

IMPACT



ON PEACE AND A SUSTAINABLE FUTURE



Imagine finding yourself in a learning environment with students and educators from diverse socio economic, cultural, religious and national backgrounds – just think of the peer as well as teacher/student exchange of ideas and values, the conversations and debates. Global issues move from abstract concepts to reality as different perspectives, experiences and beliefs are explored. Students move out of their comfort zones; they are encouraged and supported to take initiative and risks, to think for themselves and to take advantage of their personal potential. This rich learning environment challenges and inspires all who are exposed to it – the UWC experience is transformational.

UWC's schools, colleges, national committees and programmes are united in their mission to make education a force to unite people, nations and cultures for peace and a sustainable future. UWC's common ethos, values and principles bind our work across 140 countries and instil a confidence and agility to adapt our approach to the local environment and needs.

UWC students, alumni, volunteers and staff are catalysts of change. UWC educates for action and is confident that each member, in his or her own way, will make a series of positive contributions to society on a personal, community and global level. Our alumni emerge from the UWC experience with a sense of personal responsibility

and integrity; equipped and motivated to effect change through personal action and example, they bring the UWC values to life in all that they do.

Through the actions of our members, UWC's impact is multiplied; yet our ambitions outweigh our resources. UWC's existing work and new initiatives rely on us developing a sustainable funding model and this remains one of our greatest challenges. We are committed to maintaining a true diversity of students in our schools and colleges and to have a wider impact on education. We know there is so much more we could do in terms of our education, outreach and national committee system if we could build more capacity.

It gives me a great sense of optimism to know that an educational opportunity such as UWC exists. This is always magnified following time spent in the company of UWC members – their energy and sense of commitment is contagious. I also always feel a renewed commitment to ensuring that many more young people are able to find out about and benefit from our transformational education.

Tim Toyne Sewell
Chair, UWC International

A background image showing a group of students in a classroom. In the foreground, a young woman with dark hair and bangs is looking down, resting her chin on her hands. Behind her, another student with glasses is partially visible. The image is slightly blurred, focusing on the students' presence in an educational setting.

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

UWC Mission

A UWC education is founded on seven educational principles inspired by Kurt Hahn's pioneering work in establishing the UWC movement but reflect experience gained from the intervening 50 years as well as current educational thinking.

UWC derives its practice of education from the following basic principles:

That this education should take place within a diverse school or college community. The selection of students should ensure representation from regions and social groups that reflect the wide range of tensions among and between peoples.

That this education requires the active promotion of intercultural understanding and the development of genuine concern for others founded on shared life experiences and cooperative and collaborative living. This includes reflective dialogue on global issues and critical and courageous engagement in the pursuit of peace.

That physical fitness and a healthy lifestyle are integral to the balanced development of the whole person. Unhealthy lifestyles limit human potential and hinder progress in all dimensions of development.

That community interaction is placed at the heart of college life. This requires the full and active participation of all members of the community.

That students are able to engage in continuing, positive action towards issues of sustainability, on both an institutional and individual level.

That opportunities must be provided for students to practise personal initiative, self discipline and responsibility, to manage risk and embrace challenge.

That recognition is given to the unique talents and abilities of each individual. Programmes should exist to enable all students to fulfil their potential.



“UWC has given me the chance to open my eyes and see what is happening in other parts of the world. To see the world other than through looking at the news and reading newspapers.”

Roberto Drilea, Student, UWC Adriatic

UWC was founded in 1962 with the vision of bringing together young people whose experience was of the political conflict of the cold war era. By offering an educational experience based on shared learning, collaboration and understanding it was intended that the students would act as champions of peace.

We remain committed to this goal today but have expanded our reach to embrace the tensions and conflicts that exist within as well as between societies.

UWC works in more than 140 countries to recruit, select and prepare students to join our schools, colleges and short programmes.

The UWC national committee system selects more than 1000 students each year from within their countries and territories to attend UWC schools, colleges and programmes. An active network of volunteers and staff make up our national committees which organise camps, a range of activities and formal interviews to establish students' commitment to UWC values and potential to thrive throughout the UWC experience. In order to achieve a true diversity of students representing nations, cultures, races and religions our national committee application processes are tailored to ensure relevance to local

circumstances and supported by a comprehensive scholarship programme. The scholarship programme motivates both the applicants and the national committee network – over 60% of national committee selected students accept either a full or partial scholarship towards their UWC experience.

