



ANNUAL REVIEW
2020



| | |
|---------|---|
| Welcome | 2 |
|---------|---|

| | |
|--|---|
| Looking Back on 2020: Reflections of a UWC East Africa Pioneer | 3 |
|--|---|

Who We Are

| | |
|------------------|---|
| Our Vision | 4 |
| Our Approach | 4 |
| Our Global Reach | 5 |

2020: Rising to the Challenge

| | |
|--------------------------|----|
| My 2020 with UWC | 6 |
| Rising to New Challenges | 7 |
| Rising to New Prominence | 8 |
| Our Students in 2020 | 9 |
| Our Education in 2020 | 10 |

Impacting 2020

| | |
|-------------------------|----|
| COVID-19 | 12 |
| The Environment | 13 |
| Anti-Racism | 14 |
| The Refugee Crisis | 15 |
| Grappling with Conflict | 16 |

Support in 2020

| | |
|---|----|
| With Gratitude | 17 |
| Partner Spotlight: Shelby Davis and Phil Geier | 18 |
| Partner Spotlight: Kjartan Björnsson | 19 |
| Fundraising Spotlight: Tez Steinberg | 20 |

The Year in Numbers

| | |
|-------------------|----|
| UWC Movement | 21 |
| UWC International | 22 |

PRESIDENT OF UWC

HM Queen Noor of Jordan

UWC INTERNATIONAL BOARD

As of 1 January 2021

Dr Musimbi Kanyoro

Chair of the Board,
Chair of Personnel and
Remuneration Committee

Pål Brynsrud

Vice-Chair of the Board,
Chair of Nominating and
Governance Committee

Aram Rabadi

Interim Vice-Chair of
Committee of the National
Committees

Carma Elliot

College President, UWC
South East Asia

Colin Habgood

Treasurer,
Chair of Finance and Audit
Committee

Dr Christian Hodeige

Permanent Proxy Chair of
UWC Robert Bosch College,
Chair of College Chairs'
Committee

Driek Desmet

Chair of Community
Engagement Committee

Gabriel Abad Fernandez

Head of UWC Dilijan,
Chair of College Heads'
Committee

Laura Carone

Chair of Committee of the
National Committees

Lin Kobayashi

Chair of UWC ISAK Japan

Marco Provencio

Chair of Committee for the
Governance of the National
Committee System

Dr Maria Inês Kavamura

Chair of International
Development Committee

Mariana Arrobas

Vice-Chair of Committee of
the National Committees

Dr Victoria Mora

President of UWC-USA

Veronika Zonabend

Founder and Chair of UWC
Dilijan

Jane Foster

Special UWC International
Board Representative on
Safeguarding

**With special thanks to the
UWC International Board
members who supported
UWC through 2020:**

Nicole Severino

Vice-Chair of Committee of
the National Committees

Peter Howe

Principal of UWC Atlantic,
Chair of College Heads'
Committee

Tove Veierød

Special UWC International
Board Representative on
Safeguarding

Welcome



Dr Musimbi Kanyoro
Chair, UWC International Board



Dr Quique Bassat
Chair, UWC International Council



Jens Waltermann
Executive Director,
UWC International

The central credo of UWC's founder, Kurt Hahn, rang particularly true in 2020: "There is more in us than we know. If we could be made to see it; perhaps, for the rest of our lives we will be unwilling to settle for less."

There had to be more in us than we knew: as a global organisation with school communities drawn from all parts of the world, UWC was deeply affected by the COVID-19 pandemic. But that was not all. The situation in Hong Kong and the Nagorno-Karabakh conflict presented unique challenges to two of our schools. The Black Lives Matter movement, meanwhile, reminded us all that even an organisation like ours, built on uniting people and celebrating diversity, has to practice critical self-reflection in the fight against racism in all its forms. 2020 was about working through these challenges and about identifying opportunities in adversity. And indeed we did "find more in us than we knew" and we made it through the year far better than could have been expected.

In this Annual Review you will learn about how UWC rose to the challenges of 2020. You will read about how the UWC community overcame great hurdles, eventually bringing almost all of our 11,000 students from 158 countries back on our campuses to live and learn together. It is the continued generosity of our partners and donors, and the monumental shared effort of UWC families, staff, volunteers and friends, who made this possible.

Students become alumni, and UWC alumni go on to impact the world. Within this Annual Review, you will see how our graduates brought their grit, skills and multi-layered perspectives to the key areas deserving all of our attention, from the refugee crisis to

the climate crisis, from racial and other injustices to COVID-19 response.

What this year has made clearer than ever is that we are needed. An education that empowers forward-looking, compassionate and resilient individuals from all cultures, countries and social backgrounds, is needed to rise above the challenges we could not have imagined just one year ago.

We are so thankful to stand together with you in our pursuit. The partnerships that we formed and continued to cultivate this year enable us to provide a UWC education to ever more diverse young people, so that they can unite with their communities to build a future with sustainability, justice, solidarity and peace at its core. Beyond the crucial scholarships that our donors provide are the opportunities our partnerships engender to stretch our impact even further. In 2020, this included growing the number of educational offerings for refugee students in partnership with Rise, an initiative of Schmidt Futures and the Rhodes Trust, alongside building bridges of mutual understanding in Cyprus with support from the European Commission, and more. We thank you for enabling us to plant seeds of change in more communities around the world.

And change is possible. As we saw in 2020, both within the world of UWC and beyond, seemingly insurmountable barriers can be overcome.

So Kurt Hahn was right: now is the time to stretch further, to dream bigger, and to take action to shape a better post-COVID future for all. Let us grasp 2021 as a new starting point and inspire a new generation to strive for more.

We look forward to making this journey together with you.

Looking Back on 2020: Reflections of a UWC East Africa Pioneer



Peter Makuei
South Sudan
UWC East Africa, 2019-2021

My name is Peter Makuei. I started my UWC journey one year ago, as part of the first group of UWC students (pioneers) at UWC East Africa. Before that, I was born and grew up in South Sudan, a nation that has been prone to wars. It was of no surprise that I was finally forced out of the country during the 2013 civil war. I sought asylum in Uganda as a refugee at Kiryandongo refugee settlement, a place that has been my home ever since.

As a refugee child, life was full of surprises, especially where my education journey was concerned. I found out about UWC scholarships at a time when I was faced with the possibility that I might not be able to complete my final two years of high school: few schools in the region offered this, and none inside the settlement could.

It was the UWC mission itself that inspired me to apply for this opportunity to realise my dreams and work together with my friends to make the world a better place for everyone, by recognising our differences and learning how to live together amidst these differences. I applied through the UWC Ugandan National Committee and fortunately I got accepted: I am now a happy second-year student and member of the great UWC East Africa community.

This same mission has carried me through the added challenges of being a first-year UWC student in 2020.

During the pandemic, I went back to the camp while the school was closed. It was

challenging to continue with online studies due to limited internet and power supply access at the settlement, but with the support from CAREDUCA Foundation all went well and I successfully completed my first of the two-year programme.

2020 has not been an easy year for anyone - and it has contributed further challenges to refugee communities. This is why I believe that this year's World Refugee Day theme is so important: 'Every Action Counts' calls for everyone in their own capacity to help refugee populations. For me this meant starting with small steps. When I returned to the settlement during the pandemic I set about translating the World Health Organisation COVID-19 guidelines into local languages that people there would understand. Once I graduate from UWC East Africa in six months time, I would like to go back to the settlement again and set up a project that will help reduce disease outbreak through proper waste disposal by constructing at least one latrine in each cluster.

These plans are important to me because from the day I arrived at UWC East Africa my life has not been the same. I have met friends that have become part of my life and my hope that was lost has now been restored with this novel gift of Education. I am thankful to CARECUDA for making my dream of attaining an international education possible. I am thankful that I already had the opportunity to translate this gift into action by helping the COVID-19 prevention efforts in the settlement this year.



Pandemic or no pandemic - the experience I have so far had here with my UWC East Africa family has been amazing, from the social diversity to the beautiful environment and the hospitality of the Tanzanians that makes it the best home away from home. As the pioneer generation of UWC East Africa we were also able to play a big part in shaping this school as a UWC. We do believe that we have a huge role to play in setting the legacy that future UWC students will follow. Recently, we summited the highest mountain in Africa, Mount Kilimanjaro, as a way of showing future students that it is doable. The teamwork we display in and outside the classroom makes us stick together. Even during the pandemic we stayed in touch via Zoom calls.

And we are here - a young generation of changemakers ready to solve the world's problems. Our ability to collaborate with one another and come up with common objectives gives me hope that we shall overcome the future challenges that our global community will face.

I hope you will enjoy reading in this Annual Review about how my fellow UWC community members are already taking big steps towards overcoming those challenges.

Thank you.



Who We Are

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

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 our students and alumni 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 USD 70 million a year in scholarship funds and partner with a number of key organisations that help us to expand our reach.

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 155 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. With the increasingly complex and global nature of today's most pressing challenges, the world needs visionary leaders from all backgrounds who can work across differences to come up with shared solutions to the shared problems our world faces. For 58 years, UWC has been committed to making this vision a reality.

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 155 countries. The committees select students from within their own regions, often in the most unlikely of places, 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. The majority of UWC students are selected through this application route and over 80% of national committee selected students receive partial or full scholarships based on need.

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 9 to 12 months before the beginning of the school year. For 2020 entry, 112 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

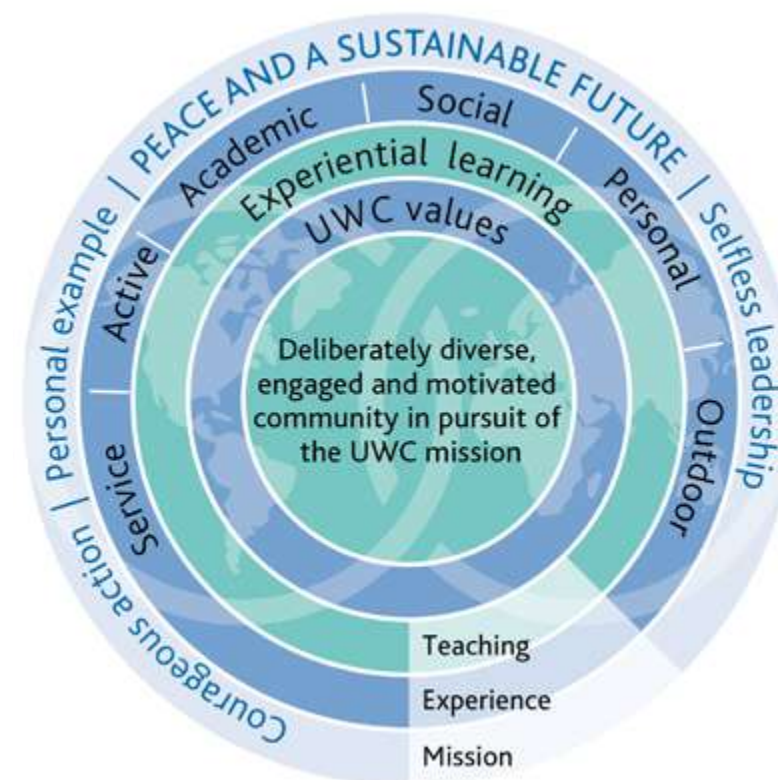
UWC's 18 schools on four continents provide unparalleled learning opportunities for students. Each has their own distinct characteristics, but all our schools nurture students' passion for service, action and creativity. They foster academic excellence, and encourage intercultural understanding, compassion 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.

