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### President of UWC

#### HM Queen Noor of Jordan

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Chair of the Board, Chair of Personnel and Remuneration Committee

#### Pål Brynsrud

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

#### Carma Elliot

College President, UWC South East Asia

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

#### Driek Desmet

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#### Gabriel Abad Fernandez

Head of UWC Dilijan, Chair of School and College Heads' Committee

#### Laura Carone

Chair of Committee of the National Committees

#### Lin Kobayashi

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#### 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

\* As of 31 December 2021

# Welcome

We began this year in immense hope. Hope that our lives would resume their normal patterns in a post-covid vaccine-protected world. Hope that our students' arrivals on our 18 campuses around the world would regain the ease, joy and "normality" of the generations that came before them, and that our staff and volunteers could consequently also reclaim the breaks that they so needed and deserved. We hoped that we would take the lessons and events of the past year as a starting point to rebuild a better world. That issues of race, equity and inclusion would finally be given the attention and work that they needed. That the interconnectivity of our world - which it took a global virus to map out - would spark new waves of international cooperation. And that the climate crisis would finally be seen not only as something that we should solve, but as something that we could solve.

Of course, the realities of what followed globally have not yet fulfilled all of our hopes. Writing now in December 2021, the virus is building momentum once more. COP26 did not fulfil our desires for action. And people in many parts of the world continue to bear the consequences of division, injustice and conflict.

At UWC, however, we do not stop at 'hoping' for a better world. We plan to build it. And that is exactly what

we continued to do this year with renewed vigour.

As you will read in this Annual Review, we took 2021 as a challenge to 'Reimagine Tomorrow'. The Anti-Racism, Diversity, Equity and Inclusion Committee of the UWC International Board was formalised this year to ensure that all of the diverse voices that form our global community are equally heard, represented and treated. Education innovation was placed at the centre of our map, with exciting plans put in motion to provide more options for project-based learning at UWC, together with our partners at the IB. Increasing access to a UWC education was another key priority, with the first cohort of the Amala-UWC Changemaker Foundation Programme at Kakuma Camp, Kenya shining as an example of how important - and possible - it is to stretch UWC's reach even further. Moreover, the events in Afghanistan propelled us to do more to provide education opportunities to those who are forcefully denied that right by launching the UWC for Afghan Youth Appeal. And when it comes to making UWC more sustainable, the Six Months to COP26 statement, signed by all 18 UWC Heads, marked an important step towards UWC schools recognising their role in tackling global climate change and making their contributions to a resilient, net-zero economy.

The driving forces behind all of these developments were our supporters, our volunteers, our staff and teachers, and our students. We thank you for standing by our side, and for challenging us to continue to strive for more. A most special thank you this year goes to our patron, Shelby Davis, for doubling his commitment to the Dare to Dream scholarship programme from USD 5 million to USD 10 million through a global match-funding initiative. We also want to thank the over 4,000 volunteers around the world who poured their passion and skills into selecting the next generation of UWC students under continuously difficult global circumstances. And we thank the Class of 2021: for your resilience and for the inspiration you provided in making the most of your UWC experience throughout a global pandemic.

As we leap into another year at UWC, we are excited to be guided by fresh hands as Faith Abiodun takes on the role of Executive Director of UWC International. Our road towards building a more peaceful, sustainable and just future through education is far from over. But as Faith recently reminded us: our world has never been more educated, more connected, more healthy and more full of opportunity. We look forward to embracing those opportunities together with you as we strive to make our 'Reimagined Tomorrow' a reality.



**Dr Musimbi Kanyoro**  
Chair  
UWC International Board



**Dr Quique Bassat**  
Chair  
UWC International Council



**Hannah Tümpel**  
Interim Executive Lead / Deputy  
Executive Director Advancement  
UWC International



**Faith Abiodun**  
Executive Director  
UWC International



# Who We Are

## Our Vision

Founded in 1962, UWC is a global education movement with the mission to make education a force to unite people, nations and cultures for peace and a sustainable future.

We bring together young people from deliberately diverse backgrounds and equip them with the skills, values and perspectives needed to make such a future a reality. 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.

All our schools welcome students in the 16 - 19 age range, while some additionally cater to younger children. Our students come from all kinds of cultural, ethnic and socio-economic backgrounds, and over 155 different countries.

By bringing together the entire spectrum of our global society, young people's eyes are opened to fresh perspectives as they learn to navigate intercultural and intersocietal tensions. 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 59 years, UWC has been committed to making this vision a reality.



## Our Approach

### SEEK

Our community is deliberately diverse. In the 16-19 age range, 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, with a particular emphasis placed on reaching students who might otherwise not have access to such opportunities. These students are selected based on their potential to thrive at a UWC school or short course and to make a positive difference in their community, independent of socio-economic means.

Once the most promising students have been identified, our financial assessment process allocates scholarships to those who need them. 65% of UWC students in this age range 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 one or up to five specific UWC schools and want to do so 9 to 12 months before the beginning of the school year. For 2021 entry, 121 students were selected through this application route from 68 countries.

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

### EDUCATE

A UWC education strives to empower students to build a more peaceful and sustainable future. Although each UWC school and 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 deliver a challenging and transformational education to over 10,500 students each year. 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 the 16 - 19 age range, most students enrol 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 in their final years 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 to a range of students from 14 to 20 years old. With a duration of usually one to four weeks, these short programmes offer everything that makes the UWC school experience unique, but without the academic programme. Participants may come from the same country, region or continent, or they may be an entirely intercultural group. UWC short courses focus on a variety of different themes or skill sets: from youth leadership to sustainability, from dialogue to migration, from gender to conflict resolution.

### INSPIRE

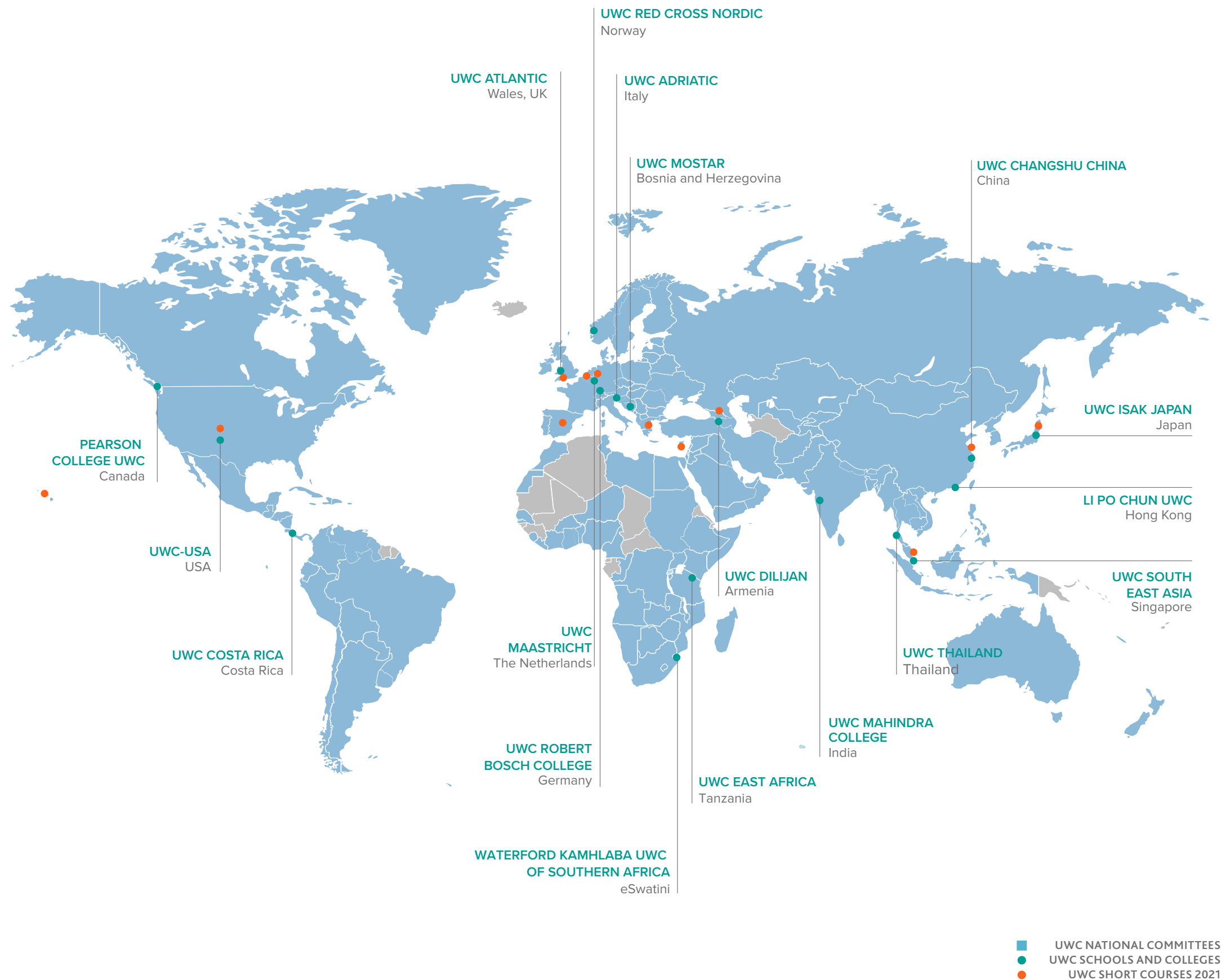
Whether UWC students spend two years at one of our schools or as little as 10 days at a UWC short course, they will forever remain a part of a thriving international community. Guided by the UWC values and mission, members of the UWC movement become actors of change and forces for good, in whichever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







## Our Global Reach





# Looking Back, Looking Forward



## JANUARY

UWC Unlocked Community Village Meetings kick off the year with an opportunity for all UWC community members to connect with and pose questions to the UWC International leadership: Musimbi Kanyoro, Quique Bassat and Jens Waltermann.



## MARCH

Mary Robinson, former President of Ireland, Musimbi Kanyoro, Chair of the UWC International Board, Victoria Mora, President of UWC-USA, and Bertha Tobias, recent UWC Changshu China graduate, participate in the panel discussion "Investing in Women Changemakers".



## MAY

The class of 2021 'COVID-19 generation' graduates!



All UWC schools sign the Six Months to COP26 Statement with commitments towards 'Uniting the World: UWC, Together For Our planet and For Our future'.



## APRIL

GoMakeADifference announces the 13 UWC student projects successfully awarded project grants worth a total of USD 13,000. Pictured here is grant winner Peter Makuei (UWC East Africa, 2019-2021) who aims to solve the problem of poor waste disposal through the construction of latrines in the refugee settlement that is his home in Uganda.

## FEBRUARY

UWC Changshu China confirms that they will not be able to welcome international students to their campus this year, due to ongoing COVID-19 restrictions in China. The school continues to deliver a transformational in-person UWC education to students from or residing in China.



