windsurfing, mountain biking and orienteering and where, with the Malaysian government, UWC South East Asia helps to maintain a turtle-breeding sanctuary.

“Acceptance of me as an individual, regardless of gender and race and the opportunities at UWC to lead and to take positive action, are the stepping stones to make other students, as well as myself, achievers and responsible leaders.”

Rachel Ochako Kenya, UWC South East Asia 2004-2006, Student

UWC is dedicated to creating solutions

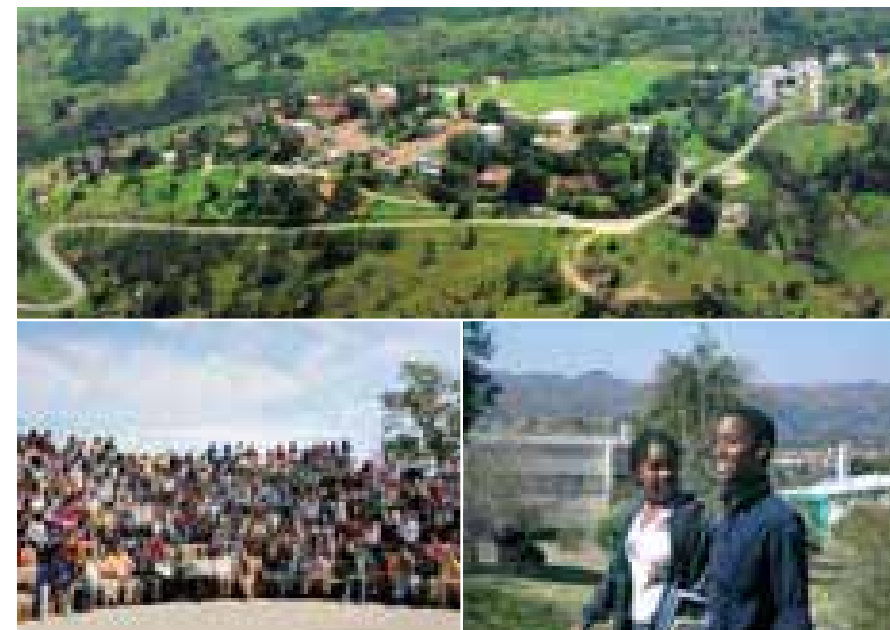
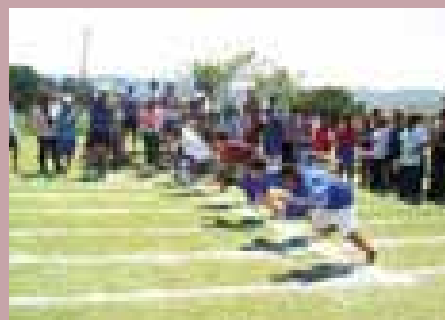
Building trust and friendships across the lines of a conflict is often a first step in the search for reconciliation. With this in mind, a group of students and teachers at UWC South East Asia founded Initiative for Peace in 2001. The programme offers UWC South East Asia students the opportunity to work with their peers to actively promote international understanding and reconciliation in both conflict and post-conflict areas. Initiative for Peace (IfP) is committed to investing in young people by empowering them to fulfil their potential as agents of change. UWC South East Asia students are involved in all aspects of organising the IfP conferences from logistics to course facilitation, and do everything from sending applications out and selecting participants, to planning the programme, finding speakers and raising funds.

The 2007 IfP Conference was held in Bali and focussed on Timor Leste, a newly independent country. This was the first IfP conference focusing on a post-conflict area and aimed to encourage delegates to get involved in re-building their country and creating a future. The programme included seminars on leadership and advocacy, comparison of the roles of government and non-governmental institutions, and discussions on social issues and cultural activities. Crucially, it also included a study of conflict resolution models and created an opportunity to develop plans to be put into practice once the delegates returned to their communities. Previous IfP Conferences have focused on Sir Lanka and Kashmir.