UWC schools and colleges welcome a significant proportion of their students from the country or region in which they are based. A commitment to providing opportunities for students from the region allows our schools and colleges to reflect the cultures of their host communities as well as, in many cases, targeting specific areas of conflict and inequality.

Our student intake is deliberately diverse. Our bursaries, scholarships and fee structure aims to ensure a broad socio economic mix within the student body that adds value to the student experience and the organisation.



UWC students are defined by their ambition and ability to create a more peaceful and sustainable future. They are united in a commitment to positive social action to build a more equitable and fairer world.

Although strong academic achievement is valued highly, our ethos compels us to think more broadly about the knowledge and skills that will shape our students as whole people. As a transformational experience a UWC education empowers students to become leaders in social responsibility, inspiring them to effect change personally, locally, nationally and internationally.

UWC challenges people to learn about themselves and others through embracing diversity and difference. At UWC, diversity extends to socio economic, cultural, racial and religious backgrounds and experience as well as nationality. Our deliberately diverse learning environments give



our students a safe space where their differences unite them rather than separate them.

A UWC education reaches far beyond a student's time at a UWC school or college or on a UWC short programme. Our students share a lifelong commitment to our values. Many see their time in our classrooms and on our campuses as the beginning of their UWC journey: a transformational time in which they find ways to achieve a more peaceful and sustainable future – a commitment that will continue throughout their adult lives.

The UWC experience is brought to life over the following pages as the school, college and programme case studies demonstrate the variety of ways UWC works toward its mission. The values, initiatives and activities highlighted in each case study are integral to every UWC school and college; the individual stories are just a small snapshot of the incredible breadth of the UWC experience.



“At UWC I really enjoy intercultural discussions. Although they sometimes turn into heated arguments, it is fascinating to discover how similar (or dissimilar) one culture is from the other.”

Colette Patricia Abah, Student, UWC Atlantic College

“Here we can be proud of who we really are and show compassion and respect towards all the different cultures surrounding us.”

Benedikt Gottwald, Student, UWC in Mostar



ON EDUCATION



“Every day I learn something which I know is going to stay with me forever. Every day I am free to take initiative and to express myself.”

Giulia Roverato, Student, UWC Atlantic College

“Setting up a journalistic website to help shape the political and electoral debate back home was for me a way to concretely apply what I learnt at UWC and give back to my community.”

Hugo Passarello Luna, Pearson College UWC

UWC schools, colleges and programmes deliver a challenging and transformative educational experience to more than 7,500 students each year.

UWC schools, colleges and programmes offer a transformational experience for young people, enabling them to discover the possibility of change through courageous action, personal example and selfless leadership.