## JUNE

Jens Waltermann's six years as Executive Director of UWC International come to an end and Deputy Executive Director, Hannah Tümpel, becomes Interim Executive Lead of UWC International.



# 2021: A Year at UWC



Philanthropist Shelby Davis doubles annual Dare to Dream pledge from USD 5 Million to USD 10 Million through global match-funding initiative with the ultimate aim of reaching up to 300 Dare to Dream scholarships per year.



## JULY

The first cohort of UWC-Amala Changemaker Foundation Programme refugee students graduate at Kakuma Camp in Kenya.



## AUGUST

UWC South East Asia, UWC Costa Rica and UWC Mostar start off their year of celebrations as they mark their 50th and 15th anniversary years respectively.



UWC for Afghan Youth Appeal is launched in response to events in Afghanistan in order to raise 20 additional scholarships for Afghan students to attend UWC. This followed the evacuation of many UWC alumni, incoming students and their families from Kabul through the united efforts of the UWC network.



In-person classes are suspended until the end of term at Waterford Kamhlaba UWCSA as a result of the unrest in eSwatini, rising COVID-19 cases and government regulations.



## SEPTEMBER

We celebrate UWC Day 2021 with actions and events taking place in over 40 locations around the world in line with this year's theme: Reimagine Tomorrow.



## OCTOBER

The final of Young Aurora takes place with teams from UWC Atlantic, UWC East Africa and Waterford Kamhlaba UWCSA. The Waterford 'Seed of Hope' team wins the USD 5,000 project grant to implement their plans to create a youth hub at Malindza Refugee Camp.



The first cohort of 100 Rise Global Winners is announced, with 10 UWC-affiliates - mostly current students - among them!



## NOVEMBER

UWC schools are featured as part of the CNN Call to Earth Day. UWCers also hold a strong presence at COP26, with over 70 alumni and a number of students attending as activists, delegates or journalists.



## DECEMBER

Faith Abiodun joins the UWC International Office team, ready to take on his role as the next Executive Director of UWC International.



# A Celebration of Female Leadership

2021 marked a turning point for female leadership at UWC. Eight of the 18 UWC schools are now led by women, the UWC International Board is chaired by a woman and nine of its 15 members identify as female. The UWC International Office has also been managed by a female-majority interim leadership team this year, led by Interim Executive Lead, Hannah Tümpel.

What does this signify for the women who have long been part of the UWC movement and for those who have joined recently and have helped usher in this change?



**Patricia Angoy**  
Guyana  
Principal of Waterford  
Kamhlaba UWC  
of Southern Africa  
since 2020

*“Over the last four decades I have seen a shift in the gender diversity of international education leadership. I am, therefore, thrilled to be part of a UWC movement that also values leadership that includes the voices of those previously unheard and unseen. As we look for new models, thoughts and ideas to help address the widening gaps in every area of education today, so too our gendered, racial and economic diversity will provide some divergent and bold solutions towards a more socially just future for all. As a black woman from the global south and Head of one of the 18 UWC schools and colleges, I am fortunate to be part of this leadership journey.”*



**Mariana Arrobas**  
Portugal  
UWC Atlantic, 1991-1993  
UWC International Board Member  
Vice-Chair of the Committee of  
National Committees

*“I remember well, way back in 2005, seeing Lisa Darling as the first female Head of a UWC school. Surprisingly, it did not strike me as being especially historic at the time. I was born in the mid-seventies and my memories are dotted with many “first woman” moments, so subconsciously I assumed it was bound to happen to UWC too. Without belittling the conquest of the ‘first woman’ who opened the door, there is much to be said also for the women who have followed and managed to stay in the room long enough to change the temperature. We have reached a point now with a significant number of females in UWC’s leadership positions - also reflecting the shift towards a female majority student body. And when it comes to the Board itself, I believe that the stronger female presence brings balance and sensitivity to many important issues, and a deeper understanding of the importance of different perspectives in decision making.”*



**Lin Kobayashi**  
Japan  
Pearson College UWC,  
1991-1992  
UWC International  
Board Member  
Chair of UWC ISAK Japan

*“As much as I appreciated and enjoyed the experience at Pearson as a student, I remember feeling a slight itchiness in my heart whenever I heard the word “diversity”. While it was true that the students came from all around the world and both genders, the school leaders and teachers were predominantly white, and predominantly male. After 30 years, I am delighted that we are seeing much more diversity throughout our global movement. I hope that this gives a sense of possibility to all students at UWC regardless of their gender, sexual orientation, race, ethnicity, or religion. I strongly believe that it is time for us to unleash the power of diversity through inclusive leadership.”*



**Lara**  
Turkish Cypriot/ German  
Social Entrepreneurship  
Online EU-Funded  
UWC Short Course  
Participant 2021

*“I think that this is the first program where I got to meet this many people of different backgrounds and it genuinely allowed me to understand humanity better. It showed me how even though we are from different cultures and countries, and go through different things - we can all come together and strive for something bigger, for a project that we care about.”*

## A Look Back at UWC Short Courses in 2021

After the flurry of cancellations that organisers had to face in 2020, 2021 saw a resurgence of UWC short course activity - despite ongoing restrictions continuing to pose challenges for all UWC short course organisers.

14 UWC short courses took place between June and December 2021, lasting between one and five weeks. They explored a range of themes and skillsets: from building a sustainable future to leadership skills, from social entrepreneurship to explorations of identity.

In-person courses took all the precautions to prevent, contain and respond to COVID-19 associated risks and managed to create safe bubble communities. Online courses integrated the lessons learned in 2020 and reinforced the fact that online short courses can be highly valued UWC educational experiences. Together, they brought the UWC education and mission to 793 additional young people who can bring the values and skills they developed there home into their families, schools and friendship groups.



**6**  
online UWC short courses



**8**  
residential UWC short courses



**1,999**  
applicants



**793**  
participants



**20%**  
of participants received  
financial aid



**96%**  
of participants would recommend  
UWC short courses



# Meet the Incoming Executive Director of UWC International: Faith Abiodun

Faith Abiodun joined the UWC International Office team on 1 December 2021 as the incoming Executive Director of UWC International. A few months before he embarked on this journey, the Interim Executive Lead / Deputy Executive Director Advancement, Hannah Tümpel, took the opportunity to speak to Faith about his hopes and expectations for the role, the UWC movement and the community.



**Taking a step back in time, can you start by telling us about how your UWC journey started - how did you first come across UWC? And what impression did it have on you then?**

I actually remember the exact date I first came into contact with UWC: it was 9 April 2014. I was working with the African Leadership Academy at the time and had organised the inaugural Model African Union conference. We had invited students from across the African continent to reflect and to deliberate on the future of the continent. This included Waterford Kamhlaba UWCSEA. I still remember the moment the teacher, Iain Pearson, stepped out of the bus he had driven all the way from eSwatini together with five ultra-confident young students. That's when I realised what all the hype around UWC was about. The teacher seemed to represent so much in one: teacher, mentor, coach, bus driver, fundraiser, photographer. And over the course of the next few days, the students bowled me over with their swagger, their curiosity and the way they connected with others. They debated like they had been doing it since birth, and they cleared all the awards.

Every time I think of UWC now, that picture still sticks. It summarises everything I have found UWCers to represent: a passion for life, a joy that comes from doing, a willingness to take on challenges. Nothing looks too difficult to a UWCer. That level of inspiration courses through an individual and into everyone that surrounds them. Just as it did for me that day, and has continued to do since.

Having now had the opportunity to work with several UWC alumni in different capacities, I have come to think of UWC as the gold standard in international education. This admiration is the foundation that brings me into this movement, coupled with a determination to advance this organisation in the best way possible.

**There is often a different aspect of UWC that draws different people in, can you speak a bit more about what specific aspect drew you in? What excites you the most about UWC?**

It's the fact that UWC offers an education that goes way beyond the classroom: it connects students to society. Many education systems still

prioritise the acquisition or retention of knowledge. But UWC prioritises the application of knowledge. It doesn't view students' agency in the world as an add-on; it is core. It's one thing to bring people together from all over the world, but I like that it's not purely about representation for representation's sake - it's about creating experiences that connect students to the societies around them, to issues around the world and to the environments in which they live. That's education! I could spend my days dreaming about that.

**Soon you will not just have to dream about it, you will be able to 'do' it. What are you most looking forward to in your role?**

I'm most looking forward to co-creating the future in this new role. And the future here is made up of different elements.

First, there's the future of education, which is being shaped as we speak and I believe the pace of that change will be more rapid than the previous waves that we have seen. The world is rapidly evolving - and education must evolve alongside it. I look forward to co-creating this process with the leadership of the UWC schools and the education practitioners and to grapple with the difficult questions it brings up: around the continuous integration of technology into education, the need to review the ways in which we teach and assess, how to best prepare people to engage with global challenges, how to ensure that we are representing the best of diversity and inclusion within education, the list goes on. None of us can imagine what the world will look like in 5, 10, 20 years, but we have the awesome privilege of helping to prepare the people who will shape that world and lead that world.

Similarly, I'm excited to co-create the future of the UWC movement itself. This is a movement that has thrived for almost 60 years. To keep this movement thriving, there are lots and lots of questions we have to think about. We need to keep finding the right support networks across

governments and philanthropic bodies to ensure that this brand of education is truly accessible to every deserving young person across the world.

Thirdly, I'm excited to spread the word about UWC. For every one person who has heard about the amazing work happening at UWC, there are hundreds of thousands of people who have not. I see this role as one that will help to take this message into new spaces where it needs to be heard.

**Is there anything that makes you feel apprehensive?**

When it comes to this role, it would be fool-hardy for me to assume I have a clear idea of how the world will evolve and of my capacity to do all the things that will be required of me everyday. But apprehensive is not the right word, it is cause for cautious optimism. I am curious to see how we will collectively weather future storms.

[Laughing] So I do not feel any pressure whatsoever. [Laughs more] But seriously, I know I can deal with the pressure because in all the previous spaces where I have had a chance to create solutions, I have found success. I do not feel that I am stepping completely into the unknown. The scenarios and pressures and individuals might be different, but I can carry forward many lessons from prior experiences in which I was successful. If I continue in the same way, it is more likely than not that I will find success. And based on the incredible passion I have witnessed in this organisation so far, I know that I won't be alone in my work. Therefore, I enter this next phase in my life and my career with the belief that collectively we can get as much done as we dream of.

**And is there any particular message that you hope your appointment as Executive Director of UWC International will communicate within and outside the UWC movement?**

I cannot ignore the fact that when people traditionally think about the image of a leader, it doesn't always

look like me. I stand humbled by that fact, and I am determined to make sure that I do what I can within my capacity to shift the dial a little bit on that traditional image. I want to help people recognise that lots of people from various parts of the world have the capacity to do the work that I will do. And I am determined to ensure that I can expand access even more for people from all parts of the world to feel equally represented within a movement that's designed to embrace them.

I'm grateful that this movement has done the right thing in recognising that leadership can be found in all kinds of spaces.