Swaziland

In a setting of considerable beauty just outside the city of Mbabane, capital of Swaziland, is Waterford Kamhlaba United World College of Southern Africa. A pan-African institution with a global outlook, the students and staff here are committed to understanding and addressing the complex challenges facing Africa and the rest of the world.



Waterford Kamhlaba was founded in 1963 as an alternative to, and in protest against, the apartheid system of education then being practised in South Africa. The school has historically played an important role in opposing oppression and advocating democracy in southern Africa, sharing many values with the United World Colleges organisation. Waterford Kamhlaba became a United World College in 1981.

As a developed world institution in a developing country, and as an international and integrated community in an ethnically and culturally diverse region, Waterford Kamhlaba UWC offers many opportunities for students to experience at first hand some of the paradoxes, contrasts and opportunities of the world they live in. Because the College has a junior school and is not exclusively an IB Diploma school, and because there are so many rich and varied cultures within Africa alone, students have an opportunity to learn in a community that encompasses a particularly wide range of age groups, experiences and cultural backgrounds.

Countries in Africa that are experiencing post-conflict conditions have become a particular focus for student recruitment and bursary support at Waterford Kamhlaba UWC, with the aim of developing leadership potential in the region. The College has an enviable reputation of educating young men and women who have subsequently grown into positions of leadership and influence in their communities.

“At Waterford Kamhlaba UWC I found fellow students to be a lot more enthusiastic and dedicated than back home, most probably because we had all worked hard to actually get into a UWC College. The same can be said for the teachers, who were all very engaged in their work and school life.”

Anna Koblanck Sweden, Waterford Kamhlaba UWC 1990-1991, Africa correspondent Swedish newspaper Dagens Nyheter

UWC is committed to supporting our communities

Waterford Kamhlaba UWC's community service projects reflect the College's values: encouraging and enabling education, promoting international and cultural understanding, alleviating poverty through shared resources, providing care for those affected by Aids and HIV and demonstrating a commitment to a sustainable future. The students also run an essential healthcare project, providing the only vision and hearing testing service for primary school children in Swaziland.

Aids and HIV have had a devastating impact in Swaziland, as in so many sub-Saharan African countries. 70% of Swazi people live on less than one US dollar a day; parents and breadwinners are debilitated and dying of Aids, leaving thousands of children orphaned, vulnerable and often in extreme poverty.

The most direct form of HIV and Aids intervention that Waterford Kamhlaba UWC offers is education. The College holds an annual HIV and Aids Awareness Week for students and staff, which in 2007 offered voluntary HIV counselling and testing on campus, a first for any school in Swaziland. The week also included guest speakers, debates on controversial topics, films and workshops in both English and siSwati. In future the Aids Awareness Week will incorporate outreach work to take the programme to the wider community.

Waterford Kamhlaba UWC students also promote Aids education messages in neighbouring schools through drama and peer-to-peer discussion, and organise play sessions with children waiting for medical treatment at the Baylor Clinic for HIV-positive children.

The College aims to shape a generation of students who will experience the effects of the Aids pandemic in sub-Saharan Africa, and who will, throughout their lives and careers, maintain a commitment to combating the effects of the virus in the region.



USA

Northern New Mexico is a special home for United World College-USA, offering a wild space for rigorous outdoor activities, an important feature of the UWC-USA experience. UWC-USA programmes include training in wilderness survival and leadership, wilderness expeditions and 'search and rescue' missions.



Enriched by three distinct cultures – Native American, Hispanic and Anglo – UWC-USA offers an intense intercultural learning experience in a naturally beautiful landscape.

A historical landmark of the American Southwest, UWC-USA's Montezuma Castle is located on 150 acres of forest in the foothills of the Rocky Mountains. UWC-USA restored this century-old building and transformed it into an integral part of the campus. The Castle now houses students and faculty, dining facilities, offices, a campus store and a student social centre.