During the 2020 school closures, the UWC school and short course education experience was translated to the online sphere for the first time.



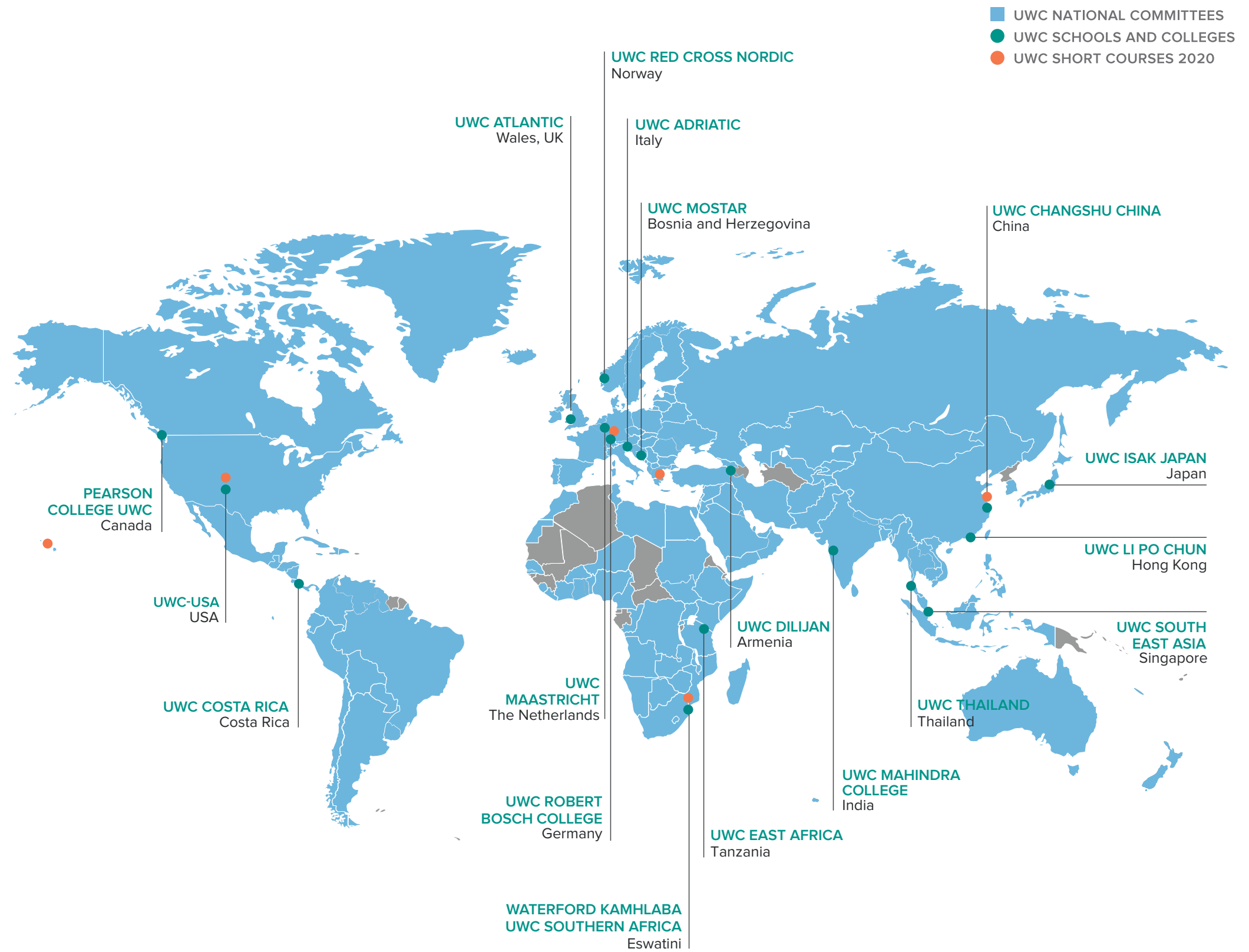
INSPIRE

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



2020: Rising to the Challenge



UWC Changsha China sends students home

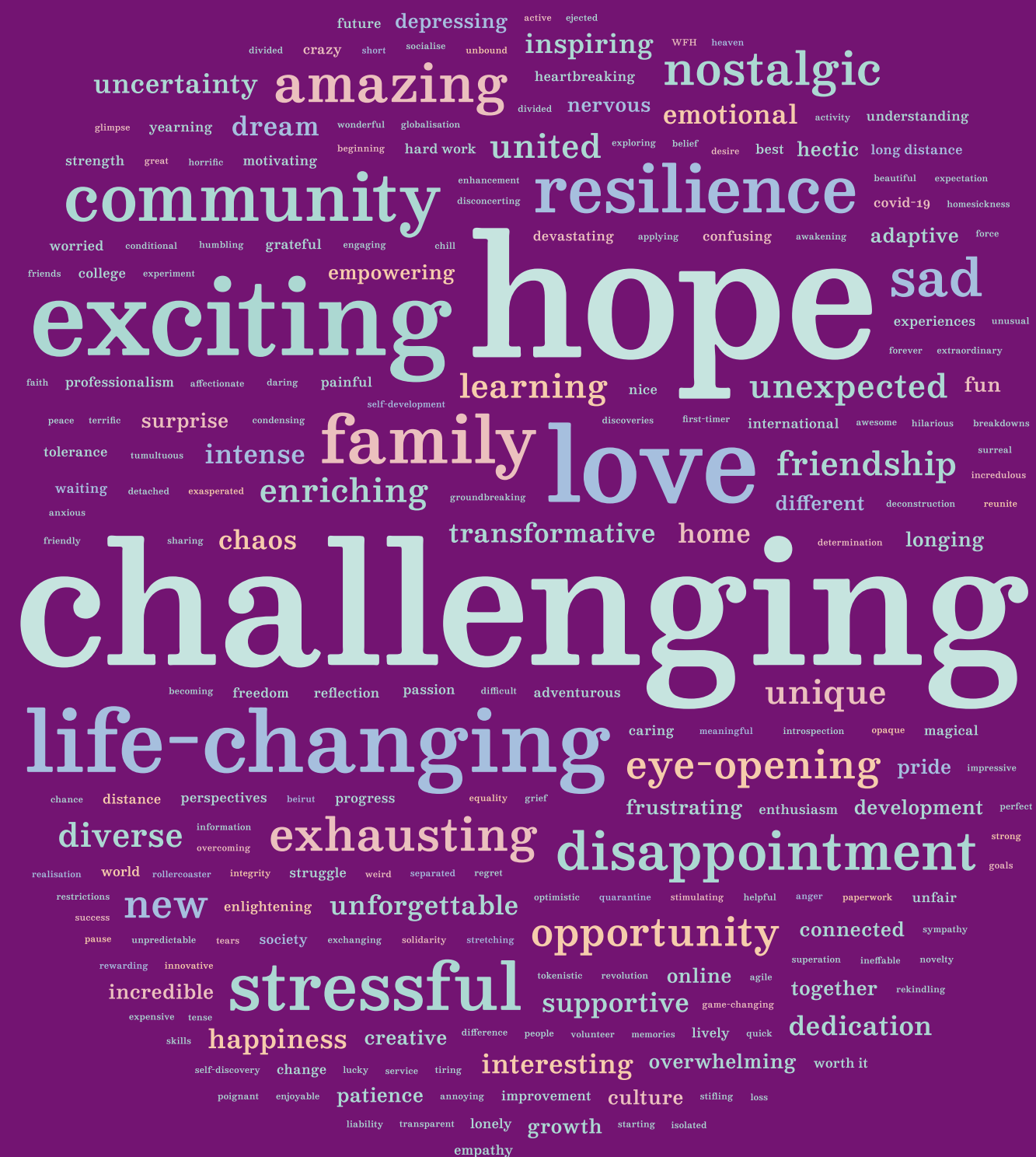
Most UWC campuses close temporarily

2020

Watch the 2020 UWC End of Year video [▶](#)

We asked the UWC community to share the three words that sum up their 2020 with UWC. We received almost 200 responses from UWC students, alumni, staff members and volunteers. Here is how they summed up this past year:

We asked the UWC community to share the three words that sum up their 2020 with UWC. We received almost 200 responses from UWC students, alumni, staff members and volunteers. Here is how they summed up this past year:



JANUARY-APRIL
17 UWC schools
implemented partial or
full campus closures,
each lasting varying
lengths of time.*

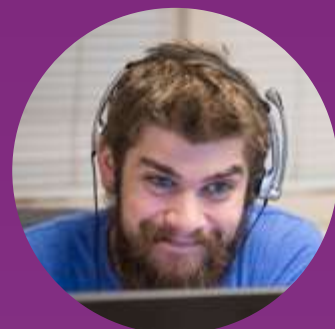
The community sprang into action in a combined effort involving school staff, national committee volunteers, parents, alumni and UWC International to bring almost **5,000 IBDP students** from **158 countries** home, into host families or to fund their stays on campus between June and August for those students who could not safely return home during this period.

*UWC Robert Bosch College remained open for those students wishing or needing to stay on campus. Strict health guidelines involving on-campus group isolation were put in place.



JANUARY-APRIL
The UWC experience
moves online.

UWC educators worked together to find ways to move the experiential, holistic and interactive UWC education model online in a matter of days. A core focus of this journey was providing the increased level of **support and attention** students needed in a time of global crisis. This included providing a Social and Emotional Learning framework helping students to understand and manage their own **emotions, set goals, manage time** and continue to **build relationships** with others. It also involved the more practical steps necessary to provide students in more disadvantaged contexts with **internet access** and **online learning devices**.