**Speaking directly to the UWC community now, what would be one gift they could give you during your first six months in your role as Executive Director?**

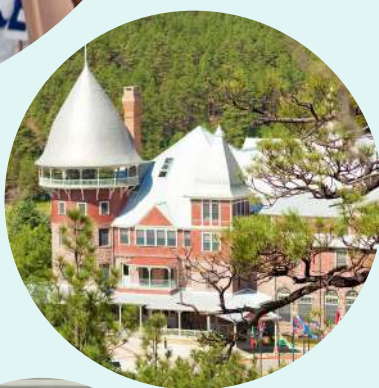
First, I want to thank them for having given me one gift already: the gift of warmth. I have been positively surprised by the wealth of messages I have received from people who felt the need to reach out to welcome me, from alumni, students, supporters - the list goes on. They did not have to do that, but that is what defines a family. A family goes out of their way to look out for, get to know and welcome its new members.

Going forward, my only ask is that they share as many stories of their work and their experiences as they can. I want to be inundated with details of what makes this movement special, so I can listen and amplify them. I am a storyteller and I want new stories to tell. So put it all on me: I want to hear everything!



# What to Look Out For in 2022

2022 will mark a year of celebration, reflection and impact for UWC. Here's a sneak-peak of what's to come and how you can get involved:



**ANNIVERSARY CELEBRATIONS**  
UWC will celebrate its 60th anniversary! From the early beginnings of the cold war era, Kurt Hahn inspired UWC of the 1960s to the thriving educational movement of 18 schools on four continents that we know today - join us at various events to reflect on our past, and look forward to our future. Find out about upcoming anniversary events for the community on the UWC Hub and via the UWC International Newsletter. The following UWC schools also have important milestones coming up this year:

## UWC ATLANTIC

UWC Atlantic will celebrate its 60th birthday - as the first UWC school founded in 1962.

## UWC SOUTH EAST ASIA

UWC South East Asia will continue its 50th anniversary celebrations until June 2022, having kicked off their celebrations with the start of the academic year in 2021.

## UWC ADRIATIC

UWC Adriatic will mark 40 years since its founding.

## UWC USA

UWC-USA will celebrate its 40th anniversary, with events culminating in September 2022, on its official founding date.

## UWC LI PO CHUN UNITED WORLD COLLEGE OF HONG KONG

Li Po Chun UWC will celebrate its 30th anniversary.

## UWC MAHINDRA COLLEGE

UWC Mahindra College will celebrate its 25th anniversary.

## UWC COSTA RICA

UWC Costa Rica will continue its 15th anniversary celebrations, ending in May 2022.

## UWC MOSTAR

UWC Mostar will continue its 15th anniversary celebrations.



## THE HARVARD-UWC IMPACT STUDY

The results of this study are expected to be finalised and published in the first part of 2022. This brings to a close a four year study to find empirical answers to this central question: does a UWC education really help its graduates become forces for a more peaceful and sustainable future; and if so - how?



## NEW ERA OF LEADERSHIP AT UWC INTERNATIONAL

Faith Abiodun will begin his term as Executive Director of UWC International. Faith brings a wealth of experience to UWC from his time spent as an education and social enterprise leader, international affairs analyst, writer and speaker, including nearly a decade spent at the African Leadership Academy.



## UWC CONGRESS

Plans will be set in motion for the next UWC Congress, which will take place in 2023.





# UWCers Reimagining Tomorrow in 2021



Francisco Nsabimana  
Rwanda  
WK UWCSEA, 2018-2020

## REIMAGINING MY OWN TOMORROW AT UWC From Mpaka Refugee Camp, to WK UWCSEA Alum and Luther College Davis-UWC Scholar: An Interview with Francisco Nsabimana

### Where are you from and how would you describe yourself in one or two sentences?

My name is Francisco and I'm from Rwanda. I grew up in refugee camps in Malawi, Tanzania and eSwatini, after my family and I were forced to flee my birth country. I love soccer and I also love listening to country music.

### How did you find out about UWC?

I first heard about Waterford through one of their CAS activities, Mpaka Peers, which came to Mpaka Refugee Camp and built up a connection between youth at our camp and at Waterford through academics, activities and shared passions. I first applied to UWC in 2018 but didn't get in. Then I took part in the UWC Short Course, 'Together For Development', which is held on the Waterford campus. After that I applied again and managed to get a fully-funded place in 2019. It was such a crazy thing to happen to me - I couldn't believe it at the time. The fact that strangers were paying all that money for me to go to UWC - money that my father and mother had never even seen before - it made me cry. There are just no words to describe how it made me feel.

### In what ways would you say that UWC has helped you to 'Reimagine' your future - and the future of the world at large?

Honestly, there was nothing to imagine in the first place before I joined UWC. The best thing that UWC offers that is different from

any other organisation, is their practical experience and HOPE. I had unrealistic hopes and ambitions before joining UWC, and when finally doors were opened for me, those dreams were clear and for once in my life I felt certain that all my dreams were within reach. UWC does not only bring you in and then drop you off after graduation, but it also ensures you get access to tertiary opportunities. It is irrefutably the case that it compelled me to reimagine my future, where to live, how to treat those that I saw as different and how I saw my importance in the world.

In short, look at UWC as an integral part of a formula that really can change the future of people with a similar background to mine.

### How was it, adjusting to life at UWC? Is there anything UWC could do differently to help you and other students to better adjust to life at UWC?

Well, in some ways there are some similarities between life in refugee camps and at UWC. When you wake up in the camp, your parents might wake you in Kinyarwanda and then you walk a few metres and meet a Congolese person, so you start speaking Swahili and then you meet someone from Malawi so start speaking in Chichewa, next you might meet someone from Burundi and start speaking Kirundi. So it's sort of like UWC with all the different nationalities, cultures and backgrounds that you find there.

But when it comes to the socio-economic aspect of UWC's diversity,

that's where it was harder for me to adjust from a refugee's life to a UWC student's life. I had never even eaten pizza before. And then I was at Waterford, where some students were ordering pizza everyday and some people even had an iPhone. That hit me hard in some ways. That realisation that even after you leave the refugee camp, you are still different. But then the UWC experience is luckily structured in a way that makes everyone feel at home even when you can see those materialistic differences. Everyone is so nice and understanding.

So to be honest, I don't think there is anything much that UWC can do differently or better. UWC already does so much. The only thing I would say is to make sure that more students can attend UWC. It's a wonderful place to be but there are not enough scholarships out there to enable every potential UWCer to go. So if, as a movement, we could find more funds for more scholarships that would be a good improvement.

### If you could go back and speak to your younger self now, what would you say?

This is hard to imagine - look at how far I have come since then. When I was 5 or 7, it would be a dream come true to see where I am now, having studied at UWC and now studying in the US on a Davis scholarship. The life I'm leading now was an impossibility for me then. If I could go back to that boy I would say to keep working hard and not to worry so much - everything will be fine, everything will be alright.





Her Vang  
Laos  
UWC Maastricht,  
2015-2017

## REIMAGINING TOMORROW IN MY HOME COMMUNITY

### How Her Vang Became a Giver of Dreams to Other Young People in Laos

Her Vang was born into a rice farming family in Laos. Having struggled to access an education himself as a child, Her founded Givers of Dreams while still a student at UWC Maastricht. He began by writing down what he wished to do to help his community back in Laos and started a Gofundme page to achieve his aims. Within ten days, he had raised USD 1,000 to kickstart the initiative: he went to Laos during his summer break and was able to enrol 22 children in school.

In 2018, after starting at Bates college on a Davis scholarship, Her and his friend succeeded in raising over USD 15,000 to expand the scale of the Givers of Dreams project. They started a summer school for rural children that extended into a year-long project after Her decided to take the year off college, having seen the potential the project had unleashed over the summer months. At this time, there were 15 children living in the Givers of Dreams House and around 100 students commuting to the free English classes daily. In the academic year, 2019 - 2020, Her returned to the US to finish his studies with the aim of turning Givers of Dreams into a US non-profit. This status has now been achieved and Givers of Dreams continues to thrive as a community, leadership development, and education agency with the aim of giving young people the tools to solve their own problems and build a better future for their families. Her shared his reflections with us on the path that led him to this point.

It was the biggest dream of my life to study abroad, and so getting accepted to UWC in 2015 was beyond what words could express. One of the first people I called was my mom. She had moved to the US when I was 9, in the hope that she could earn some money for us there so that my older siblings and I could go to school like other people. My mom had been everything to me. So I had decided then that I would study hard so that one day I could go to the US to study and visit my mom.

It was this determination which had led me to travel to the town of Luang Prabang at the age of 15, and which led me to find the American-run library there where I received free English classes and first learned about UWC.

So when I called my mom the day I got into UWC I told her I was one step closer to going to the US to visit her. In July 2017, on my way to Bates college on a Davis scholarship - I visited my mom for the first time in 11 years.

My first year at UWC wasn't the best. I struggled academically. Before going to UWC I had little education: I didn't even know what CO2 was before I arrived. But I learnt a lot from my time there. Perhaps most importantly, I met so many people from all over the world and from countries that I had never even heard of. UWC also consistently reminded us to become changemakers for our community and the world. Because UWC continuously watered the seed of a changemaker in me, I too started to think about how I could bring about change in my home community.

Of course, there were so many reasons why I started Givers of Dreams. It derived from many experiences and events in my life. Growing up in Laos and experiencing poverty firsthand, I understand the struggles underprivileged children are going through. I have gone through them myself and I have seen many of my friends drop out of school because of poverty. This was one of the reasons I wanted to contribute what I could to my community.

Another reason was that when I got to UWC and saw so many smart kids, it made me wonder about where all the smart kids in my community were. It's not that we aren't smart or that we don't have dreams: we do. But we can't get to them because of our poverty. If our parents couldn't even afford to buy us food, how could we dream?

Rather than feeling sad about this, I took it as an opportunity to contribute what I can by fundraising in order to send impoverished children from my home community to school. I didn't



even think about the fact that I was still a student myself. I just went ahead and fundraised. I believe that the education and experience I got from UWC definitely gave me the courage to take that lunge. It also massively shaped how Givers of Dreams operates.

Some of the students at Givers of Dreams are from broken families themselves. Some have parents with drug addictions and some have single parents who can't afford school fees for them. Many of these youth came to Givers of Dreams when they were around 10 - 12 years old. I remember teaching them everything from mopping the floor to designing a community project. Now they are in their teenage years and some of the boys are working towards becoming the first dance group in our community. A few others are learning about photography and video-making. Many of them are teaching English to their own siblings. And they are now leading the majority of activities happening at the Givers

of Dreams house. I'm so proud of them because of the growth they have each gained - it's been beyond anything I could have imagined.

Of course, there are so many challenges to running a nonprofit like Givers of Dreams. First of all, I had had no experience in running a charity prior to Givers of Dreams so everything was learned by the mistakes my team and I made on the way. Luckily, we have an amazing team and we have met some very generous people who are willing to advise us on how to do things.