More than just a lovely building, the Castle is also home to the Bartos Institute for the Constructive Engagement of Conflict (CEC). The Institute was established by UWC-USA to teach students conflict resolution skills and as a venue for training and hosting visitors with experience of conflict situations. UWC-USA also specialises in Global Issues programmes, which build skills in facilitation, intercultural communication, peer mediation, community-based action research, strategy and campaign development, budgeting and fundraising, power analysis and leveraging privilege for social change. Students analyse local and global issues and, while practising their skills on campus and in the local community, consider how these skills can be used when they return home.

"I owe a debt of gratitude to UWC, its founders, its teachers, and its students for teaching me about putting ideas into action and setting me on a course of pursuing work in social justice. UWC was the first place where I was taught explicitly about power in the classroom; I have never stopped learning about it since that time. This understanding of power informs my daily work as a union organiser."

Katie Romich USA, UWC-USA 1992-1994, Assistant Organizing Coordinator of the Texas State Employees Union

UWC's approach creates passionate ambassadors



Maria Isabel León
Colombia
UWC-USA 1985-1987
Upper School Principal

"without UWC I would not be carrying on a life of service"

Maria Isabel (Marisa) León who graduated from UWC-USA in 1987 is currently the Upper School Principal and a member of the Academic and Administrative Councils at the Gimnasio Fontana, Bogotá, Colombia. During the past ten years she has taught in Colombia, Venezuela and the USA. Marisa was the Chair of the Colombian UWC National Committee for eight years and is also a member of the UWC International Board. She is an active Board member, serving on the Education Committee and chairing the National Committee Development Committee.

"UWC represented a great opportunity for me. The scholarship element was very important – my parents could not have afforded to send me... UWC was completely different from my Colombian high school in every way. It was a bit of a shock, but looking back I really appreciate it – it opened my eyes. I was confident: I think coming from the school I did was a real help, but the opportunities available for me at UWC were amazing."

"I am delighted that I have been able to educate and motivate Colombian students to develop a much more international outlook. I am proud that I have been able to help young minds, and help to shape their futures, with an outlook on diversity and openness... The one big thing with UWC is the use of experiential education – I have brought this into Gimnasio Fontana – especially with the seniors. Using the outdoors; taking the students out of the school environment, out of the city, to connect in a different way. It is great to watch the interactions between students and also the students and the teachers. You don't get this in the normal school environment."

"I want the next generation of Colombians to experience as much as possible – other cultures and values – to broaden their outlook, as it will help them be better people."



Venezuela

Simón Bolívar UWC of Agriculture is the only College in UWC to offer a Higher Diploma in Farm Administration through a single vocational course. Teaching at Simón Bolívar UWC is in Spanish and students are older, normally between the ages of 18 and 21 and already high school graduates.



On a 650 hectare farm in the foothills of the Andean Cordillera, students 'learn by doing', an educational approach that sees each student spend some time each day working the land, caring for animals and learning the importance of keeping detailed administrative records.

As with all United World Colleges students and staff are committed to a variety of social service programmes that benefit nearby communities especially through agricultural and social welfare projects. A crucial component of the course is what students learn from each other by sharing insights and experiences from their lives before college. Many students have never left their country before and some have not even travelled far from their home villages; they come from different cultures and countries from around the world but they form powerful bonds and gain enormously from hearing about each other's farming practices at home and the problems they have faced.

These young people return home filled with knowledge and experience that can have a huge impact on their communities, both in farming and cultural practices: they promote a greater international consciousness and social responsibility in producing food and providing education, healthcare and social welfare.

"Simón Bolívar UWC taught me about agriculture, basic forestry management and beekeeping, all things that help me with my work – but perhaps more importantly, the trust shown to me gave me the confidence to undertake this new project with the Kumarakapai people."