Rising to New Challenges

The cross-UWC collaboration in this area culminated in the **UWC Global Campus**: an online learning platform currently in development and accessible to all UWC teachers, students and short course organisers where they can collaborate, co-create and run professional development courses, as well as courses on core-UWC themes.



MARCH
A global
community goes
into lockdown.

UWC Unlocked Talks were launched, a series of online conversations hosted by UWCers on a range of important topics, from the climate crisis to the refugee crisis, from mental health to racial inequities. The Talks connected UWC community members across continents and generations, providing a dialogue space to explore shared solutions to global and UWC-specific issues. **30 Talks** have so far been hosted with a total audience of **2,362** UWC community members.



MAY
The murder of George
Floyd sheds light onto
the systemic injustices
also affecting UWC
institutions.

Large-scale discussions about how racism and other inequities continue to manifest themselves, also within UWC institutions, took place including via a three-part UWC Unlocked Talk special series that aimed to offer a dialogue space and provide opportunities for learning. Soon thereafter, anti-racism and equity at UWC was placed at the centre of deliberations at the **June UWC International Board meeting**, a **UWC-wide Diversity, Equity and Inclusion** course was created by UWCx Initiative, Critical Engagement, and an **Anti-Racism, Diversity, Equity and Inclusion Steering Group** was formed. This last step involved the most far-reaching call for steering group membership in the history of UWC governance, leading to over **160 applicants** from across the UWC movement.



JUNE
In-person UWC
short courses
cannot go ahead.

Six UWC short courses took the plunge to move online this year with **UWC Unlocked Short Courses**. From exploring how to build a sustainable future to discovering how a deeper understanding of identity can help us to enact the change that we envision - these online courses offer new opportunities for more young people from more backgrounds and areas to access a UWC education.

AUGUST
Ongoing travel
restrictions affect
students' ability
to return to or start
their UWC journeys.

The **UWC transfer system** was developed for those students who could not travel to their originally allocated UWC school. **197 students** were transferred to another UWC school through this system.

By December 2020, all but one UWC campus was fully operational again, bringing together **93%** of the full student body. After an unusual beginning to the year involving a **14 day quarantine** for many, these students were able to enjoy living and learning together with young people from **158** countries again.



SEPTEMBER
Conflict ignites in the
Nagorno-Karabakh
Region.

The UWC community - led by the UWC Dilijan leadership team - banded together to keep the school community safe from harm. This support also extended to the internally displaced people in Dilijan, the direct victims of the conflict and the staff members and their families compelled to serve in this conflict. So far, the UWC Dilijan community has donated **dry food** and **1,200 meals** cooked by students and staff, alongside **clothes, hygiene supplies** and **kitchen assets**.

Our presence at global events helped amplify our vision for education into the consciousness of current influencers and decision makers.



World Economic Forum, Davos
January 2020



Skoll World Virtual Forum
April 2020



Climate One
May 2020



C20 Virtual Summit
October 2020



WISE
October 2020



We were delighted to welcome new partnerships that have helped expand UWC's reach even further.

RISE

A Schmidt Futures and Rhodes Trust initiative helping UWC to launch a new education programme at Kakuma Refugee Camp in Kenya and supporting five students per year from refugee backgrounds to attend UWC on full scholarships.



EDUCATION COMMISSION FOR THE SAVE OUR FUTURE CAMPAIGN

Launched in conjunction with the publication of the Secretary-General's Policy Brief on Education during COVID-19 and Beyond, UWC joined up with other leading voices in the field of education to amplify the voices of the nearly 1.6 billion learners worldwide whose education was disrupted this year and set out the priority action areas to protect education in COVID-19 response around the world.



EU-FUNDED CYPRUS SCHOLARSHIP PROGRAMME

Following the success of a pilot scheme which supported six scholarship students from the Turkish and Greek Cypriot communities to attend UWC Mostar, the European Commission agreed to extend and expand its support for UWC activities in Cyprus. EU funding will be provided for 20 scholarships for Cypriot youth, four UWC short courses and an ongoing bi-communal community engagement programme, to be implemented from 2020 to 2024.



Rising to New Prominence

We celebrated our UWC students and alumni and the impact they are having on the world.

MEDIA COVERAGE

UWC was featured in **Tatler** as one of four of the best global schools, where it gained its place as 'The Best School for World Peace'.



Mai Al Qaisi (UWC Atlantic, 2007-2009) from Palestine was appointed as the **Save Our Future Global Ambassador to Defend the Rights of Refugee Children** to Education and was featured on their channels alongside **Lucy Keller, the Head of Mindfulness** at UWC Thailand.

YOUNG AURORA

"Beehive Divide" from UWC East Africa won the first prize of USD 4,000 with their solution to protect the crops of villagers in Sanya Hoyee, Tanzania from elephant raids by building a chilli and beehive fence.



The **BBC** featured two UWC Refugee scholars: Summia (UWC-USA, 2014-2016) and Dechen (UWC Atlantic, 2019-2021).

The new partnership with Rise was featured in the **Times of Eswatini**, spreading news of the highly esteemed talent programme supporting refugee education and scholarship opportunities, with a particular focus on African youth through Kakuma Refugee Camp, Kenya.

We showed that United We Can.



DAVIS-UWC IMPACT CHALLENGE

All 17 participating UWC schools completed the **Davis-UWC IMPACT Challenge**. UWC Red Cross Nordic and UWC Mahindra College join the other schools in raising USD 1 million - thereby unlocking the matched funding of USD 1 million from UWC patron, Shelby Davis.



VOLUNTEERING

1,019 core UWC national committee volunteers contributed **184,488 hours** to the UWC movement.

UWC IBDP students contributed over **125,000 hours** to community service projects, in-person and virtually.

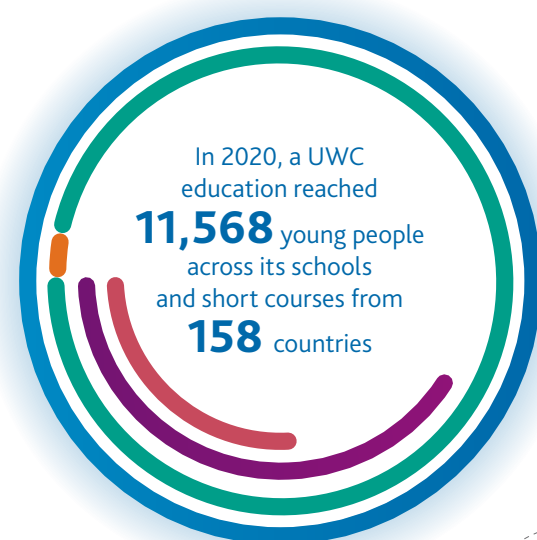


...And we spent countless hours on Zoom, connecting, discussing, deliberating and making decisions!

Our Students in 2020

In Numbers

STUDENTS REACHED



11,262 students attended UWC schools

306 participants attended virtual UWC short courses

4,567 students studied in grades 11 and 12 for the International Baccalaureate Diploma Programme (IBDP)

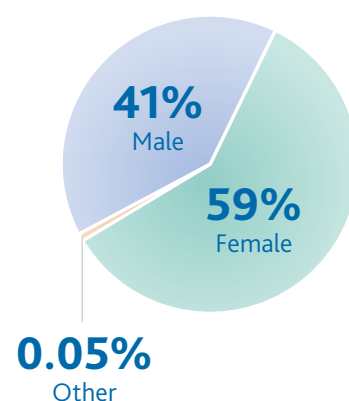
2,962 students were selected by UWC national committees

STUDENT SCHOLARSHIPS

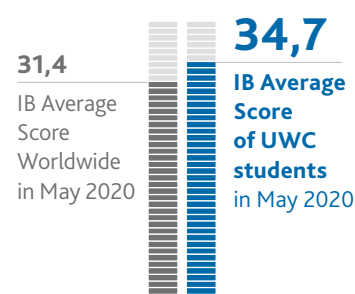


83% of UWC national committee selected students in the IBDP years at UWC schools received full or partial financial support based on need. **Within this group each student received, on average, USD 60,012 in scholarship funds.**

GENDER BREAKDOWN



IB RESULTS



BEYOND UWC

964 UWC alumni entered the Davis-UWC Scholars Program in 2020, with scholarships to **86** US colleges and universities, including all eight Ivy League schools.



They join the **3,407** Davis-UWC scholars from **160** countries currently benefiting from the program, and the **10,424** UWC alumni that have been supported by the Program since it was launched in 2000.

Meet Dechen, a Third-Generation Tibetan Refugee Turned UWC Atlantic Scholar

I am a third-generation Tibetan refugee born and raised in North India. My grandparents fled from Tibet as teenagers and settled in the northeastern Himalayas of India where me and my two siblings were eventually born. Both of our parents passed away when we were very young, as a result of illness which I believe could have been cured if they would have had access to the right medical help. This lack of medical expertise and infrastructure has been my tragedy that fuelled my desire to pursue my passion for medicine and eventually be able to use science to contribute to societal improvement, particularly in remote areas in India like the one I call home.

It was when I saw some older students at my school in India applying desperately to UWC that I asked my school counsellor for details about it. Totally fascinated about the UWC movement, the mission, the education system and its diverse culture, I filled out the application form as soon as I was old enough to apply. The moment I heard the news that I got into UWC Atlantic on a scholarship with the Pestalozzi International Foundation, I was full of the joys of spring. I couldn't have been more excited to have been selected. I didn't ever imagine I would be able to study in a school like this and I am forever grateful for the opportunity.

I've been a student here for over a year now. My experience at UWC Atlantic has so far opened me up to a wider view of the world and allowed me to look at life from many different angles. It has been so challenging and so rewarding at the same time. Everyday, it pushes me to challenge

my views and understanding of the world around me and provides me with the opportunity to grow as a whole person and be the best possible version of myself.

The experience has of course also been testing at times: the sudden switch to online learning this year due to COVID-19 was demanding and, due to the hours we spent online, exhausting. However, the lockdown period definitely made me feel appreciative of home and grateful for what I have. It also further expanded my horizons: as I was not able to safely return home over the Summer due to the pandemic, I stayed with a host family in England. There, I experienced an authentic English lifestyle - an experience I would not have necessarily encountered amidst the varied environment and diverse cultures of UWC Atlantic! I also thoroughly enjoyed sharing my Tibetan culture with them.