There were so many times that I wanted to give it all up and live my own life, but looking at the faces of my students and their eagerness to learn keeps me motivated. It is my firm belief that educational opportunities open the door to opportunities to dream big and to fulfill our potential. When kids have hope and the means to maintain that hope, they too can become their own version of Doctor Salks, Pablo Casals or Picasso.



## REIMAGINING EDUCATION

# Reflections from the First Cohort of UWC Amala Changemaker Foundation Programme Graduates at Kakuma Camp, Kenya

The UWC Amala Changemaker Foundation Programme celebrated its first cohort of students to graduate from the Programme in Kakuma Refugee Camp in Kenya in July 2021. The Programme was launched in partnership with Rise and was built through a collaborative effort between UWC and Amala. It aims to give young people from refugee backgrounds the opportunity to develop skills in leadership, conflict resolution, problem analysis, innovation, wellbeing and critical engagement through a 20 week Programme they embark on together with other young changemakers from different backgrounds and parts of Kakuma Camp.

“As refugees we find ourselves in the camp because of war and because of the absence of peace. I fell in love with the UWC mission to make education a force for peace and a sustainable future. I saw in it the opportunity to develop the skills I need to bring about the changes that our community needs.

”

Malou from South Sudan

The words of Malou, now an incoming UWC-USA student, summed up what all students expressed as their deep motivation to enrol in this Programme: to tackle the challenges they face as refugees and to positively impact their communities so that the next generation does not have to face the same adversity that they had to face.

Embarking on the Programme, it was also the type of education that the course offered which made it particularly attractive to them. As Maboko from Burundi, who has since been announced as a 2021 Rise Global Winner, explained: “It’s so different from normal school. At most schools, the system wants you

to learn from it. But in this Programme, the system wanted to learn from us. The facilitators wanted to hear our different perspectives and opinions. It was a chance to express what is inside us, to reflect on what we really wanted, and to explore and discuss what problems we saw around us. In the process, we were able to start our own projects to tackle those problems in sustainable ways. Amala made us be part of the solution. The entire process was amazing.”

Agreeing with Maboko, Falastin from Somalia added: “The Programme not only taught us to become responsible for coming up with solutions for our communities, it helped us start projects for people who really needed them. At most schools it’s all about books, grades and cramming. The UWC Amala programme is all about thinking, it’s about your mindset and asking yourself how you will become the person you want to be. It really opened up my eyes.”

Learning together with other students from different backgrounds, points of view and communities in the camp was another eye-opening factor for the students. And with many of the UWC Amala Changemaker Foundation Programme coming from conflict backgrounds, this aspect of the course took on an additional significance. As Maboko reflected: “In my home country, many of our problems stem from intertribal violence. So being able to study together with different people from different cultures and different tribes has been very impactful. It has helped me to understand how to bring different people together and also learn from different cultures, different beliefs and different ways of living. It really helps us to learn how we can go back to our community and try to lead our people.”

We also discussed the challenges that were involved in the course. Not all students were able to complete the course. So what was it that motivated and enabled these young changemakers to continue?

For Falastin, it was her determination to prove wrong the people in her community who had lost hope that change was possible: “One of the challenges was convincing our community that we really were going to make a difference. They said that people had come to help them before but then nothing actually changed. This made me determined to actually make a difference. I told them, I’m not just coming here to talk to you, I will make a change.”

As one of the girls on the Programme, Falastin’s determination was also fuelled by her desire to change the perceptions that many people held



of her as a young woman: “They would tell me, ‘A girl can’t make change.’ People in my culture really believe that. So I wanted to prove them wrong by making change happen. When they saw what I achieved, they were really amazed. They started saying, yeah - a girl can do something. Something better than a man.”

For Maboko, it was the people he met on the course itself that kept him going: “These are amazing people. They are like family to me now. We are a community of changemakers: my fellow students and the teachers and facilitators who inspire, teach and help us. It made me feel like I was home, in the place that I was supposed to be and where I need to be to strive and to flourish. This really pushed and motivated me.”

The students all agreed though that the amazing community they had found as part of this course only makes up a tiny fraction of what Maboko coined “the hidden strength of young people.” Their plea? “This Programme must continue and it must be opened up to even more young people. There are so many young people with potential here in Kakuma - and they all deserve the same opportunities we had.”

Turning to their futures, three of these graduates are now preparing to begin the next step on their UWC journeys at a UWC school. Maboko will be gaining lifelong support as a 2021 Rise winner in the form of scholarships, mentorship, funding and career development opportunities. All other graduates will receive funding to complete their secondary education at Kakuma camp.

## REFUGEE SUPPORT AT UWC

Since 2016, UWC has supported 228 refugees and internally displaced youth with full scholarships to attend a UWC school 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
2021	41*

\*The drop in the number of refugee students attending UWC schools in 2020 and 2021 was caused by funding challenges and COVID-19 related tightening in travel and visa restrictions, which particularly affected students from refugee backgrounds.





## REIMAGINING EDUCATION In the Age of the Climate Crisis

“

*UWC was built around a central question: what would a school look like that addresses the challenges our world is facing right now? Many of those challenges are different today than they were in 1962. Rather than focusing on building a more peaceful future simply by bringing together and educating young people from different nations and backgrounds, maybe we have to recalibrate our priorities towards an issue which, if we don't solve, will make a peaceful future more and more of an impossibility.*

Tobi Kellner, Sustainability Coordinator  
at UWC Robert Bosch College

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This issue of prioritising the 'sustainability' part of UWC's mission statement was at the crux of the following conversation between three sustainability coordinators at UWC Robert Bosch College and UWC Red Cross Nordic: Kristin Kaschner, Tobi Kellner and Judit Dudás.

*"It was great to see all 18 UWC schools recognise their role in tackling climate change and making their contributions to a net-zero economy this year in their Six Months to COP26 statement. Now we need to implement those commitments on all 18 campuses. We need to bring climate change to the core of our academic programme. We need to expose students to alternative and more sustainable ways of living. We need more resources allocated to staff and initiatives at the UWC school and UWC International level so that these commitments can become reality. And we need a coordinated approach to set up structures that can and will make a difference. We are way past the point where we can look at this as a luxury – it's a necessity!"*

When we talked about the specific initiatives happening across the UWC movement to translate these words into action, the conversation was not short of ideas.

*"We're at an exciting point in time," Tobi started. "There's a lot of energy around this in the movement right now, with every campus having people in place who want to take more sustainable initiatives forward."*

Kristin continued: *"I've heard about initiatives happening at UWC Mahindra College where students can only receive one Amazon package per term. Here on our campus we've explored new ways of*



**Tobi Kellner**  
Sustainability Coordinator  
UWC Robert Bosch College



**Kristin Kaschner**  
Sustainability Coordinator  
and Teacher of Biology  
UWC Robert Bosch College



**Judit Dudás**  
Sustainability and  
Communications Coordinator  
UWC Red Cross Nordic

*implementing more sustainable consumer habits that students can then take with them into their post-UWC communities and lives. For example, we've created second hand clothing exchanges and are exploring ways to set up sustainable stores where students can buy in bulk. Then there are things we could do to tackle the issue of flying students around the world - how about taking the longest flight time some students have to take to get to their school as a benchmark number of hours: any student who can reach their school by train within that time, has to take the train. Then there are so many ecological restoration initiatives happening on campuses, from restoring mangroves at UWC Thailand to tree planting at UWC Mahindra College. These are the kinds of projects that give students hope - and give them hands-on experience in ecological restoration. These initiatives are great to establish as single schools, but imagine how powerful the effect would be if these initiatives were coordinated and implemented on a UWC movement-wide level."*

To this end, Judit, Tobi and Kristin have all been involved in setting up a cross-UWC network of sustainability coordinators: *"We're at the early stages*

*of that right now and there are challenges due to resource limitations but the first workshop we held was well-attended and we're hoping to see this become a more impactful network in future."*

The topic of hope was also a key theme for the conversation. As Judit shared, *"Climate change is becoming more scary for a lot of students. Climate anxiety is definitely a reality on campus now."* This was backed up by Kristin who shared *"I get students asking me if we can really still fix it. I think it's important to give them hope. To show them what is possible."*

They agreed however that this anxiety was not necessarily translated into action across the board. Among the reasons we discussed was the busyness of UWC life and the fact that humanitarian issues were often seen as more pressing by students. As Tobi pointed out, *"there is a small number of 'typical' UWC subjects, like international relations, which a fairly large proportion of graduates go on to study, and the list hasn't changed much since I was a student! It is harder to get UWC students to consider going into some other very important fields such as sustainable agriculture or renewable energy. Then again, Kristin and I were encouraged to see that when we surveyed our alumni about the impact they felt their time at UWC had on their approach to sustainability, the majority said their time here had a significant impact, with many going on to become sustainability ambassadors at their universities."*

The fact that many students seem to prioritise other humanitarian issues over the climate while at UWC is also partially impacted by the diversity of backgrounds and experiences that make up the UWC student body. As Tobi explained, *"For students arriving from war-torn countries, the question of - for example - whether we should be eating meat or not might not have the same urgency and is often seen as a 'luxury problem'. But that's what makes the way we communicate and educate young people on these issues so vital. If we don't overcome the climate crisis, there will be more wars. The climate crisis impacts every other humanitarian issue. It should start to be treated as such."*

One source of hope for all three coordinators were the changes made across campuses over the last 2 years due to COVID-19. *"We learned to have international meetings online. We saw that it was possible for students to stay on campus over the winter break. We were able to invite global climate activists to speak to our students online. These same changes were seen as an impossibility just a year before. It has been a pertinent reminder that when you really consider something a priority, significant changes are possible. Both on a UWC and a world-wide level."*





**Mandu Reid**  
Waterford Kamhlaba UWC SA,  
1992-1996

## REIMAGINING POLITICS

# An Interview with UWC Alumna and Leader of the UK Women's Equality Party

Mandu Reid (Waterford Kamhlaba UWC of Southern Africa, 1992-1996) has been the leader of the UK Women's Equality Party (WEP) since 2019, making her the first person of colour to lead a national political party in British history. We spoke to Mandu about her journey towards feminism, the impact her UWC education had on what she does now and how she does it and about the ways in which the WEP aims to 'reimagine' politics by challenging the tide of polarisation gripping many political systems around the world.