Alfredo Oronoz Venezuela, Simón Bolívar UWC 2002-2005, Agro-ecotourism

UWC is dedicated to developing appropriate Colleges

Simón Bolívar UWC is doing pioneering work in the communities around its farm campus. A well-established Rural Development Programme with its Integrated Community Action and Micro-credit sub-programmes aim to improve conditions in the local communities and teach students valuable skills they can take back to their home countries.

Taking students out of the classroom and into a rural village in the Pedraza Municipality encourages them to think about and collaborate in solving the real-life problems and challenges faced by rural communities in Venezuela. It also teaches the students how to put theories into practice to bring about positive changes and generate socio-economic development in these areas. The aim is to help improve health, education and general well-being by changing attitudes towards sanitation, conservation and the use of natural resources. Students contribute through activities from teaching literacy skills and giving talks on health and nutrition to teaching how to build vegetable plots for schools, running children's groups and teaching sports.

Students have direct contact with community leaders further afield through the Integrated Community Action sub-programme. Third year students also spend an intensive four-week period living in a rural community where they work with community based organisations. Alfredo Oronoz (Simón Bolívar UWC 2002-2005) spent his time living with the indigenous Kumarakapai people in the Caroni River basin. He was so inspired by this time that after graduating he went back to live with the Kumarakapai and develop projects to help fulfil the community's educational needs and help them prepare to reforest the area.



Wales

UWC of the Atlantic was the first United World College, the establishment that proved the value of Kurt Hahn's philosophy and acted as a model for other Colleges. But it is not a staid, unchanging place.



Approaching its fiftieth anniversary, UWC Atlantic is still fully committed to the vision, spirit and principles of the founders. New programmes are being developed and initiatives created to keep UWC relevant and increase the spread of its influence as far as possible.

UWC Atlantic is based in the dramatic 12th century St Donat's Castle in South Wales, overlooking the Bristol Channel. The campus also houses an independent arts centre of national renown where students can participate in activities for their own pleasure or as part of their community service programme. Also located on campus is the Extra Mural Centre (EMC), where students teach demanding outdoor activities and skills to some 3,000 disadvantaged or disabled visitors each year.

As with all the UWC Colleges, service is a key part of the ethos of UWC Atlantic and students have some unique opportunities to help others and learn about themselves. These include joining the Rescue Services as members of either the Royal National Lifeboat Institution (RNLI) or Lifeguards. There is an RNLI station located in the College and it was here that the RIB (rigid-hulled inflatable boat) was designed, developed and named 'Atlantic' after the College.

"Being exposed to a committed teaching staff who were not pressing you to follow an automatic path was liberating. Without UWC and the guidance of the great teachers I met there, I would never have had my eyes and mind opened beyond pure academic achievement."

Darrel Toulon Dominican Republic, UWC Atlantic 1981-1983, Ballet Director, Opera House Graz

UWC is passionate about education

UWC Atlantic has always been in the educational vanguard, influential in the creation of the International Baccalaureate (IB) and the first school in the world to drop a national curriculum and offer only the IB. Both the syllabus and the teaching approach has developed over the years and the College continues to be influential within the IB movement, investigating ways to teach innovative subjects such as Environmental Systems, World Religions and Peace and Conflict Studies.

Because the intention of the IB Diploma is to give students a well-rounded education, it offers a range of syllabi for students to choose from, structured to create a spread of knowledge across several areas. Schools are able to add their own subjects as school-based syllabi, developed by the teachers and approved by the IB. If a school-based syllabus is a success, it can become part of the global IB programme.

One such syllabus pioneered at UWC Atlantic and now offered globally to IB students is Environmental Systems, which will soon be joined by another of the College's developments, World Religions. The Peace and Conflict syllabus developed at the College is now being taught in four other British schools and the Political Thought syllabus is offered at two schools.