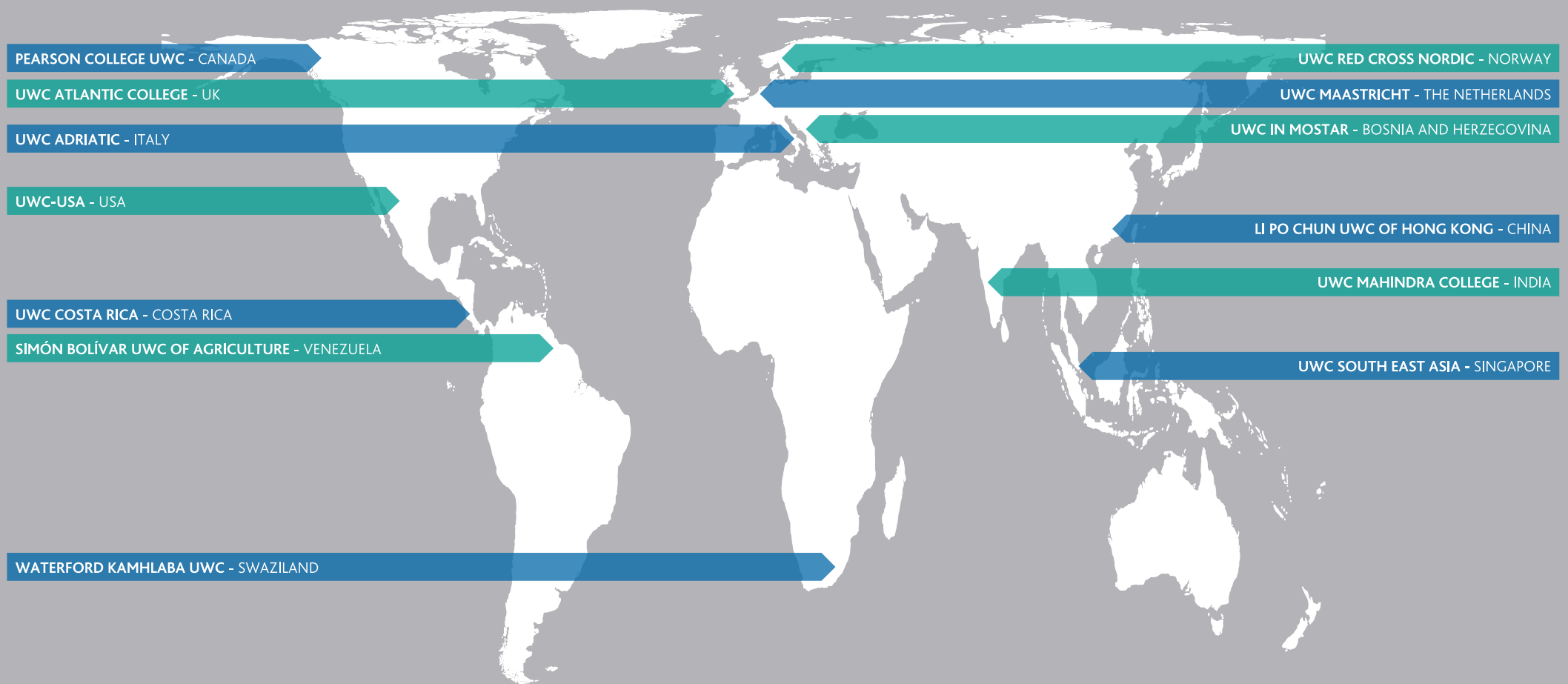
UWC schools and colleges are located in 13 countries and follow one of three models:

- Schools for students across a wide age range, providing students of all ages with the opportunity to benefit from the UWC experience
- Two-year pre-university colleges teaching the IB Diploma to students typically aged between 16 and 19 years
- Three-year tertiary level agricultural training college.

UWC programmes are organised by UWC schools, colleges, national committees and alumni groups to take the mission, values and UWC experience to a wider audience. Ranging in length from one week to multi-year, the programmes often focus on the tensions within a particular community or country.

UWC schools, colleges and programmes are supported by a committed network of national committees working in more than 140 countries worldwide.

Each school, college and programme responds to the UWC mission statement within the context of its model and location, creating distinctive identities based upon local culture, resources and opportunities. However, all schools colleges and programmes share the same UWC values: international and intercultural understanding; celebration of difference; personal responsibility and integrity; mutual responsibility and respect; compassion and service; respect for the environment; a sense of idealism; personal challenge; action and personal example.



PEARSON COLLEGE UWC - CANADA

UWC ATLANTIC COLLEGE - UK

UWC ADRIATIC - ITALY

UWC-USA - USA

UWC COSTA RICA - COSTA RICA

SIMÓN BOLÍVAR UWC OF AGRICULTURE - VENEZUELA

WATERFORD KAMHLABA UWC - SWAZILAND

UWC RED CROSS NORDIC - NORWAY

UWC MAASTRICHT - THE NETHERLANDS

UWC IN MOSTAR - BOSNIA AND HERZEGOVINA

LI PO CHUN UWC OF HONG KONG - CHINA

UWC MAHINDRA COLLEGE - INDIA

UWC SOUTH EAST ASIA - SINGAPORE

The UWC national committee system works in more than 140 countries to recruit, select and prepare students to join the UWC schools, colleges and short programmes.