Although from looking at Mandu's CV the issue of women's empowerment jumps out front and centre across many of her professional endeavours, Mandu admits she was actually a late developer when it came to her own feminist consciousness:

*"I only really identified myself as a feminist from about the age of 26 onwards. Having been educated at Waterford and what was then Swaziland in the twilight years of the apartheid regime, what that exposed me to was racial injustice. I saw it in vivid technicolour. Being so exposed to that and focused on that actually obscured the fight for gender justice. It wasn't particularly visible to me at the time and I was one of those people - I'm almost ashamed to admit - who thought that the work had already been done in that area. I saw feminism as a bad F-word. It was not something I felt comfortable identifying with and I was not convinced it was needed."*

Things changed for Mandu as she entered the workplace and began to observe how much society still has to evolve when it comes to equality between men and women: *"Lots of things conspired to help me see that if you're into social justice, gender equality is a massive unresolved issue. Sexual harassment, men and women having different prospects in the workplace, inequalities between the expectations and responsibilities for parenting and care-giving, male violence against women and girls - these are the issues I began to observe, witness and become much more aware of."*



The WEP became a practical channel where Mandu saw the possibility for the kind of structural and systemic change necessary to resolve these issues: *"I realised I needed to throw my passion, my voice, my energy and everything I had learned throughout my career so far to push for change in the political arena. Because you can run projects and NGOs looking to help fix specific issues, but to enact the level of change that is needed to address the structural reasons for inequalities between men and women - you need to influence the political system itself. So, I joined the party and a couple of years later found myself as the leader."*

It is in her position as leader of the WEP, that Mandu has begun to 'reimagine' how political parties can operate in an effort to challenge the tide of polarisation that has gripped many political systems around the world:

*"We call it practising political polyamory. For example, you can be an official card-carrying member of the WEP, while also being a member of any other party. This was a subversive decision for us to attempt to break down traditional party tribalism, and it means our party is being influenced and shaped by members who carry different perspectives."*

Another way we are trying to tackle the ever-increasing polarisation that we see is by introducing deliberative approaches to resolving complex problems. *That's how you change society. The magic doesn't happen when you only speak to those who affirm your views or by using a sledgehammer to try and bring people round, the magic happens when people with different viewpoints are able to open*

*their minds, to actively listen and to consider things from the perspective of those who may see things differently to them. That is how you can create the conditions for collaboration. And we need more of that discipline in politics and in our society more broadly. We're trying to set an example in this area by changing the way contentious issues are discussed, dealt with, and ultimately resolved. We are offering a counterweight to the division and polarisation that infects so much of 21st century politics"*

This emphasis that Mandu and the WEP places on collaboration over polarisation is strongly driven, according to Mandu, by her experiences as a UWC student:

*"Those ideals and principles come very naturally to me. UWC is not perfect, nonetheless, its professed ideals are the same as the ones I have tried to infuse into the way our young, insurgent political party operates. I have a seemingly contradictory combination of traits that I think my UWC education is quite responsible for - I am very curious and open-minded, yet I am also very opinionated when it comes to the principles and values I believe in. I have also always been able and willing to embrace complexity, something which UWC helped instil in me. UWC is a complex organisation. We had the children of Presidents at our school alongside people whose fathers might have been imprisoned by said President. That melting pot and that experience shaped the way I analyse problems, the way I look for solutions and my willingness to really explore. I'm not sure I would have that combination of instincts if I had spent my formative years in a completely different environment."*







**Haseen Fatima**  
Afghanistan  
Pearson College UWC,  
2021-2023



**Rahila Muhibi**  
Afghanistan  
Pearson College UWC,  
2003-2005

## REIMAGINING TOMORROW IN AFGHANISTAN

### An Interview with an Incoming Student and UWC Alumna From Afghanistan

In this interview, Pearson College UWC alumna Rahila Muhibi (2003-2005) and incoming student Haseen Fatima (2021-2023) share their thoughts on the journey they took from Afghanistan to UWC and reflect on a central question: why is education so vital for the future of Afghanistan?



#### Can you tell us about your experience of applying for UWC and leaving Afghanistan?

**Rahila:** I still remember the excitement of finding out about UWC. At the time, we had just repatriated to Kabul, Afghanistan from Pakistan where we had lived for over four years as refugees. I knew that scholarships to study abroad existed, but I did not know that it was possible for girls. I remember hearing about UWC after one of the congregational prayers. I thought I fit the requirements for the opportunity and so, with a little encouragement from my sister, I applied. Next I had to convince my father. Luckily education was always very important to him and he was proud of me.

I was the first woman from my area to ever leave our region alone in order to study. A lot of people were excited for me, but also apprehensive. They questioned my father's decision. In our culture when you send a woman away it is to get married, not to be educated. I just wanted to make sure that I would make a success of this opportunity, there were a lot of expectations on me and I didn't want to fail.

**Haseen:** I had always been searching for scholarships for opportunities that were not available to us in Afghanistan. It was a friend who first told me about UWC and it was the mission that caught my eye first because it was my dream to contribute to a more peaceful Afghanistan. When I got shortlisted for a place I couldn't believe it. Everyone was so excited for me - which is not a given in Afghanistan. Most families would not allow their kids to go abroad. But when my mother understood what my future plans were she understood that I needed this opportunity. I was so fortunate.

I first went to UWC Mostar and had the most wonderful 7 months there. But then COVID-19 came and I had to be sent home along with everyone else. That was when the real troubles started. There were explosions in my town - they blasted Hazara's veterinary hospital, the sports club, Kabul university and more recently my school. Since 2017 my friends and I had been working towards peace in Afghanistan. Then in 2021, we ended up with force.

The months that followed were difficult. The situation got worse and worse by the day. We needed to find a way out of Afghanistan. The scenes



I witnessed during that time during the many attempts I made to get out of Afghanistan still hurt my eyes and my heart. But the UWC friends I had made at Mostar were each diamonds. They never said there was no hope, they always motivated me. Eventually, thanks to the help we received from my UWC friends and the wider UWC community, I made it out together with my family on an evacuation flight to Spain. And then the next amazing thing happened: I applied to retake my first year of UWC and Pearson College UWC accepted me on a full scholarship. It was the best news ever. My educational pathway had been lit up once more.

#### Why is a UWC education - and education more broadly - so vital for the future of Afghanistan?

**Rahila:** For me, the most important impact that my UWC education had was that it made people in my community more comfortable with the idea of a girl going away to be educated. Slowly, it opened the door for more girls being allowed to go away to receive an education nationally or internationally.

My UWC education and the further education opportunities that it opened

up also changed how people viewed women in my community. I will never forget the first time someone said to me after I returned that 'a lion is a lion'. What they meant was that it doesn't matter if a lion is female or male - after all they are lions. That was a key moment for me. Before UWC, I also assigned more value to the voices of men, and I wasn't even aware of it. But now, boys and men come to ME for advice - a woman - because they know I received an education. So that is the power of a UWC education, it can make women key members in their communities in societies where they are normally marginalised. In short: my education allowed me to become a part of this world in a meaningful way.

Though I am not able to return to Afghanistan right now, there is so much we can all do from afar to help. I want to continue to be part of the change that will happen in Afghanistan. I urge you to help too. As a nation, Afghans feel marginalised. We don't have access to the kind of education that organisations like UWC can offer. And I cannot stress enough how important it is for Afghans to feel equal to the rest of the world. Going to UWC was a huge step for me towards feeling

equal with people in my age group in other parts of the world. That is immensely important for young people, to feel part of the larger group and to feel part of the world. But right now there are a lot of smart women and girls in Afghanistan sitting at home, isolated and doing nothing.

**Haseen:** The only way to save Afghanistan is by educating young Afghans. Even if today, I cannot do much to help Afghanistan, maybe one day I can, maybe one day I can become a great leader in my country and have a positive impact there. For now, I will just try my best to be a voice for Afghanistan. For all those who have been left behind. I want to serve the nation through my education. This is what we have to do to rebuild.

And for all UWC community members hearing my voice: thank you so much. Thank you to each and every one of you. If you are supporting Afghans, you are helping our whole world to heal because as long as Afghanistan is at war, it will affect us globally. So if you are reading this right now, this is the time to help, to play your part: this is the time for action and to save someone's life - just as my life was saved by this UWC scholarship.





## REIMAGINING TOMORROW AT UWC

### Reflections from The Anti-Racism, Diversity, Equity and Inclusion (ARDEI) Committee of the UWC International Board

The Anti-Racism, Diversity Equity and Inclusion Committee of the UWC International Board started with a spark: *"It was one message on the UWC alumni Facebook group in the wake of George Floyd's murder that lit the fire,"* Tamaisha recalled. From there, a grassroots movement was activated that formed the beginnings of UWC Anti-Racism, Diversity, Equity and Inclusion Committee that we know today.

The ARDEI Committee aims to be a voice for the concerns of UWC community members when it comes to issues related to anti-racism, diversity, equity and inclusion. It is there to support UWC entities to appropriately respond to and act on these issues. In this interview, Maria Ines Kavamura (UWC alumna, UWC International Board Member and Co-Chair of the ARDEI Committee), Rod Jemison (Head of UWC ISAK Japan, Vice-Chair of the UWC International Council and Co-Chair of the ARDEI Committee) and Tamaisha Eytile (UWC alumna and member of the ARDEI Committee) reflect on the first year of the ARDEI Committee's operations since the Committee was formalised with its 14 members in February 2021.



**Roderick Jemison**  
Head of UWC ISAK Japan  
Co-Chair of the ARDEI Committee



**Tamaisha Eytile**  
UWC Mahindra College,  
2005-2007  
Member of the ARDEI Committee



**Maria Ines Kavamura**  
Waterford Kamhlaba UWCSA  
Co-Chair of the ARDEI Committee

*"The way I see it", started Rod, "this is a recommitment to what we initially started at UWC. Intentional diversity has always been at the heart of what we do. The killing of George Floyd made us reflect, recalculate, reassess: to get back to the core of why we're here and what this movement is all about. There are no educational institutions that prioritise diversity the way we do. But we need to do better in terms of making sure that every group represented on UWC campuses feels safe and included in the same way."*

For Tamaisha, the fact that the core UWC values have already laid the foundation for the work the Committee aims to do means that they are going into this work with a very different mindset than that of many other organisations: *"A lot of organisations go into this kind of work with fear, we're going in with trust. We trust that things will change for the better, because we all want them to and the values we are foregrounding have been there since the founding of UWC."*

This trust in the willingness of the community to help make the work of the ARDEI Committee a success was confirmed very quickly: *"It was an eye-opening moment to see the sheer number of alumni and community members who applied to join the committee in such a short space of time. Some had already been involved with UWC in various ways since graduating, but many had not. From among these applicants we were able to select 14 individuals who brought the diversity of backgrounds, expertise and skill sets that this work needed."*

Of course, working with such a large and diverse group is not always straightforward, but the group are happy with the progress they have made in establishing more efficient ways of working together: *"We started by establishing a list of priority areas that then formed the basis of work for four working groups within the committee: establishing the core values for the group; communication; resource curation; and scoping out the different campus environments. These working groups meet regularly and then feed back to the wider group at our fortnightly meetings."*

When asked whether there was any discussion around which of the many issues that come under the ARDEI umbrella, from racism to LGBTQIA+ rights, they should tackle first, Tamaisha made an important point: *"This was a huge evolution in my understanding too, but it's not about having a checklist of issues we need to tackle. It's about people's experiences as a whole. It's about intersectionality. The underlying theme for our work in every area is looking at which voices are not being sufficiently heard, and creating safe spaces to make sure that those voices are heard in future."*