"UWC Atlantic is still regarded as a prestigious place and is still seen as innovative," comments Ray Silkstone, the teacher responsible for the College's Political Thought syllabus. "The IB offers teachers the opportunity to come up with subjects that fill a gap that they have identified in the programme... before this course there was never a mainstream IB politics course."

Envisioning the future



UWC's mission:

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

UWC believes that to achieve peace and a sustainable future, the values it promotes are crucial:

International and intercultural understanding

Celebration of difference

Personal responsibility and integrity

Mutual responsibility and respect

Compassion and service

Respect for the environment

A sense of idealism

Personal challenge

Action and personal example

Our five Vision objectives, 2005-2012

In order to ensure we are able to maximise UWC's impact, we have developed five Vision objectives to be achieved by UWC's fiftieth anniversary in 2012.

•**UWC education.** We will ensure that UWC is recognised as a leader in the field of international and multicultural education, making a significant impact on the way the world educates its young people for peace and a sustainable future.

Example: The new UWC in Mostar and the proposal for a UWC in Maastricht both explicitly aim to make an impact on national educational systems by providing a model of multicultural education. This objective has already become a focus for creative thinking on the part of the College Heads and the International Board's Education Committee.

•**New Colleges.** We will establish a new United World College in the Middle East. In the current political environment, this will signal our commitment to educating for peace and bring our approach to young people in a region where UWC's presence is badly needed. We will also actively continue to pursue all opportunities that arise for new Colleges.

Example: Proposed Colleges in the Rift Valley, Kenya and Maastricht, the Netherlands have been given preliminary approval by the International Board and various other proposals are at much earlier stages of development, including in New Zealand and Tanzania.

•**UWC outreach.** We will establish new short-term programmes, particularly in post-conflict areas and in areas where UWC's impact is currently low, such as Latin America and Africa. We will

"I suspect no one would argue that UWC's ideals of peace and international understanding are not as relevant – perhaps more relevant – in today's conflict-scarred world than when our first College was opened four decades ago in the aftermath of the Second World War and as an antidote to international conflict..."

Her Majesty Queen Noor, UWC President

continue to support and develop existing outreach programmes, including those operated by our Colleges and National Committees.

Example: The impact of the UWC Short Courses in the UK and Montenegro in 2007 demonstrated the value of a well-structured outreach programme. It could take UWC's mission and values to a far wider audience than could ever be managed by focusing only on College programmes.

•**UWC leadership.** We will develop our organisational leadership so that we achieve greater impact worldwide. We will focus on ways to make better use of our Presidents, Patrons and supporters; and we will have an effective, diverse, skills-based International Board and management structure that will work to create a global profile for UWC.

Example: We need to have more people who share our commitment and who can be advocates for

UWC, who can open doors and who can support us in other ways, not least financially.

•**UWC worldwide.** We will expand, strengthen and enhance our presence and leadership globally through our National Committee system, bringing UWC to more young people worldwide. We will ensure that we have worldwide representation that promotes UWC effectively within all regions, as well as maintaining a high standard of selection of students.

Example: What makes the National Committee system remarkable is the immense volunteer effort that is its foundation. Through their selection processes and in some cases their own outreach initiatives our Committees expose very many young people to UWC's values – in over 120 countries!

You are invaluable

“I am proud to be in a position to give something back to both Pearson UWC and the whole UWC organisation. It is a real privilege to contribute to the organisation that has given me so much.”

Richard Wise UK, Pearson UWC 1974-1976, Entrepreneur and Chair of Audit and Finance Committee, UWC International Board

Few UWC students would be able to attend College without a scholarship. Selection on merit, regardless of socio-economic background, which also reaches out to as many cultures and nationalities as possible depends on the provision of scholarships.

Fundraising is a constant challenge, but necessary if UWC is to continue to place such importance on the diversity of the student body and the freedom of the National Committees and Selection Contacts. It is self evident to us that we must maintain and expand the scholarship programme. UWC would be a poorer organisation if it were an exclusive private school, accessible only to the world’s wealthiest.