Once I graduate from UWC Atlantic I hope to study biomedicine at University - although my experience as leader of the Wellbeing Council at UWC Atlantic has intrigued me into maybe also exploring a career in psychology in the future. I am looking forward to applying all that I have learned and gained at UWC to finally pursue my dream of improving health outcomes in rural areas like the one I come from, to help families like my own live a long and healthy life.



Dechen Chokey
Tibet
UWC Atlantic, 2019-2021

Our Education in 2020

THE TRANSITION TO ONLINE LEARNING

A Reflection by Shirla Sum Nga Wan, Vice Principal at UWC Changshu China



Shirla Sum Nga Wan
Vice Principal
at UWC Changshu China

Former Intel CEO Andy Grove once said: "Bad companies are destroyed by crises; good companies survive them; great companies are improved by them." Education institutions are no different. The COVID-19 outbreak in 2020 has presented all UWC schools with one of the greatest challenges yet. As international schools with 'deliberate diversity' at our hearts, the closing down of borders around the world poses a direct threat to our education model. Limited to digital interactions, UWC educators have been compelled to create experiential learning experiences which are dramatically different to those on physical campuses. We have probably not gotten it completely right, but with a spirit of bold experimentation, UWC educators globally have made notable strides in enhancing our education offering in the online learning environment.

Online learning has given teachers the much-needed push over the edge to let go of the drivers' seat. When we can no longer track students' every move in a physical classroom, teachers must learn to trust students to take ownership of their learning. Flipped instruction, for example, presents a student-centered model where instructional content is delivered outside class time, and students engage in hands-on interactive learning activities especially designed to consolidate and extend their learning during class time. Students own the choice to decide the pace at which they would like to learn and how they would like to learn. What has surprised teachers is that students still learn! In fact,

students become more motivated when they feel trusted to exercise their learner agency. Meanwhile, an interactive cycle of experimentation starts to gain momentum as teachers design ways to create a nurturing learning environment with stimulating digital resources and appropriate levels of challenges to our students.

Experimentation with technology during these times has shed new light on how we may meet the learning needs of incredibly diverse UWC students. Disparate time zones, varying levels of connectivity, juggling family responsibilities: these are just some of the additional hurdles UWC teachers and students had to deal with this year. By creating high quality instructional videos, for example, students can engage with the material when it best suits them. English learners, meanwhile, may watch the video with subtitle support. And some students who are less vocal in a physical classroom have found new confidence in the alternative spaces for peer learning offered by a number of digital platforms.

Meanwhile, students' well-being remains fundamental to their learning, and even more so during these turbulent times. All UWCs have identified promoting students' well-being as a paramount objective of the past year. Frequent communication and consistent, empathetic dialogue help to foster meaningful relationships between students, as well as between students and teachers/advisors. As much as possible,



we have strived to uphold a sense of belonging to a shared community across UWCs. The online and offline cross-cultural collaboration involved in producing music and dance shows at events such as the virtual One World event at UWC Changshu China definitely stand out as terrific reminders that our community bonds, despite being stretched by distance, nevertheless remain intact.

This is not to say it was all a smooth journey. All UWCs have had their fair share of ups-and-downs in offering online learning. What has excited me the most is the collaboration and innovation spurred by the crisis. Collaborating with representatives across 14 different UWCs, together we launched the Guidelines for Effective UWC Teaching Online to support teachers through this transition as well as [The UWC Global Campus](#). With developments such as these, I am hopeful that innovation and collaboration among UWC educators will continue long after we return to 'normal', meaning that the crisis would have led to improvement after all.



THE ONLINE LEARNING EXPERIENCE

A UWC Mahindra College Student and Teacher Look Back



Mithi Jethwa
India
UWC Mahindra College,
2019-2021



Paola Leal
Teacher of Spanish and Head of
IBDP Language Acquisition at
UWC Mahindra College

Mithi (UWC Mahindra College, 2019-2021) from Delhi, and teacher of Spanish, Paola, share their experiences of their online learning journeys that began in March 2020 at UWC Mahindra College (MUWCI) due to the COVID-19 outbreak and continued into the new academic year. Students began arriving back on the MUWCI campus from mid-November, after this interview took place.

How would you sum up your online learning experience in 2020?

Mithi: If I had to choose one word it would be 'growth'. The turnaround between having to leave campus and online learning starting was extremely rapid - I think faculty had around two weeks to get it set-up. And so, naturally, last academic year the online learning experience was characterised by teachers and students alike grappling with new territory, trying to work this new journey out together. It has been amazing to see how we all have come together to create a well-structured learning environment, learning how to create a similar experience to the one we had at MUWCI in the virtual space.

Paola: To sum it up, the word I would choose is 'creativity'. We had to re-design and re-think everything: our classes, our teaching style, while simultaneously reinventing and recreating our community and the ways in which we understand what MUWCI is. We had to examine how we could facilitate the kinds of intercultural interactions that happen

in an instant on campus, and which are core to MUWCI and to UWC, in the online space. But after a challenging first few months we now have a robust schedule, and we're not really missing any concrete aspects of college life: we have college meetings, classes, and about 40-50 Creativity, Activity & Service (CAS) projects that have found a way to work online. But we are also all very tired of sitting in front of screens all day. So each part of the online learning journey had its own challenges.

Acknowledging how challenging the past year has been, are there any positives that you can draw from the experience?

Mithi: At the start of online learning, one of the things I was most concerned about was how we would carry on being changemakers while at home.

Now a lot of people are taking part in protests at home, engaging with the politics in their nation, having difficult conversations with family and friends - and then sharing those experiences with the rest of us online. It shows that just because you are not on campus, it doesn't mean that you can't carry on making change happen in many of the same ways as you would if you were physically at school. This is usually a process that happens after graduation, but for our batch it's happening right now and it's super empowering. It's like living in two parallel communities at once, and that's an experience we would not have otherwise had.



Mithi and Paola, now back on campus at last!

What are the big learnings from this past year that you will carry with you into the next year and beyond?

Paola: Personally I would just like to say how amazed I have been at the resilience we have shown over the past year as a community. When we had to close the school in March, it was very hard, traumatic even for the students. But still, we found ways to celebrate graduation, we started the new year and have found ways to carry on with the MUWCI traditions and moments that make this experience so special. I feel very proud of UWC, of MUWCI, and of all the teachers and students. None of us are having a good time, and especially for teenagers this is a very complicated experience to be confronted with. So the resilience that the community has shown despite all of that has been awe-inspiring.

Mithi: It's true, the community has found a lot of different ways to support each other. Teachers have been so responsive and have done so much for us students. The amount of effort that has gone into upholding this community has been so inspiring to see. One clear example of this is the student government meeting we



held in September. Usually, on campus we have a maximum of 30 observers for these meetings, but when we held the online one 170 people attended. That is at least three quarters of the campus. To see people so engaged with the way life is going right now and willing to come up with new ideas, not because they have to but because they care about this community so much, has been awesome to see. It shows just how much people care about being part of UWC - whether there's a campus or not, the same MUWCI traditions or not, mud games or not... That is what I'm most proud of.

Impacting 2020

COVID-19

From Global Health Researcher in Diseases of Poverty to COVID-19 Advisor: Alumnus Dr Quique Bassat Shares His Reflections



Dr Quique Bassat

Spain
UWC Atlantic, 1991-1993
Chair, UWC International Council

Dr. Quique Bassat (UWC Atlantic, 1991-1993) is a pediatrician with a special interest in infectious disease epidemiology and public health. He is the Head of the Malaria Programme at the Barcelona Institute for Global Health (ISGlobal), and has combined his clinical work with biomedical research, focusing on life-threatening diseases in parts of the world where many people do not have access to the fragile health systems that exist there. With COVID-19 entering the world's stage in 2020, Quique's research focus suddenly shifted:

"I have been heavily involved in two main research areas regarding COVID-19. The first is about evaluating drugs for the treatment of COVID-19. Here I continued with my internationally focused lens, working together with our long-term collaborators in Manaus, Brazil to show the futility of Hydroxychloroquine for the treatment of COVID-19 for the first time, as well as the potential safety issues related to it. These results were highly criticised in the context of a very politicised atmosphere, given president Bolsonaro's open support of these drugs.

Back in Barcelona, the second focus point of my work over the last year involved groundbreaking research that showed children and adults to be similarly susceptible to COVID-19 infections, but that children's transmission potential to others appears limited compared to

that of adults. This research brought us a long way in being able to advise the Spanish government on the strategy for reopening schools."

The fact that the clinical research undertaken by Quique and his colleagues in the field of COVID-19 has such strong political implications means that Quique's UWC education has become particularly useful this past year: "The work that I do has become highly politicized in this current global health crisis. Within this context, my UWC background has undoubtedly helped me navigate the meetings with governments I've been involved in this year, which vividly brought to mind our global affairs discussions at UWC Atlantic. The lessons I learned then are directly applicable to the diplomatic skills that are so important to my work today."

Within these discussions, Quique's past work in tackling poverty related infectious diseases remains at the forefront of his considerations: "My experience with diseases like Malaria has helped ensure that I always place equity at the top of the priorities list in any COVID-19 discussion. For the first time in many years, a problem traditionally associated with the Global South, or with poverty, has hit the North harder - meaning that global attention has suddenly (and finally!) focused on the disruptive power of infectious diseases.



This is my normal everyday job, so the disruption caused by COVID-19 was no surprise to me. I've just seized the opportunity to express my opinions and provide my technical input on a problem which is so familiar to the Global South, but seemed to appear out of the blue in the Western World."

When asked about what key learnings Quique will take away from this year in terms of how our world must move forward to meet the health challenges of tomorrow, he shared:

"The same key learnings that my work in infectious diseases in low and middle income countries has always taught me:

put the most vulnerable at the centre, prioritise your scarce resources to those most in need and do not forget those who are often neglected. Globalisation has many positive aspects, but also many terrible ones. A disease that emerges in the forests of the Democratic Republic of Congo, or in a food market in Wuhan can quickly become global. We need to be prepared, and we must acknowledge that distance and remoteness are no longer good enough excuses to remain oblivious to the suffering that has long affected humankind."



THE ENVIRONMENT

UWCers Unite to Help Curb the Effects of the Mauritius Oil Spill

The 2020 Mauritius oil spill has been named one of the worst environmental disasters in the country's history, creating immeasurable damage to the island's already fragile ecosystem.

At the time, a group of local UWC alumni and students jumped in immediately to do what they could to protect the landscape and wildlife from damage. Among them was Lina Curimjee (UWC Mostar, 2018-2020), a recent UWC graduate, now back in Mauritius:

When did you realise how big the problem was and what made you decide to get involved?