The fact that much of the work of the ARDEI Committee will be focused on bringing about cultural shifts was another important theme for our conversation. It is also one of the key areas that makes it challenging for the group to quantify their impact and to communicate that impact to the wider UWC community. As Rod shared: *"One of the things I underestimated coming into this was the lack of immediate gratification. How do we show the progress we've made when most of it cannot be identified through data? Much of our progress will be defined by the experiences and feelings of UWC community members, how do you quantify that?"*

That being said, there have already been some notable shifts that the group has observed and helped bring about over the last year: *"For example,"* started Ines *"it's great that every school is now creating its own group to work on ARDEI issues. This year has also been very important in order to build up that contact and trust between our group's members and the Heads and Chairs of each of the schools."*

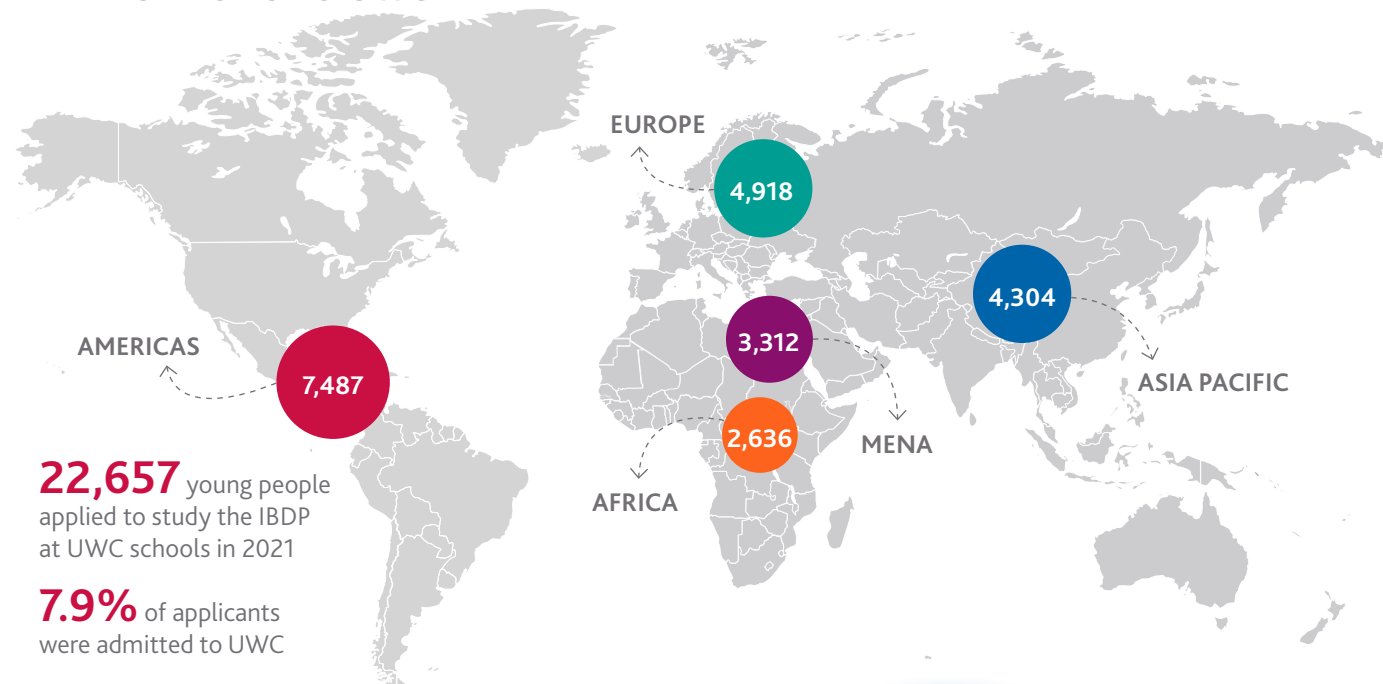
Looking ahead at the work the committee aims to do in 2022, and what success would look like to them, Ines, Tamaisha and Rod agreed that their ultimate aim was for ARDEI work at UWC not to start and end with the Committee. Instead, ARDEI should become central to the work of each UWC entity, and the ARDEI Committee should be seen as a support system to help those entities in their work. *"What I want,"* shared Rod, *"is for everyone to be doing this work in a natural, authentic way without it seeming like an additional burden or without even needing to think about it. That's how we will know that our work has been effective."*



# 2021 in Numbers

## Our Students

### APPLICATIONS TO UWC



**22,657** young people applied to study the IBDP at UWC schools in 2021

**7.9%** of applicants were admitted to UWC

### STUDENTS REACHED

- 10,987** students attended UWC schools
- 793** participants attended UWC short courses
- 4,946** students studied in grades 11 and 12 for the International Baccalaureate Diploma Programme (IBDP)
- 3,280** students in grades 11 and 12 were selected by UWC national committees

### STUDENT SCHOLARSHIPS

**84%** 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 60,640 in scholarship funds.

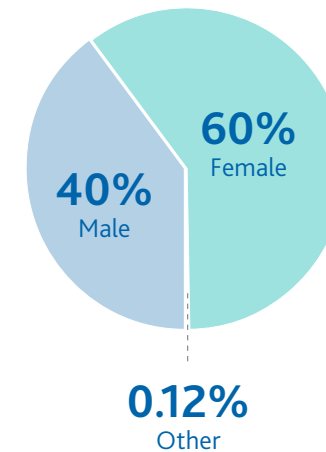


### COMMUNITY SERVICE

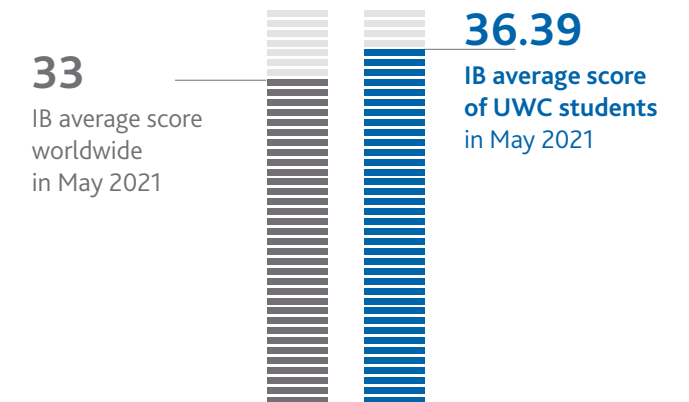
**108 hours:** the average number of hours that each UWC IBDP student contributed to community service projects over the course of their two years at UWC.



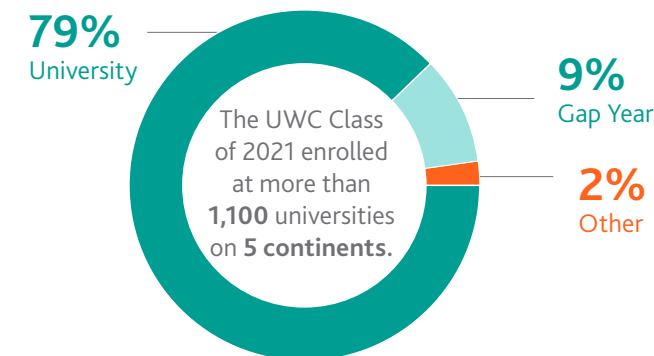
### GENDER BREAKDOWN



### IB RESULTS



### PATHWAYS BEYOND UWC



### DAVIS-UWC SCHOLARS PROGRAM

- 812** UWC alumni entered the Davis-UWC Scholars Program in 2021.
- 3,429** Davis-UWC Scholars from **163** countries are currently benefitting from the Program.
- 11,264** UWC alumni have been supported by the Program at
- 99** US colleges and universities (including all eight Ivy League schools) since it was launched in 2000.





# UWC Movement

Financial Year 2020-2021

## TOTAL INCOME UWC schools



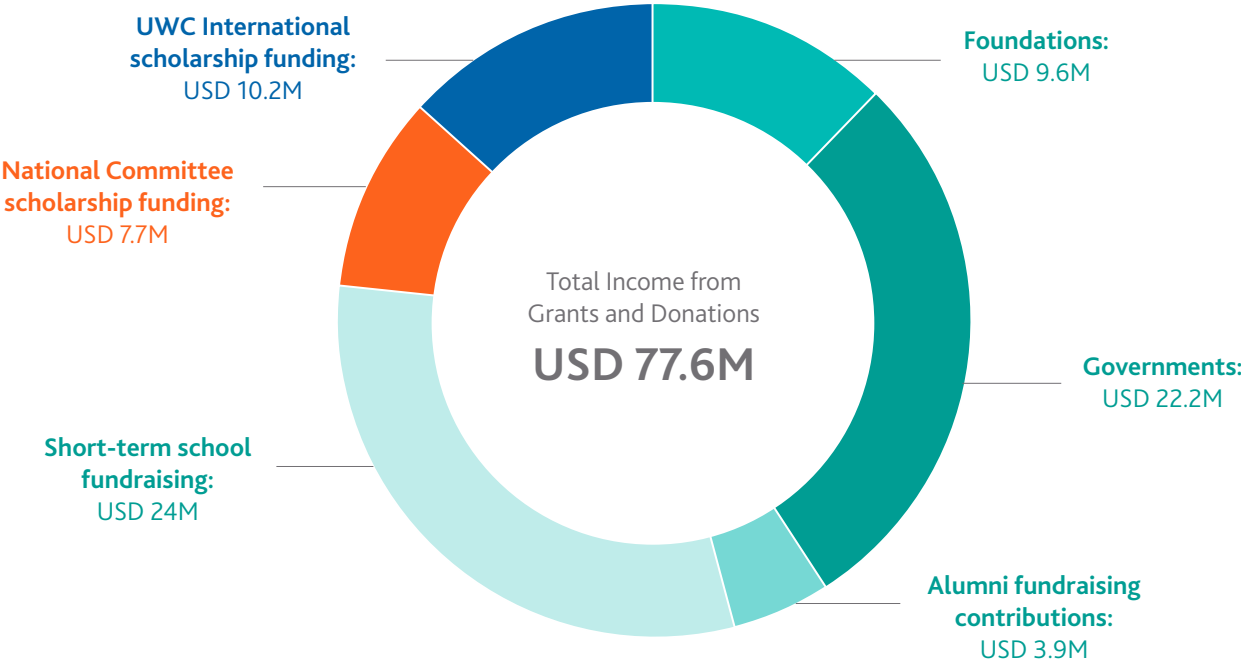
## TOTAL EXPENDITURE UWC schools



## GRANTS AND DONATIONS BREAKDOWN

UWC movement

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



\$

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



The drop in income is due in part to the challenges posed by COVID-19. UWC schools were not able to generate a comparable level of additional income from activities such as commercial lettings and running UWC short courses, as

secured in previous years. Additional expenditure costs, in addition to the COVID-19 safety measures, also included hosting students on campuses during breaks if they were unable to travel home due to travel restrictions.