The course places particular emphasis on sharing knowledge on key social issues affecting the country.



Motivated by tensions within and across Mexican society and the socio economic conditions in the country, UWC Atlantic College students and alumni worked with the support of the National Committee of Mexico to create '¡Integrando a México!'.

The programme started in 2010 and takes place in July/August.

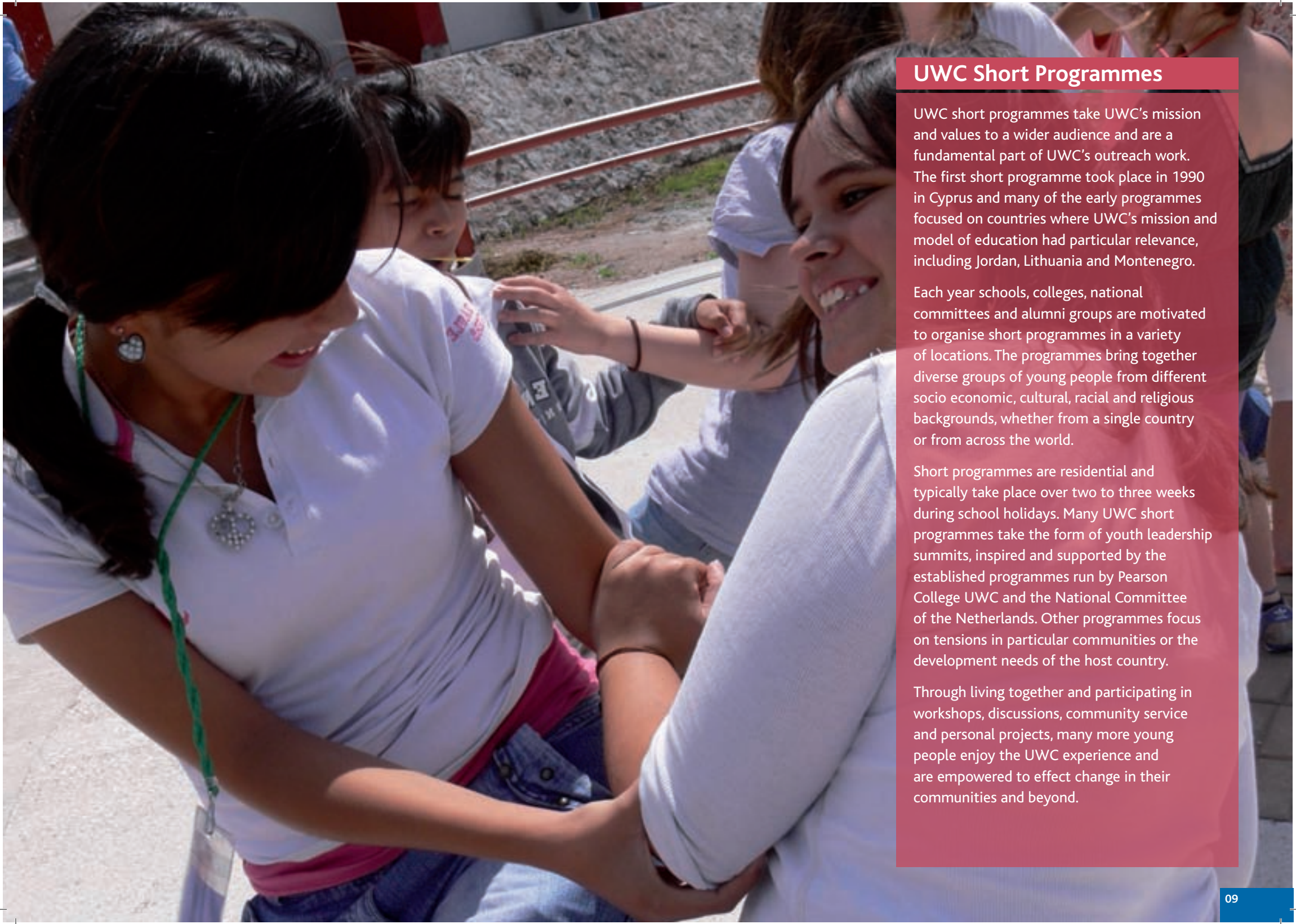
UWC Atlantic alumnus Alejandro Vértiz is a co-creator of the course: *"Our vision is a Mexico where young people are committed to the present and future of the country and work collectively and actively to benefit Mexico's social development and the wellbeing of its communities."*