In the thirteen days between the ship having crashed and the oil spill starting, we all feared the worst. And given that there were two internationally recognised marine protected areas right where the oil was spilling, it was clear from the start that endangered endemic species were

going to be severely impacted. So as soon as the news broke out that there was now oil in our crystal blue waters, me and a team of UWCers picked up the phone and started investigating how we could help.

I would admit that, had I not gone to UWC, I think I would have rather relied on other people to do the job instead and hope for the best. I think that now that I am a UWC alumna, it's become my duty to make a change in the world as UWC has taught us to do.

What have you learned from the experience so far?

The oil spill disaster has definitely been a learning curve for me. Having recently graduated from UWC, this is my first opportunity to step out into the world as a graduate and start to make a difference. This is the time where change



can be made. So far I have learned that human negligence can cause big disasters, but huge drastic changes can also be made through simple actions.

Finally, why does the world need to listen to what is happening in Mauritius and what can they do to help?

Like many small countries, Mauritius is often ignored while the eyes of the world focus on big countries like the US or China. However, it's actually the small nations such as Mauritius that suffer the most. All you have to do is look at how the actions of one ship have impacted Mauritius, both environmentally and economically.

What people from around the world can do is spread awareness. The more attention the world pays to this issue over here, the more importance will be given to this crisis, and the more support we will receive. I urge everyone to stay alert to how the smaller countries around the world are being impacted by climate change: don't forget us and maybe we can help convince your people to make the changes necessary in their lives to turn the tide on the climate crisis.

ANTI-RACISM

A Cross-UWC Conversation on Anti-Racism, Diversity, Equity and Inclusion

between Koko and Kathrin, students at Waterford Kamhlaba UWCSA, and Rod Jemison, Head of UWC ISAK Japan.



Kathrin Burger
Austria
Waterford Kamhlaba UWC of
Southern Africa, 2020-2021



Koko (Divine) Sanginga
Democratic Republic of Congo
Waterford Kamhlaba UWC of
Southern Africa, 2020-2021



Rod Jemison
Head of UWC ISAK Japan
Co-Chair of the UWC
Anti-Racism, Diversity, Equity
and Inclusion Steering Group

Anti-racism has been catapulted to the top of most diversity, equity and inclusion agendas in 2020. This includes the Asinakekelane group at Waterford Kamhlaba UWC of Southern Africa. Asinakekelane means 'Let's Care About Each Other' in siSwati and is a community organisation comprised of students, teachers, alumni and parents discussing all issues of discrimination. As Black Lives Matter protests rose to a peak back in May, Koko from the Democratic Republic of Congo and Kathrin from Austria (both Waterford Kamhlaba UWCSA, 2020-2021 & co-heads of Asinakekelane) saw an intensified need in their school community to offer support and learning opportunities in the area of anti-racism. "We tried to do as much we could to be there for our community - even though everything was online by then due to COVID-19. We organised virtual protests, videos and supported two of our co-years to set up the Waterford Kamhlaba Race Talks to keep the community informed about what was going on in the world and discuss how it related to issues of diversity, equity and inclusion within our own community. Seeing how important these issues were to our school made it pretty clear to us that issues of racism needed to be a focus for Asinakekelane moving forward," Koko explained.

Meanwhile, Rod Jemison, Head of UWC ISAK Japan, saw similar needs brought to the fore, both within the ISAK community itself and across the wider UWC movement. Rod was also later named co-chair of the UWC Anti-Racism, Diversity,

Equity and Inclusion Steering Group. Koko, Kathrin and Rod got together - virtually - to have a conversation about what unites them in the work that they are doing at two different UWCs, the challenges they face, as well as what is making them excited for the UWC anti-racism work they envision for 2021.

"When it comes to racism, it's very easy to find people who are aware of the issues, who are willing to share their experiences and opinions, and who want to take part in creating solutions. But we've also found that enacting those solutions isn't always that simple and that we often want or need things to change quicker than the institutional nature of the problem allows for", Koko said, reflecting on the main successes and challenges she and her peers have come across in their work so far.

The group also discussed how these challenges carry additional complications amidst the diversity of nationalities, backgrounds, cultures and perspectives that make up the UWC student-body. As Kathrin pointed out, "Some people didn't even realise racism was such a pressing issue before the Black Lives Matter protests erupted on such a global scale. I have a friend at UWC who comes from a background where racism and other forms of discrimination were just not talked about - so since May we've spent hours on Zoom together discussing these issues. This diversity of perspectives and approaches can be surprising at first, but then in a way it actually mirrors UWC: we are so diverse, so of course there are different viewpoints."

Nevertheless, the three agreed that issues of racism cannot be dismissed as political, emotional or put down to ignorance: "Although UWCers can be pretty passionate about their own views, they are also luckily very open to broadening their horizons and to learning new things. So that's how we need to frame the fight against racism going forward: we need to educate people about different perspectives and the struggles so many people face, rather than attempting to outright 'correct' their views. It's so important that anti-racism becomes a core and mandatory part of the curriculum and that it's taught at various stages of a UWC education. Conversations around racism cannot be the reserve of those who are directly affected by it, or those who are already engaged in tackling it. And we need to create an environment where people feel comfortable to share their questions and insecurities - otherwise true transformation cannot happen," Kathrin added.

Koko, Kathrin and Rod went on to discuss how interconnected these challenges were across all UWC schools, with Rod urging the students to unite with their co-years around the world to take on this issue together: "There's so much momentum right now to get the ball rolling and the energy I see from you two and the students here at ISAK is immense. So once you connect with each other - and I know your generation is good at that - the chain reaction you will set in motion will be unstoppable. I hope you will leave this conversation knowing that you have friends all over the world, and especially in the movement, who are on your side and

want to make change happen together. We're ready to get going."

Wrapping up the conversation on a high, the three shared what makes them positive and excited for the future of Anti-Racism, Diversity, Equity and Inclusion work at UWC:

For me it's the fact that everyone has been made aware that racism is still a very big issue in the world and, whether they like it or not, we will change things. Especially with COVID-19, I have a very strong sense that the world has flipped - so everything else has to flip with it. I'm looking forward to the change I can feel coming.

Koko

I'm excited to get back to campus and feel that UWC spirit in real life again [once the campus reopens]. As soon as we feel that, and we can talk face to face about the things we care most about, we can overcome anything.

Kathrin

In my lifetime, I have not seen the consistent, aggressive and constant dialogue that we are having about issues of racism across the board. I was used to having these conversations with other people that look like me. Now those conversations have spread around the world, no matter what race, colour or creed people are. You see black and white people, people of all genders and ethnicities, standing side by side during the BLM protests - and it's like nothing I've ever seen before. So, I'm looking forward to it being normal for people to understand racism. It's exciting.

Rod



THE REFUGEE CRISIS

Filling the Urgent Gap in Opportunities for Refugee Youth in 2020, an Interview with UWCx Initiative, Amala



Mia Eskelund Pedersen
UWC Mahindra College,
2005-2007
Co-Founder and Co-Executive
Director of Amala



Polly Akhurst
UWC Atlantic, 2004-2006
Co-Founder and Co-Executive
Director of Amala

Amala - inspired by the Arabic word for "hope" - was founded back in 2017 (then called Sky School) by UWC alumnae and former UWC International staff members Polly Akhurst (UWC Atlantic, 2004-2006) and Mia Eskelund Pedersen (UWC Mahindra College, 2005-2007) in response to the severe shortfall in secondary education opportunities they found to be available for young refugees. In the years since Amala's conception, they have educated more than 400 refugee youth through their programmes.

This year, Amala also launched the first international secondary education programme specifically designed for refugee youth and host communities. The programme was developed with the support of UWC South East Asia as a founding education partner, and with the support of over 150 educators and refugee learners, many from within the UWC movement.

Polly and Mia agree that the core beliefs behind all Amala programmes are closely tied to the values of the changemaker education they both received while at UWC:

"We want to provide an education that our learners will feel is relevant, engaging and meaningful - to improve their own lives and those of their communities. Even with those education opportunities that do exist for young refugees, it is too often the case that the curricula does not relate to the international and complex lives that they lead."

The need for the kind of learning programmes that Amala provides has only been accentuated in the past year. As Polly and Mia explain, "the pandemic has really laid bare the inequalities within education and the loss of learning is huge: where we currently work in Kakuma Refugee Camp, Kenyan schools have just reopened for the first time since March. While there has

been an attempt to shift learning online, many refugees, especially in camp settings, have huge challenges in accessing reliable connectivity and devices. At the same time, schools also function as support structures for disadvantaged students. Many young refugees live complex lives, worsened by the reality that many have been forced into work as their parents face job losses caused by the pandemic. These students need to be supported in order to reduce the chance of dropping out.

At Amala, we've been trying our very best to support our students during this uncertain time. We have been helping students with connectivity and access to devices which are needed for remote learning, while our education team has been hard at work converting our curriculum to online-only formats. Our facilitators have also been doing individual outreach to students to continue to motivate them in their studies."

Throughout all of these challenges, it's the stories of their learners that keep Polly, Mia and the rest of the Amala team going:

"Our learners have shown us from the very beginning how deeply impactful transformational learning can be. Even just a 10 week short programme can change lives. Take Mofti from Kakuma camp Kenya, for example, who took our course on peacebuilding and social entrepreneurship

and then went on to set up his own Kiosk in the camp - telling us that he would never have had that idea, had he not done the course. Or there's Zamzam from the same camp who set up a conflict resolution group for women - reporting that the Amala course gave her the confidence to put her idea into practice."

So, what's next for Amala?

"In the current climate a lot of it comes back to resilience: how can we be resilient during these times, how can we maintain our mission and continue to use transformative education to create opportunities and inspire positive change in the lives of refugees and their communities? How can we reach out to more like-minded organisations to work together on creating shared problems to the shared solutions that we face? Within this context, we are very excited to partner with UWC and with Rise [a Schmidt Futures and Rhodes Trust initiative] to launch a new foundational programme for a total of 60 refugee students from 2021 to 2023 at Kakuma camp.

It is partnerships like this that are helping us expand our reach, further diminish the number of young people from refugee backgrounds deprived of a secondary education and, most importantly, instil hope in a generation of young people who will bring about positive change in their communities."

REFUGEE SUPPORT AT UWC

Since 2016, UWC has supported **187 refugees and internally displaced youth** with full scholarships to attend UWC schools in the IBDP years.

Number of UWC students with a refugee or displaced background on full scholarships (Year 1 & 2):

2016 **43**

2017 **90**

2018 **94**

2019 **82**

2020 **50***

44% of these students identify as female.