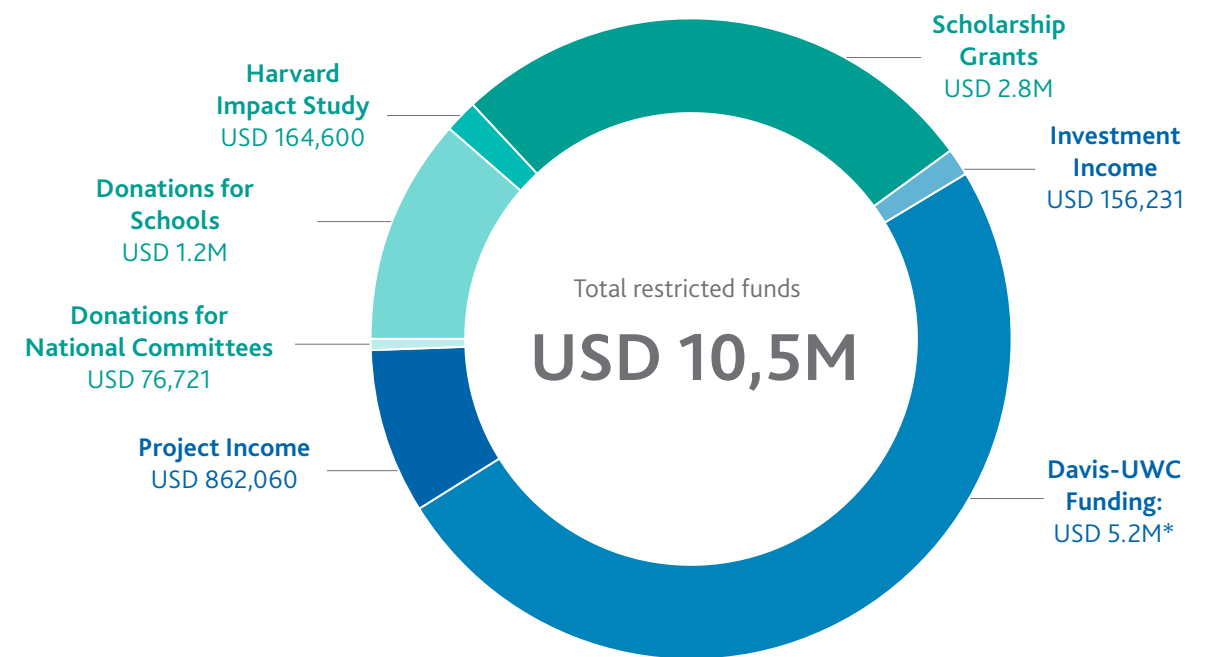


## STATEMENT OF FINANCIAL ACTIVITIES

INCOME	Unrestricted Funds GBP	Restricted Funds GBP	Endowment Funds GBP	Total 2021 GBP	Total 2020 GBP
Fees from schools	2,482	445	-	2,927	3,507
Grants and donations	1	3,140	-	3,141	3,209
Interest and investment income	102	34	-	136	168
Other income	-	46	-	46	29
<b>Total income</b>	<b>2,585</b>	<b>3,665</b>	<b>-</b>	<b>6,250</b>	<b>6,913</b>

EXPENDITURE	Unrestricted Funds GBP	Restricted Funds GBP	Endowment Funds GBP	Total 2021 GBP	Total 2020 GBP
Fundraising costs	509	-	-	509	656
Grants towards scholarships and other disbursements	176	3,203	-	3,379	3,032
Communications and engagement	315	-	-	315	318
Programme management and development	673	217	-	890	1,149
Strategy and development	573	-	-	573	615
<b>Total expenditure</b>	<b>2,246</b>	<b>3,420</b>	<b>-</b>	<b>5,666</b>	<b>5,770</b>

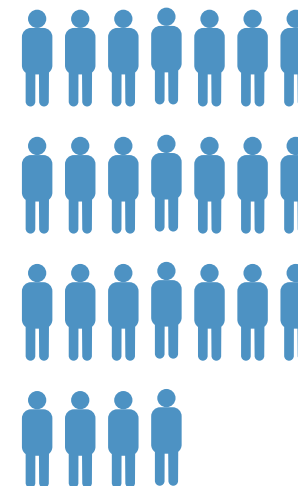
## RESTRICTED FUNDS BREAKDOWN



\*Paid directly to UWC schools but managed by UWC International.

## TOTAL STAFF

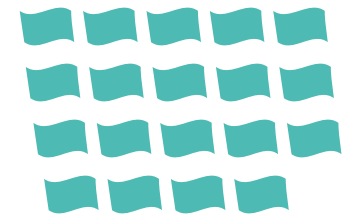
**25**  
staff members



**7**  
consultants



**19**  
nationalities







# Support in 2021



## UWC For Afghan Youth Appeal

The devastating events in Afghanistan this year shook us all deeply. And they propelled the UWC movement to take action. In August, we launched an appeal to raise scholarship funds for 20 additional Afghan youth to attend UWC. The collective response from the UWC community was powerful. Alumni, student and national committee fundraisers sprung up across the movement, individuals generously gave what they could and UWC Adriatic, UWC Atlantic and UWC Maastricht set up additional fundraisers to further boost the impacts of the appeal. As of December 2021, we are now halfway towards our goal of providing a UWC education to 20 more future Afghan changemakers and peacebuilders. And over 450 individuals from across the community and beyond have contributed towards this goal.

Here is just a taste of a few of those fundraising efforts, and what the Appeal means to the people who are helping to reach its goal.



### UWC Taiwan National Committee

Quote by Ashlee Hong Kong  
Li Po Chun UWC,  
1993-1995  
Founder and Chair of  
UWC Taiwan National Committee

“

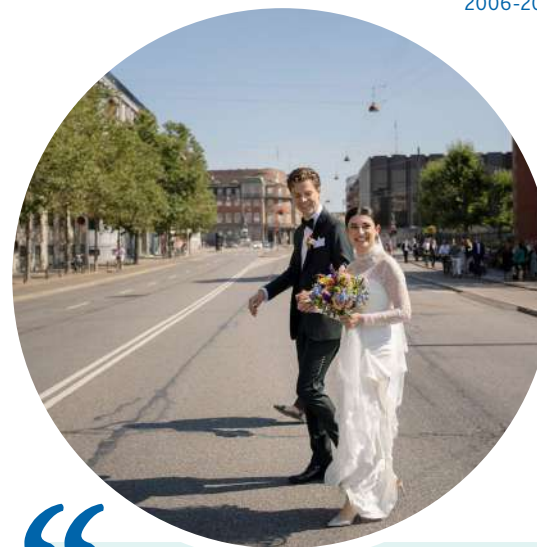
*The beauty of the UWC education is that it allows us to cultivate strong relationships with people from all parts of the world during our teenage years. When crises arise, they are no longer random news from some distant countries. Indeed, they impact our friends and families deeply and we want to lend a helping hand.*

*Our national committee board is made up of UWC alumni and parents. We have experienced the transformational effects of a UWC education firsthand. For this reason, we took action by donating to the Afghan Youth Appeal, in addition to the many other UWC causes we have supported over the years (such as providing masks to various UWC campuses during the pandemic - as pictured here!). UWC is a community of over 60,000 alumni and friends. We should not rely on just a few philanthropists. If we agree with the UWC values and want the movement to continue to grow healthily, each of us should do our part.*

”

### The UWC Couple Who Gave to the Appeal In Lieu of Wedding Presents

Quote by Mathias  
UWC Red Cross Nordic,  
2004-2006  
and Sara  
UWC Red Cross Nordic,  
2006-2008



“

*For our wedding last year, instead of presents we asked for donations for a scholarship for Afghan UWC students. UWC was a life-changing experience for both of us, and it has truly been a gift that keeps on giving us incredible opportunities. We wanted to extend that opportunity to more people. The situation in Afghanistan is a cause close to our hearts since we both attended UWC and Sara was born in Afghanistan, but had to flee the country with her family when she was six years old.*

*The need to support young Afghans has only grown with recent events, and here is really an opportunity to shine a light for some of the people most in need globally, especially young women who are imminently at risk - and to show the power of the UWC movement. Although still a modest contribution in the big picture, we know that attending UWC can be a transformational investment in young people that will yield much bigger returns. The people we support now will later be the best placed to support Afghanistan.*

”



### “UWC For Afghanistan” Student CAS Group at UWC ISAK Japan

Quote by Julia  
The Philippines  
UWC ISAK Japan,  
2021-2023

“

*Knowing about the injustices and blatant disregard for women's rights happening again in Afghanistan, we, as a CAS group, realised that we are in a position where we could do something to help and create positive change no matter how small. This is why we decided to call our CAS “UWC for Afghanistan”. One of our first initiatives was organising a bake sale to raise funds for the Appeal.*

*It's amazing how much the UWC movement can accomplish when all members work together to boost long-term change. The world is truly in need of compassionate citizens, outspoken leaders, and resourceful educators to positively contribute to global movements, such as the UWC for Afghan Youth Appeal.*

”



### UWC NYC

UWCx Initiative and  
Alumni Group in New York  
Quote by Kevin  
Venezuela  
UWC-USA, 2004-2006  
member of UWC NYC Board  
since 2013

“

*I was heartbroken when I saw the images of desperation coming from Kabul as the Taliban took over the country. As UWCers we don't just root for one country; we root for the world, for education and for opportunity. Afghanistan is not just some far off place, but the homeland of a friend. We imagine young people there with the same hopes and fears as the young people we grew up with; because if I've met even just 1 incredible Afghan working to further our progressive values then surely there must be many like him (or her!) that deserve our help and support.*

*So when UWC launched the initiative I was very happy to be able to tie our UWC Day event here in New York to the fundraiser. It is daunting to think of what's an 'appropriate' event to fundraise for a tragedy of this magnitude and it's normal to feel like any individual contribution is pointless, but I think there's great satisfaction in giving back, even in small ways, especially if you do it as part of a community. We will also be using proceeds from our upcoming Holiday Party to fundraise for the Afghan Youth Appeal.*

”





## Wanjiru Kamau-Rutenberg Executive Director of Rise



Rise, an initiative of Schmidt Futures and the Rhodes Trust, is a programme that finds brilliant young people who need opportunity and supports them for life as they work to serve others. The programme starts at ages 15–17 and offers an annual cohort of Global Winners access to benefits that last a lifetime including scholarships, mentorship, access to career development opportunities, funding, and more as these Global Winners work toward solving humanity's most pressing problems. Just like UWC, Rise believes that a new generation of leaders is needed to solve the world's most pressing issues - and that those young leaders must span across all backgrounds, cultures, and continents.