One of the five key objectives of the programme is to promote leadership and social entrepreneurship, as UWC Atlantic alumnus Patricio Provencio, co-creator/co-ordinator of the programme explains. *"We want to motivate and provide tools to the participants so that they can recognise their leadership potential and become agents of social change in their communities, their country and their world."*

Like many other UWC short programmes, '¡Integrando a México!' is a diverse three week programme combining community service with local NGOs; a focus on constructive engagement of conflict and the development of social projects which are carried out in the participants' local communities after the course.

With a focus on improving life conditions in Mexico, the course places particular emphasis on sharing knowledge of key social issues affecting the country and how to engage effectively in political life. These themes are explored through both workshops and creative activities.

Alumni of the programme have been empowered by the experience. Adriana Diaz from Mexico City and Jesús Rivera from Guanajuato both participated in the 2010 course *"It changed my perspectives and it opened my eyes to new things,"* says Adriana. Jesús adds *"I have learned to listen and engage in effective dialogue and I've realised that social change comes from within."*



UWC Short Programmes

UWC short programmes take UWC's mission and values to a wider audience and are a fundamental part of UWC's outreach work. The first short programme took place in 1990 in Cyprus and many of the early programmes focused on countries where UWC's mission and model of education had particular relevance, including Jordan, Lithuania and Montenegro.

Each year schools, colleges, national committees and alumni groups are motivated to organise short programmes in a variety of locations. The programmes bring together diverse groups of young people from different socio economic, cultural, racial and religious backgrounds, whether from a single country or from across the world.

Short programmes are residential and typically take place over two to three weeks during school holidays. Many UWC short programmes take the form of youth leadership summits, inspired and supported by the established programmes run by Pearson College UWC and the National Committee of the Netherlands. Other programmes focus on tensions in particular communities or the development needs of the host country.

Through living together and participating in workshops, discussions, community service and personal projects, many more young people enjoy the UWC experience and are empowered to effect change in their communities and beyond.

IMPACT

THROUGH VOLUNTEERING



The opportunity to explore charitable and philanthropic pursuits aims to instil in all UWC students a lifelong commitment to positive social action.

UWC students are unwavering in their commitment to positive social action. At UWC South East Asia there is energy, joy and pride surrounding community service; the desire to contribute to successful community service programmes is rated as highly as excellence in other areas.

Fleur Thomas, whose four children have all attended UWC South East Asia, places great importance on the volunteering opportunities that her children have contributed to and benefited from. *"When students see with their own eyes the effects of inequality and inequity, when they smell it, feel it and hear it, it makes the need for positive action much more real. UWC empowers students to take that action and it is so much a part of school life that my children now feel it is entirely normal to regularly use their time and energy to help out others"* Fleur explains.

Exposing students to the importance of volunteering in their formative years influences students' perceptions of wealth, privilege and opportunity in their adult lives. An understanding of the impact of positive social action is developed when students live and learn in a community where they are encouraged to identify areas of inequality and are supported to implement impactful and sustainable solutions.

The opportunity to explore charitable and philanthropic pursuits aims to instil in all UWC students a lifelong commitment to positive social action – many UWC alumni continue to regularly volunteer with charities, community groups and social enterprises throughout their lives.

UWC South East Asia has transformed the Thomas family's outlook on social responsibility and has inspired volunteering from them far beyond their IB requirements. Fleur's oldest son, Billy, and friends from UWC South East Asia spent five months before going to university teaching in a school in Cambodia whilst Fleur's younger children Charlotte, Robbie and Peter are all active fundraisers in the UWC South East Asia community.





UWC South East Asia

LOCATION: Singapore

STUDENT POPULATION: 4,400

ACADEMICS: IB Primary Years Programme, Middle School programme, IGCSE, Foundation IB (Grade 10), IB Diploma

AGES: 4-19

Opened in 1971 by then Prime Minister Lee Kuan Yew, UWC South East Asia expanded in the 1990s to include primary students as young as 4, and opened a new campus in 2008. The new East Campus will accept its first IB Diploma students in August 2012 and in 2015, when at full capacity, UWC South East Asia will welcome nearly 5,500 students.