*The drop in the number of refugee students attending UWC schools in 2020 was caused by the tightening in travel and visa restrictions in light of the COVID-19 pandemic, which particularly affected students from refugee backgrounds.



GRAPPLING WITH CONFLICT

Experiencing the Nagorno-Karabakh Conflict as a UWC Dilijan Student



Mica Michel
Belgium
UWC Dilijan, 2020-2022

Mica (UWC Dilijan, 2020-2022) is a first year student from Belgium. Having overcome the difficulties of starting her UWC journey in the midst of a global pandemic, Mica and the rest of the UWC Dilijan community were faced with the next global challenge: the outbreak of the Nagorno-Karabakh conflict in September 2020. Below she describes her experiences of watching the conflict unfold from the UWC Dilijan campus in Armenia with her co-years from all around the world.

Barev dzez! My name is Mica. This summer I left my little Kingdom of Belgium to come here, to Armenia. I come from a small European country where war is only experienced through history books or in the news through blurred pictures and subtitled tears. I came to UWC with a view to learn how to build peace but I didn't really expect to learn about it while entering a conflict zone.

On 27 September 2020, Armenia and Azerbaijan went to war. I don't really know when I first realised what this meant. Probably long after I received the multiple calls from my relatives who were panicking watching the news. Long after the school

showed us the procedures to follow in case the air raid alarm went off. And long after my social networks filled up with #artsakhstrong or #armenia. No, the first time I understood what war was, was when I saw friends from affected countries running out of the classroom as soon as they got a phone call or when I saw some students crying while reading the news. It was the constant tension, fear and uncertainty all over the campus that really took me by surprise. At first we thought it would only last for a few days as it has in the past. But from ceasefire to ceasefire the conflict lasted one month and 14 days.

On campus we adapted, we knew that our Outdoor Education Instructor had gone to the front, as well as many relatives of students and staff. As the days went by, I saw a bubble of support growing. Everyone was trying to do what they could to bring every bit of comfort to those who needed it most. It ranged from cooking or donating clothes for the Artsakh refugees to the little paper words of encouragement left here and there for affected staff. There were also memorable moments, an Armenian song sung in chorus by all the Armenians in honour of the soldiers who fought or a Turkish pupil in a geopolitics class defending the Armenians of Artsakh.



It was an extraordinary experience for many of us. But besides that we learned a lot. Indeed, what could be more relevant than learning how to build peace in the midst of a conflict? Is there a better way to understand the necessity of peace than by seeing the ravages of war with our own eyes? It was an opportunity to confront our ideals with a much harder and more complex reality. I understood (not endorsed) how two peoples can hate each other to the point of no longer questioning their responsibility in the conflict. I understood that the wars depicted on television and on several social networks were often simplified to the point of showing us only one side of the conflict. And I also understood a form of patriotism I've never seen in Europe.

In conclusion, this experience of conflict and war made me grow along my UWC journey. "UWC makes education a force to unite people, nations and cultures for peace [...]". My experiences of the last few months have changed my view on this sentence. Peace now seems to me even more complicated to build but also much more necessary. There is no one way and no miracle recipe to build a healthy, fair and lasting peace, otherwise we



would have achieved it long ago. Peace, such as the one I seek through the UWC movement, is not the absence of conflict. It is a daily practice to treat each other with respect in order to ensure stability in social cohesion and to meet the vital needs and protection of everyone. Experiencing this unity between Turks, Russians and Armenians living on the same campus while their countries are torn apart makes me believe that through education and communication we will be able to come closer to what we call peace.



Support in 2020

With Gratitude

Seeking and educating budding changemakers from every corner of the world is a mission that needs partners. From supporting scholarships that ensure a UWC education is accessible to anyone with the drive and potential to positively impact their community to helping us cast our net wider in search of the next generation of ethical leaders - we thank you for making UWC possible.

2020 has toughened many aspects of UWC's work. As a truly global education network that has brought young people from all cultures and all backgrounds together for almost 60 years, the closing of borders, associated disruptions and financial burdens have tested UWC and all that it stands for like never before.

These circumstances have required an immediate response. From taking on travel costs when campuses closed and after they re-opened to providing accommodation, food and connectivity bundles for our more vulnerable students, UWC has not spared any costs in ensuring that each of our students' additional needs were met throughout the challenges of 2020.

We thank you for your support throughout this crucial time and for working with us to make sure that the core values of a UWC education are not compromised as we continue to empower young people to meet the challenges of tomorrow - at a time when we need them most.



PARTNER SPOTLIGHT

An Interview with Shelby Davis and Phil Geier

Whose 20-year partnership has been nothing short of transformative for UWC



Shelby Davis
UWC Patron



Phil Geier
Executive Director, Davis-UWC
Scholars Program

For more than 20 years, philanthropist Shelby Davis and international educator Phil Geier have been a bedrock of support for UWC, its students and its graduates. The early origins of the partnership stretch back to the late 1990s, when Shelby Davis started providing funds for 50 US American students to attend UWC on scholarships each year. Then in 2000, the Davis United World College Scholars Program was launched: it is the world's largest international scholarship programme for undergraduates and has so far supported 10,424 UWC alumni to attend one of 99 US colleges and universities. Next came the Davis-UWC IMPACT Challenge, a USD 17 million match-funding incentive launched in 2015 and designed to encourage and increase donations to UWC schools. The Challenge was successfully completed by all 17 participating UWC schools this year. Most recently, The Davis-UWC Dare to Dream Programme was launched in 2018, enabling 100 new students from disadvantaged backgrounds to attend UWC each year - a gift worth USD 100 million over 20 years.

In the anniversary year of this crucial partnership, we were thrilled to approach Shelby Davis and Phil Geier with some of our burning questions:

What was it that first appealed to you about UWC?

Shelby: Thanks to Phil Geier, former President of UWC-USA (1993-2005), I was introduced to the UWC movement just as I was turning 60, the age at which, according to our family philosophy, I was transitioning from the "earning" phase of my life to the "returning" phase. I have long believed that education creates opportunities and saw in UWC a movement with a global reach that offered educational opportunities to some of the world's most promising and motivated youngsters. I decided for my return phase to invest in scholarships for UWC students, initially to increase the number of Americans attending UWC schools and then to broaden that support for students of all nations from around the world, hoping to create a human network of future leaders.

Can you outline the driving objectives behind the many programmes that you offer to UWC students and graduates?

Phil: Everything Shelby and I have done and continue to do together are based on a few core objectives: first and foremost, we want to open doors of educational opportunity for tomorrow's global decision-makers - regardless of their backgrounds and circumstances - through scholarship support. Second, we aim to help strengthen and transform educational institutions, particularly UWC schools and like-minded U.S. colleges and universities to become more global and go beyond traditional domestic perspectives. Third, we aim to lead by example, thinking our philanthropy and programs might motivate others to join in their own forms of meaningful philanthropy. That's why we launched the Davis-UWC IMPACT Challenge, to encourage all UWC schools to build their own scholarships and their own network of donors. This year, we were gratified that all the UWC schools met the challenge, each earning a matching grant of USD 1 million from Davis funding.

What would be your advice to other philanthropists willing to engage in education?

Shelby: I would like nothing better than to see other philanthropists step up for UWC, whether that be for more scholarships, educational innovations, campus development, national committees, or other post-secondary opportunities in other regions of the world. The potential of UWC schools and their graduates is infinite but realizing that potential will take a great deal more commitment and investment by others than what Phil and I can bring. My advice to all who will listen, especially UWC graduates, is to give as generously as you can—it will make a difference and our collective future will be strengthened by a greater reach of the UWC mission and its values.



What would be your message to UWC students who graduated in 2020?

Shelby: My advice for the graduates of 2020? Do not despair and instead put all your effort and energy into fulfilling your greatest potential, understanding that you can realize that potential with persistence, patience, and an unrelenting commitment to making yourself better every day.

What keeps you hopeful that a more united, more sustainable and more peaceful future is still in reach?

Shelby and Phil: While 2020 has been impaired by a terrible pandemic with tragic loss of lives and extremely difficult economic circumstances, we remain both hopeful and optimistic about the future. We believe that staying focused, working hard, and remaining true to our shared values and goals will see the UWC movement regain strength and become even more valuable to shaping global citizens in the years and decades ahead. Despite the many challenges and unknowns that we are facing, we remain confident about the possibilities of the UWC movement and its graduates.



PARTNER SPOTLIGHT

European Commission Kjartan Björnsson



Kjartan Björnsson
Head of the European
Commission's Cyprus
Settlement Unit

Kjartan Björnsson is the Head of the European Commission's Cyprus Settlement Unit, working to facilitate the reunification of Cyprus by supporting projects in areas such as agriculture, the environment, civil society, community development and education. In 2019, the European Commission partnered up with UWC to form The EU Scholarship Programme for Cypriot Youth at UWC. The aim was clear, to contribute to building bridges of mutual understanding within Cyprus by granting six full scholarships for Cypriot students from the Turkish-Cypriot and Greek-Cypriot communities to complete their final two years of high school together at UWC Mostar in Bosnia and Herzegovina.

You were working in the EU Delegation in Bosnia and Herzegovina when UWC Mostar first opened, what attracted you to the school then?

The attraction of UWC Mostar actually emerged for me a few years later when working on a new leadership programme for young civil servants from the Western Balkans region with the aim of encouraging greater awareness and interaction between young people from different backgrounds as a way of building bridges across divides. This is exactly what UWC Mostar - and UWC schools more broadly - is and are about. So the school's core aim immediately piqued my interest. In Mostar

this aim takes on a whole new significance, with the name (deriving from the word bridge in the local languages) and the Old Bridge itself representing symbolic and physical manifestations of UWC's and the European Commissions' purposes: to build bridges across the real and imaginative divides which separate our societies today.

Then at the beginning of 2020 we had the opportunity to visit UWC Maastricht. Even though we were already convinced by the programme before that, quite frankly, I was very impressed with the knowledge of these students, their dedication and with the interactions that took place.

What impact do you think education - and, more specifically, UWC's education model - can have on conflict and post-conflict societies, such as Cyprus?

Youth and education are always key for change everywhere, but of course this holds particularly true for conflict and post-conflict societies. Without wanting to add even more worries or burdens to the shoulders of the young, I do believe they hold the keys to helping us find new ideas and solutions to the mounting problems that surround us. But first you have to show young people that peaceful coexistence and unity is a very real possibility. To achieve this, they need concrete experiences rather than abstract

storytelling. This is particularly true for young people from regions that have known conflict and division since long before they can remember.