In 2020, Rise entered into a partnership with UWC that had two main components: delivering a foundational education programme to young people at Kakuma refugee camp in Kenya in collaboration with UWC and Amala, and supporting scholarships for talented youth, with a focus on those from refugee backgrounds, to attend UWC

schools. UWC also helped promote the Rise opportunity among its own students and wider community members.

In 2021, the first cohort of 100 Rise Global Winners was announced, with 10 UWC community members among them. Shortly after the announcement, we were excited to speak to Wanjiru Kamau-Rutenberg, the Executive Director of Rise, about our partnership and about our shared mission of seeking and empowering brilliant young people in all areas of the world and from all parts of our global society.

**It was great to see that 10 of the 2021 Rise Global Winners were from the UWC community. What are your aspirations for these students and the wider cohort?**

We are really excited for all of the winners; for the tremendous diversity and for the brilliance that they represent, thanks, in part, to our partnership with UWC! Our aspirations for them are simple: that they make use of the benefits we provide to make the world a better place in whichever area or way that feels most important to them. We don't have a prescribed way that we think they ought to make the world a better place, we just believe in them and that they have given us a strong

enough signal that whatever they choose to do to serve others is worthy of investment. And so we're just excited to offer up that opportunity.

**What is it that you think first drew Rise to UWC as a partner? And what do you think continues to draw you to UWC today?**

Rise and UWC are just so deeply aligned, especially in terms of the diversity of our communities, as well as the service commitment that we ask of our community members. There is also our shared commitment to investing in young people and our shared belief in young people as the solution drivers, not just of tomorrow but of today.

**Of course in the for-profit world, two organisations with similar missions like ours might be seen to be in competition rather than be seen as natural partners. Why do you think partnerships between two organisations like ours are so important and impactful?**

Opportunities to make the world a better place are not running out. That cake is not getting any smaller, so there is really no need to compete. What I am excited about is how we amplify each other. I am interested in how we can maximise and multiply each other's missions and values where there is overlap, while still remaining committed to fulfilling our unique mandates as distinctly different organisations.

**A question we often reflect on at UWC is about the value of**

**supporting one student from a disadvantaged background to access an education at a very high level, for the same cost as educating a number of students to a lower level. Rise's mission to seek and support a select group of 'hidden talent' is similar. Apart from changing the lives of a select group of young individuals, how will Rise have a systemic impact on the world? Why do you think education opportunities like the ones Rise and UWC offer are so vital in this regard?**

A lot of the ways we've gotten into trouble as humanity and as a planet is by "either/or" thinking. It doesn't need to be "either/or". I invite us to adopt a "both/and" approach. The opportunity to be generous is not finite. This is another cake that is not running out anytime soon. Yes, it is absolutely important to provide access to quality education for all young people. But it's also perfectly worthwhile to make heavy investments in highly talented people. And we at Rise then follow that up with 'to whom much is given, much more is expected'. That's the other side of that coin that's important.

**We also wanted to ask about the Changemaker Program for youth in Kakuma Refugee Camp in Kenya that Rise is championing, in partnership with UWC and Amala. How does this focus on refugee youth fit in with Rise's goals for identifying global talent?**

That focus on refugee youth is part of our broader commitment to

finding 'hidden talent'. We look at this from two perspectives, the first is about challenging stereotypes around what brilliance is and what it looks like. We at Rise care about challenging, opening up, unpacking and diversifying those assumptions. The second way we look at hidden brilliance is from a geographical perspective. Hidden brilliance is often geographically hidden. We know that talent is geographically equally distributed, but opportunity is not. That means there is an awful lot of talent out there that is hidden by virtue of geography. We think that's a waste. That's where we're really aligned with UWC on supporting refugee youth and finding brilliance in refugee camps.

**Finally, the theme of this year's UWC International Annual Review is all about 'Reimagining Tomorrow'. What does a 'Reimagined Tomorrow' look like to you? And what makes you hopeful that we can reach such a future?**

Investing in young people and building them up is the best way to 'Reimagine Tomorrow'. One of my favourite pieces of literature is Khalil Gibran's 'The Prophet' where, in the chapter On Children he reminds us that young people live in the land of tomorrow. For me, 'Reimagining Tomorrow' means empowering young people, getting out of their way and ensuring they have the resources and opportunities it takes to build a better tomorrow. It means planting trees today under whose shade we know we will never sit.







## VOLUNTEER SPOTLIGHT

# A Celebration of UWC National Committee Volunteers



**Shira Amit**  
Israel

Li Po Chun UWC of Hong Kong,  
2012-2014  
UWC national committee  
volunteer since 2019



**Gift Choweni**  
Zambia

UWC national committee  
volunteer since 2019



**Cecilia Egan**  
Venezuela

UWC Adriatic, 1995-1997  
UWC national committee  
volunteer since 1995

4,103 UWC national committee (NC) volunteers in 156 countries supported the UWC movement this year.

Seeking and selecting the next generation of students from their country to attend UWC, supporting those students as they prepare for their journeys, sending them care packages, communicating with parents before and during their childrens' UWC experiences, fundraising for more scholarships, facilitating UWC short courses: these are just some of the many activities that these volunteers coordinate with passion and expertise. In this interview, we spoke to NC volunteers Cecilia Egan, Shira Amit and Gift Choweni about their drive to volunteer, the experiences that make it worth it and the challenges they face in their NC work.

**What first drew you to UWC and what keeps you drawn to UWC (and giving so much of your time to it!) today?**

**Shira:** At 15, I attended an international summer camp bringing together youth from conflicting regions. A friend of mine from camp told me about UWC and I was immediately fascinated. Coming back home from that summer camp, I felt like I wanted more - more people from around the world to be inspired by and learn from, and more impactful volunteering opportunities. The more I read about UWC, the more it felt right. A few months later I was on a flight to Hong Kong!

Since graduating from Li Po Chun UWC of Hong Kong, I have always found my place of comfort among UWC alumni. Knowing what this community means to me, and how impactful those two years have been in making me who I am today, I felt I had to give back to the UWC Israel National Committee and help make sure future students experience what I had experienced.

**Gift:** I came across UWC through a former colleague, Kako, who was an alumna of UWC. It was the mission of UWC that first drew me to it. It was the possibility of giving young people an

opportunity to see the world through diverse lenses. The possibility to foster peace amongst the human race through exposure to diverse cultures. It was seeing young people with limited opportunities but with great potential being given an opportunity to be changemakers. Today, the first cohort I helped select have moved on to university after doing so well in their UWC journeys. Seeing those young people grow in all aspects of their lives is quite an experience that drives me to continue to volunteer in whatever little way I can.

**Cecilia:** I think when most young people hear about UWC and what the movement stands for, there is a sense of recognition. It's something I've seen over and over again in selections. This realisation that there are more people out there with the same concerns, the same drive, and a shared sense of idealism. Age definitely tones it down, at times even makes you cynical, but when I interview a 16 year old who wants to make things better, I am reminded once again that there is so much to do and to give.

**What do you enjoy most about your NC work?**

**Cecilia:** To me, NC work is a way to perpetuate what's so unique about UWC, what makes us different from other international schools or student exchange programs. A well thought-out selection process can be like a mini UWC experience even for those students who don't get selected. We cannot get places for everyone, so the least we can do is share a bit of the UWC magic. At the same time, helping others embark on an experience of a lifetime must be the best feeling in the world!

**Shira:** The impact! I don't think I would have been able to receive the level of responsibility or independence elsewhere - and it's been a great way to learn new skills.

**Gift:** Seeing potential materialise. My own life experience is that there are many young minds out there that have potential to change the world

but their opportunities are limited by the circumstances they find themselves in. Oftentimes, these young people need just a little push or a small window of opportunity. UWC opens up that window in a big way.

**And what are the main challenges you face in your NC work?**

**Cecilia:** First and foremost, the main challenge is the brain drain we are facing in Venezuela. There are only a handful of alums left back home, so we had to turn our NC into a virtual one. The second challenge is quite common among NCs: volunteer burnout. Ours is a relentless process. It is a time consuming, labor intensive job.

**Gift:** Right at the top is the fact that there are usually so many more applicants that demonstrate great potential but the opportunities for placement are limited. We always hope we can find other opportunities locally to place those young people who don't make it into UWC. Another challenge is that the circumstances some of the applicants come from are so dire that even meeting basic needs of theirs such as local transport may be a challenge - and fundraising for our students has become a lot more difficult since the pandemic. Finally, spreading information about UWC application opportunities to young people away from those in the urban areas is also a challenge we are constantly grappling with.

**In what ways do you think NC work is a meaningful way to impact your community?**

**Cecilia:** This is the eternal conundrum for UWC alumni. As a young UWC graduate, the idea of having an impact on my community was rather grandiose, almost unattainable. But not everyone is cut out to be a Greenpeace champion, or work in Parliament. I must confess, it took me a while to realise that the scale of the impact should not be the ultimate goal of an agent of change. Whether it is donating money to a charity of choice, helping in a soup kitchen, or

even having a hard conversation at work that might change a colleague's mind about inequality, for example, every little everyday gesture is enough. It is about making time, and incorporating the causes that are important to us into our everyday lives. Some people incorporate such causes into their work, and that's fantastic! But there is no limit to what we can do or how we do it if we want to help others. Just as there is room for the whole spectrum of socio-economic realities, nationalities, religions and more at UWC, why shouldn't we expect the whole spectrum of ways to be impactful?

**Shira:** I think UWC teaches students to be critical of what they know, question and challenge social norms, understand what they truly believe in, and inspire them to take action. I think these skills are especially important to emphasize here, and volunteering in the NC makes me feel like I'm working towards making my community better.

**What would you say to young graduates today (or older alumni) who are looking to find ways to give back to or get more involved with UWC?**

**Cecilia:** Whether it is money, talent or time, UWC is always in need of volunteers. My grandpa used to say that the true gift you can give is your time, which is your most precious (and finite) resource. I think there's room for everyone's level of commitment and expertise in the UWC community.

**Shira:** Reach out to your NC and ask how you can take part! NCs are always looking for volunteers to help out and it's a great way to meet new Alumni, give back to this great community, and develop new skills yourself.

**Gift:** The human race will be in a better place when more and more people are given an opportunity for their light to shine brighter. UWC is providing that opportunity to spread those opportunities for others who may illuminate their light so bright that the whole world sees it.



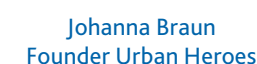
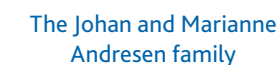
In many ways, investing in UWC means investing in a more hopeful future. A future in which people can unite across socio-economic, national, ethnic, religious and other boundaries. In which peace is chosen over conflict. And a future in which leaders take decisive action towards saving our planet.

We thank you for imagining that future together with us in 2021. We thank you for helping to select and support the young leaders who will make such a future possible.

Whether you invested your time, your treasure or your talent this year, UWC would not be possible without you.

# Thank You.

With a special thanks to all our funding, educational, refugee initiative and university scholarship partners:







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