UWC is committed to ensuring that as many students as possible experience a UWC education. Without the necessary funds however, this is just a dream. UWC

relies on donations from trusts, foundations, individuals, companies and governments. UWC graduates are an important source of financial support and UWC places great value on their contributions. It is, after all, a testimony to the value which graduates place on their own UWC experience.

UWC takes a holistic approach to fundraising and encourages donors to give to any one of the three prongs of the organisation. A donation to an individual College will enable students to attend that particular College, a donation to a National Committee will enable students from that country to attend UWC, whereas a donation to the International Office assists the development of new Colleges and the International Scholarship Fund.

Our National Committee network is always on the lookout for passionate and committed volunteers, especially at peak times

such as student selection. Last year, UWC relied on the support of 2,000 volunteers to help select and support the new students.

However you choose to support the United World Colleges, you can be confident that you are creating the opportunity for more talented and deserving young people to experience a UWC education. It is an investment in the future.

Working together we can give more students an UWC education.

Thank you

UWC would like to thank all the individuals, companies, trusts and foundations who support our work and students. We appreciate your commitment.

Board Members

The International Board is committed to a robust governance structure and when seeking new Directors aims to combine experience of UWC with external expertise. The Board reflects the diversity of the UWC organisation.

The United World Colleges (International) is registered in England and Wales as a company and a charity.

Current members of the United World Colleges International Board of Directors

Mr Tim Toyne Sewell,
Chair

Count Frants Bernstorff-Gyldensteen
(UWC Atlantic 1971-1973)

Professor Derek Blackman,
Vice-Chair

Dr Rodrigo Carazo,
Chair, UWC Costa Rica

Ms Paulina Gándara Riofrío
(Pearson UWC 1974-1976)

Mr Terry Guest

Mr Eddy Henry
(Pearson UWC 1986-1988)

Baroness Helena Kennedy QC,
Chair, UWC Atlantic

Ms Shareen Khattar,
Deputy Chair, UWC South East Asia

Dr Axel Kravatzky
(UWC-USA 1986-1988)

Ms Maria Isabel León
(UWC-USA 1985-1987)

Mr Peter Lürßen

Mr Keshub Mahindra,
Chair, Mahindra UWC

Dr Luis Marcano González,
Chair, Simón Bolívar UWC

Ms Diana Maughan,
Chair, Pearson UWC

Mr Theotonio Monteiro de Barros
(UWC-USA 1983-1985)

Mr Fayyaz Nurmohamed
(UWC Adriatic 1988-1990)

Mr Babatunde Onitiri

Dr Anthony Richards

Mr Manfred Schepers
(UWC Atlantic 1977-1979)

Mr Einar Steensnæs,
Chair, Red Cross Nordic UWC

Professor Lamija Tanovic,
Chair, UWC Mostar

Mr James Taylor,
Chair, UWC-USA

Mr Clark Thom,
Treasurer,
Chair, Waterford Kamhlaba UWC

Mr Anthony Tong,
Chair, Li Po Chun UWC

Professor Jeff Thompson

Ms Tammy Wan
Vice Chair
(UWC Atlantic 1981-1983)

Mr Richard Wise
(Pearson UWC 1974-1976)

Dr Michele Zanetti,
Chair, UWC Adriatic

Presidents

Her Majesty Queen Noor of Jordan,
UWC President

Nelson Mandela
UWC Honorary President

International Patrons

Lord Richard Attenborough
Antonin Besse
Shelby MC Davis
Lu Pat Ng
Galen Weston

Correct at 01 January 2008 – Directors serve for one or two terms of three years, with a third term possible for Officers (Chair, up to three Vice-Chairs, Treasurer) and Committee Chairs.

“The striking thing about the United World Colleges is that they embrace the entire world across all divides of race, history, culture, wealth, religion, economic status and political belief: they are unique and they are conscious of their responsibilities.”

Nelson Mandela

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