That's where UWC comes in, the scholarship programme promotes diversity and intercultural understanding through real-life interactions between those on the other side of the wall or conflict - these are in many ways the exact same aspirations that we have for Cyprus.

What hopes do you have for the UWC scholarship programme in Cyprus, as funded by the European Commission? What would its success look like to you?

Well, in some ways it is already a success: we currently have six young Cypriots studying together in Mostar. That was not always a given that we would find young Cypriots who would be willing (and allowed by their parents!) to take part in the programme.

Six is of course a modest number but we strongly believe in the power of multipliers. If these dedicated young Cypriots bring their competitive education alongside their intimate awareness of the values of peace and friendship across communities that they have learned back to their families and friends, and then into their respective communities - the effects can be considerable.

Then, with subsequent generations of UWC students, we will hopefully build a growing community of Cypriots interested and able to engage with others, both within their own community but also outside of it. Combined with the planned UWC short courses in Cyprus on topics such as entrepreneurship, sustainability and developing leadership, we will hopefully build a sustainable force for good on the island which will also help to encourage more stakeholders to take these steps even further. Perhaps one day we might even build up enough buy-in from



both local communities to build a school - like a UWC - in Cyprus, that will bring together young people from the Turkish Cypriot and Greek Cypriot community.

For now though we are starting with these first 6 young ambassadors. These incredibly talented students of today will be tomorrow's champions of peace, they will be the leaders of their communities, making a future of peace and reunification possible.

Big question to end: 2020 has been a challenging year - what keeps you hopeful that a more united, more sustainable and more peaceful future is still in reach?

The pandemic showed us how vulnerable our societies are unless we plan ahead and work together. Luckily the pandemic also showed us how resilient and resourceful we can be when needed. We have adapted to new ways of working and inter-acting, which hopefully we will continue also when the pandemic is behind us. We have created new tools to help build more resilient societies and economies, not to preserve status-quo but to help our societies prepare for tomorrow, including with the green and digital agenda.

Rather than focusing on the gloom, I am sure that we will come out of the current crisis more resilient as individuals and as societies, and with the right instruments to build a better, more inclusive and sustainable future for our youth.



FUNDRAISING SPOTLIGHT

Tez Steinberg

The alum who rowed solo and self-supported 2,700 miles across the Pacific for UWC scholarships



Tez Steinberg
USA
UWC Adriatic, 2004-2006

On 3 July 2020, Tez (UWC Adriatic, 2004-2006) set out on his United World Challenge, a self-supported rowing expedition that would take 71 days. Tez was only the 8th person ever to complete this journey. He carried all of his equipment and food with him to survive up to 90 days alone - and didn't see another person for the duration of the row. The end goal of the trip was to inspire others to take on similar perspective-altering challenges and to raise money for UWC scholarships - so that more people from all backgrounds can access a UWC experience, just like Tez did when he left the USA for the first time back in 2004 to travel to Duino, Italy on a full scholarship. The UWCx status that the United World Challenge received earlier this year will make it easier for others to take on similarly oriented challenges.

Tez completed the challenge on 11 September 2020 and has so far raised USD 76,000 in scholarship funds.

What made you decide to row miles across the Pacific Ocean for UWC?

I've wanted to repay my experience at UWC Adriatic ever since graduating in 2006. When I discovered ocean rowing ten years later, it seemed like the perfect way to do it. They're quite similar, after all: being alone in the great big ocean and attending UWC both show how small the world really is, and what we can achieve with the right attitude and preparation. That's why I founded the United World Challenge, to use this journey to raise funds for UWC and inspire others to believe in themselves.

What were the main challenges you encountered on the row? And what kept you going?

Where do I even begin? Solo rowing to Hawaii has a success rate of under 50%, and I was only the 8th person ever to succeed. The experience is full of challenges, and the fact that I only got 3 days of training in my boat before leaving made them even greater.

A few of the biggest challenges included rowing across a counter-current that took me all of week two to cross and pushed me back east when I rested. Then there was my very improvised attempt to fix my broken rowing seat in week three with scrap wood and homemade bearings, and worrying the seat might not last the rest of the way, as I made more repairs week after week. Developing tendonitis in my hands and arms is also up there, alongside rowing in temperatures over 49 degrees C, and of course, the isolation of not seeing another person for over two months.

How'd I keep going? Gratitude and presence. When things were tough, I looked for the beauty. And I reminded myself why I was doing this: to inspire others and to raise money for more scholarships. I just took things one day at a time, and told myself that I could choose to quit, but not today.

What drives you to take on these challenges?

My main motivation is curiosity. I want to know - and actively explore - the difference between my perceived and real limits. Endurance racing helps me surface my own assumptions about what I can do by developing a more honest understanding of my limits, or perceived limits. What this means practically is that I pick races and challenges that seem nearly impossible. And I try to surprise myself by doing them anyway. So far, it's worked. I hope by sharing stories from these experiences, I can inspire others to question their own limits too, and then try something new.

There are many important causes to fundraise for, why UWC?

The world needs UWC more than ever before - not just the alumni change-makers, but the schools themselves as examples to show that peace is possible. That's why I'm dedicating the row to raising scholarships for new UWC students. I hope to raise at least one full scholarship to the United World College, UWC Adriatic, where I was inspired as a student.

Where do you hope the United World Challenge will go next?

My greatest hope for the United World Challenge is to encourage other UWC alumni to give back. In fact, that's why I founded the Challenge brand and received UWCx status, to build a structure and vehicle that others could use after me. To any alum reading this, if you want to do the next United World Challenge, get in touch: the world - and UWC - needs you.



The Year in Numbers

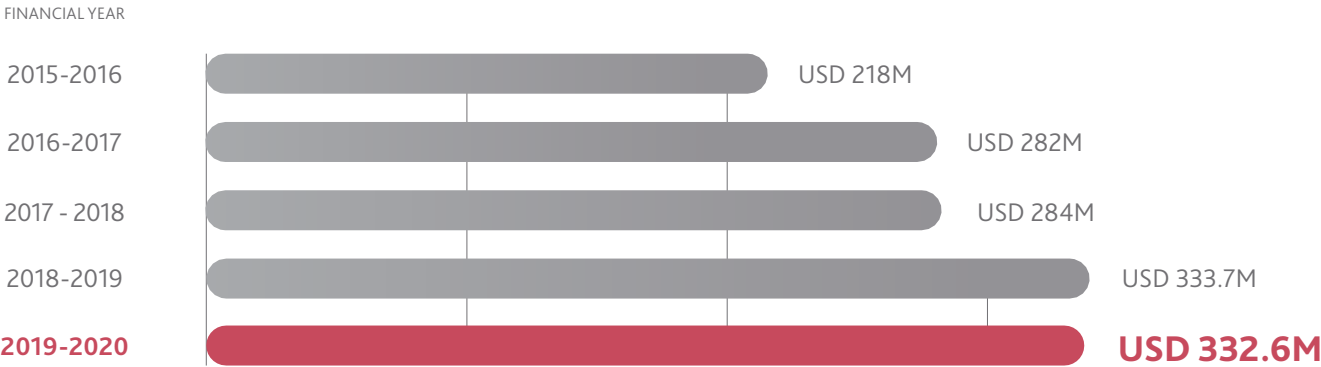
UWC Movement

Financial year 2019-2020

TOTAL INCOME UWC schools

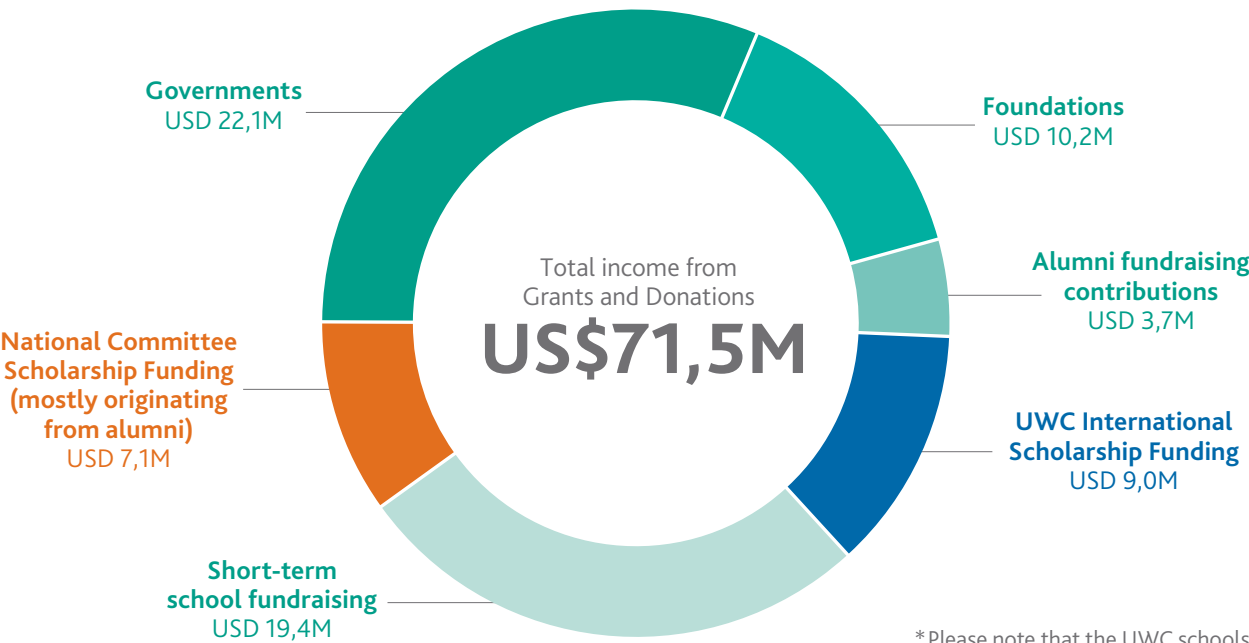


TOTAL EXPENDITURE UWC schools



GRANTS AND DONATIONS BREAKDOWN UWC Movement

- UWC schools fundraising*
- UWC International fundraising
- UWC national committee fundraising



*Please note that the UWC schools fundraising figures do not include the figures for UWC Thailand.

\$

Please note that the gap in income and expenditure figures is due to reserves held for structural changes, which in some cases include capital expenditure.

⚙️

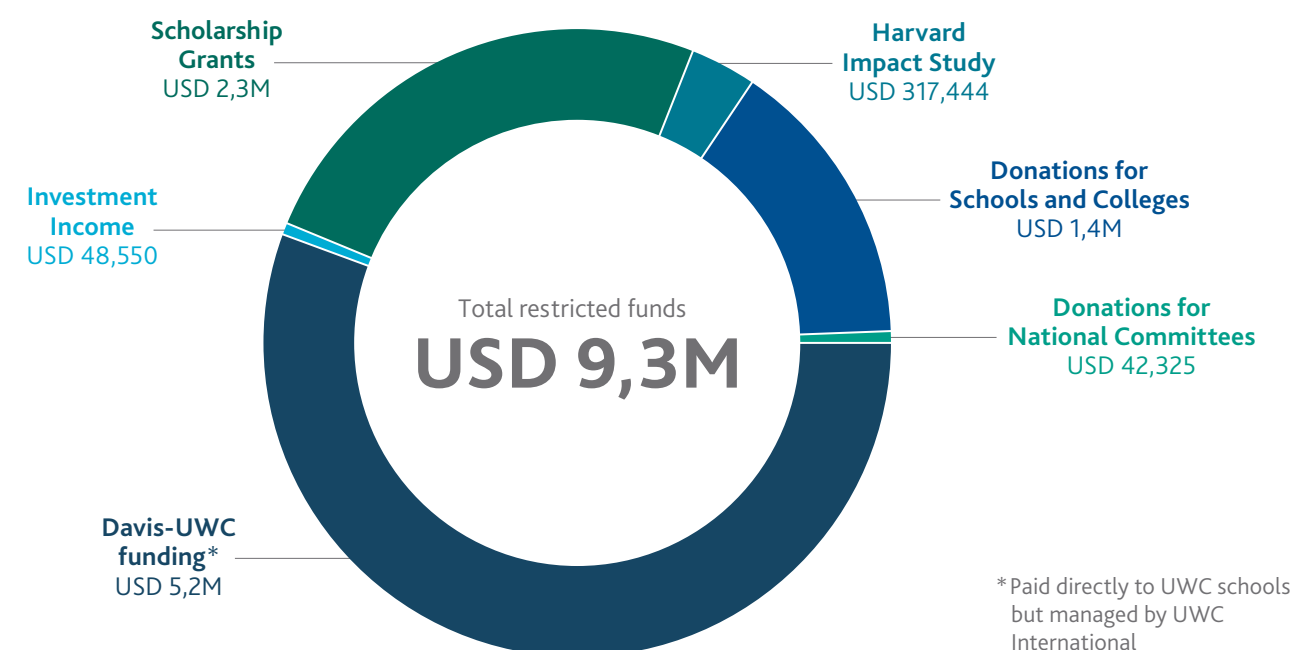
The effects of COVID-19 on the financial situation of the UWC movement will be most strongly felt in the 2020-2021 financial year.



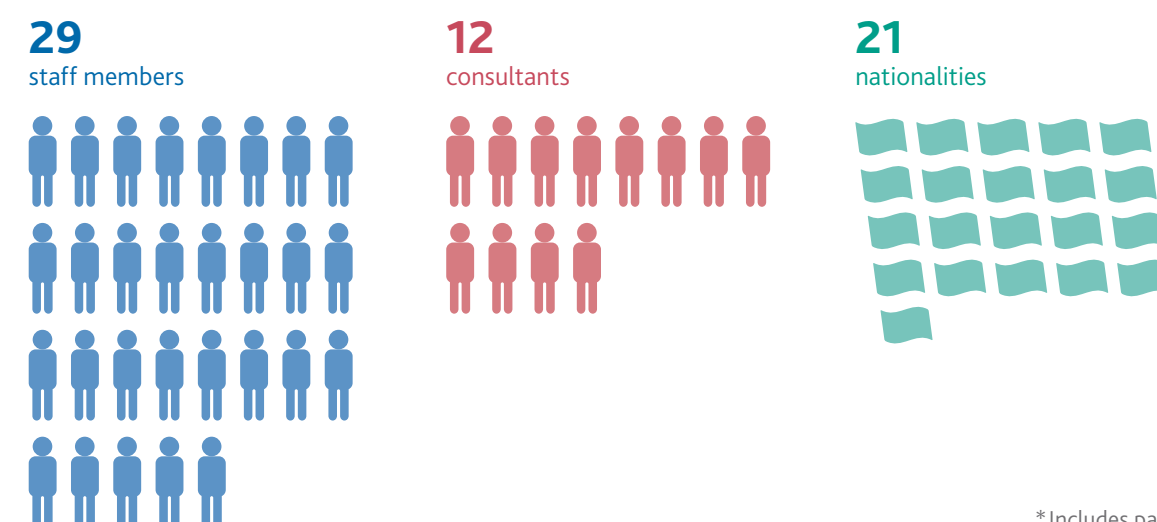
STATEMENT OF FINANCIAL ACTIVITIES

| | Unrestricted Funds £'000 | Restricted Funds £'000 | Endowment Funds £'000 | Total 2020 £'000 | Total 2019 £'000 |
|---|-----------------------------|---------------------------|--------------------------|------------------------|------------------------|
| INCOME | | | | | |
| Fees from schools and colleges | 2,676 | 831 | - | 3,507 | 3,362 |
| Grants and donations | 1 | 3,208 | - | 3,209 | 2,748 |
| Interest and investment income | 129 | 39 | - | 168 | 348 |
| Other income | - | 29 | - | 29 | 28 |
| Total income | 2,806 | 4,107 | - | 6,913 | 6,486 |
| EXPENDITURE | | | | | |
| Fundraising costs | 302 | - | - | 302 | 206 |
| Grants towards scholarships and other disbursements | 179 | 2,922 | - | 3,101 | 2,902 |
| Communications and Engagement | 427 | - | - | 427 | 494 |
| Programme Management and Development | 697 | 473 | - | 1,170 | 1,545 |
| Strategy and development | 770 | - | - | 770 | 786 |
| Total expenditure | 3,375 | 3,395 | - | 5,770 | 5,933 |

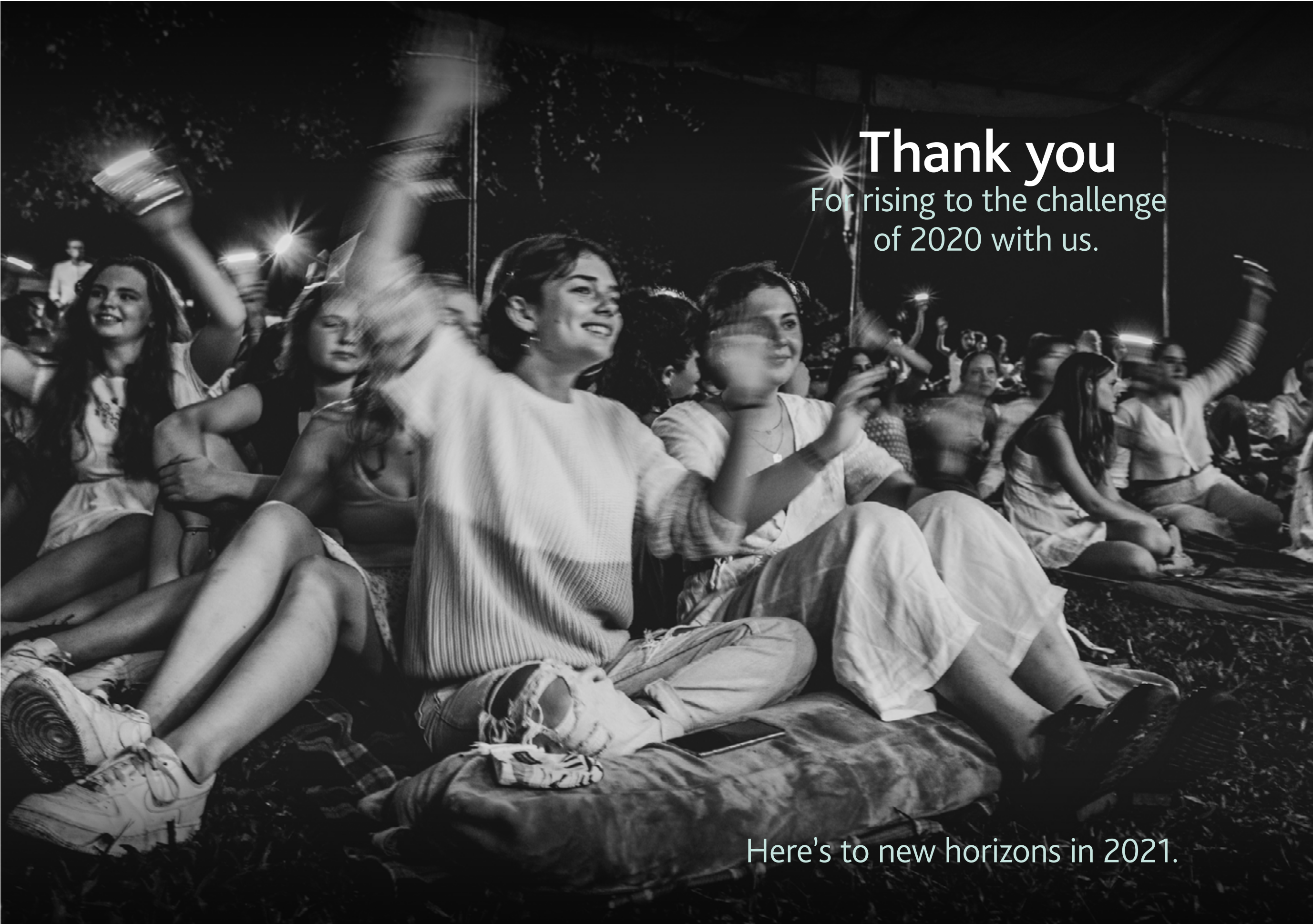
RESTRICTED FUNDS BREAKDOWN



TOTAL STAFF AT THE UWC INTERNATIONAL OFFICE *



* Includes part time staff members and consultants



Thank you
For rising to the challenge
of 2020 with us.

Here's to new horizons in 2021.



www.uwc.org
info@uwcio.uwc.org

The United World Colleges (International)
55 New Oxford St, London WC1A 1BS
United Kingdom
+44 (0) 20 7269 7800

Registered in England and Wales
and Limited by Guarantee, No. 908758
Registered Charity No. 313690

—

United World Colleges International gGmbH
Schiffbauerdamm 5, 10117 Berlin, Germany
+49 (0) 30 6408 9601



Handelsregister: HRB 213353 B
Amtsgericht Berlin Charlottenburg