The school's distinctive city location on the island of Singapore is reflected in the broad array of activities and community service opportunities that it offers. Age-appropriate expeditions and service projects are undertaken by all students with many focused on addressing disparities in wealth distribution present in the surrounding South East Asia region.

The younger students at UWC South East Asia benefit equally from a UWC education, which provides a foundation of intercultural acceptance and understanding, encouraging all students to develop a respect for others which will stay with them throughout their life. Students at every level participate in College, Local and Global Service programmes which create awareness of development and environmental issues both locally and internationally. Many graduating students also take part in the college's Gap Year programme which offers further opportunities to put UWC values into action.



Responsibility is at the centre of a UWC student's journey. UWC students are taught to understand the importance of taking responsibility for achieving positive change and are empowered to do so by their school, college or short programme.

The beaches and sea surrounding UWC Atlantic College's stunning coastal location provide a huge array of wildlife and activities for students to enjoy but also present vital environmental issues which must be tackled.

The Marine Environment Monitoring Service (MEMS) is a student-led initiative which seeks to preserve the college's marine environments through partnerships and projects. Students work with organisations like the alumni-run Shark Trust which seeks to highlight the plight and serious depletion of the shark population due to the damaging effects of human development. Working in collaboration with the National Lobster Hatchery MEMS students have also helped to expand the lobster population of the British coastline by breeding, nurturing and eventually releasing lobsters into the wild.

"We have the fantastic opportunity to see our own ideas come to life through hard work, dedication and the efforts of an extremely cohesive team" says Carys Boughton from the UK. "We sometimes face huge challenges in getting projects off the ground but the strength of the student team means that we always pull through and manage to make a positive change to the levels of conservation of marine wildlife and our own coastal area."

MEMS also instils a responsibility in UWC Atlantic College students that transcends any individual project. *"MEMS has given me the confidence to believe in my own ideas and the determination to make them work" explains Carys. "I apply all of the skills MEMS has taught me to every aspect of my life".*



The Marine Environment Monitoring Service instils a responsibility in UWC Atlantic College students that transcends any individual project.



UWC Atlantic College

LOCATION: Llantwit Major, Wales, UK

STUDENT POPULATION: 345

ACADEMICS: UWC Atlantic College Diploma which includes the IB Diploma

AGES: 16-19

UWC Atlantic College is the founding college of the UWC movement. Based in St Donat's Castle, a 12th century castle on the South Wales coast, the college opened in 1962. The original concept of learning through shared experience remains at the core of UWC today as the movement continues to work towards creating a more peaceful and sustainable future.

The qualification offered by the college, the UWC Atlantic College Diploma, which has shaped a more holistic UWC-focused education around the IB Diploma, was completely designed and developed by the college's own staff.

UWC Atlantic College benefits from some unique opportunities for students to help others and learn about themselves. The college's coastal location, enables some students to train to become full members of rescue services such as beach lifeguards and the Royal National Lifeboat Institution (RNLI) and be a part of the Marine Environment Monitoring Service. There is an RNLI station on campus with students and staff providing 24 hour sea rescue cover for the coast either side of the college.

On top of a broad range of community service and activities the college's outdoor centre also gives students opportunities to teach demanding outdoor activities and skills to some 3,000 disadvantaged or disabled visitors each year.

IMPACT

THROUGH PHYSICAL CHALLENGE



Students are placed in an exciting environment where they challenge themselves physically and mentally.

At UWC Maastricht, students develop teamwork and leadership skills through an annual camp in Adelboden, Switzerland.

Through demanding activities including hiking with ropes, abseiling, building igloos and map and compass skills, students are placed in an exciting environment where they challenge themselves physically and mentally.

Patrick Severijns, one of the camp leaders has seen the impact this can have on students' development: *"By giving students a high level of independence during the camp, they learn to take responsibility for their own decisions and begin to understand how these decisions can affect others."*

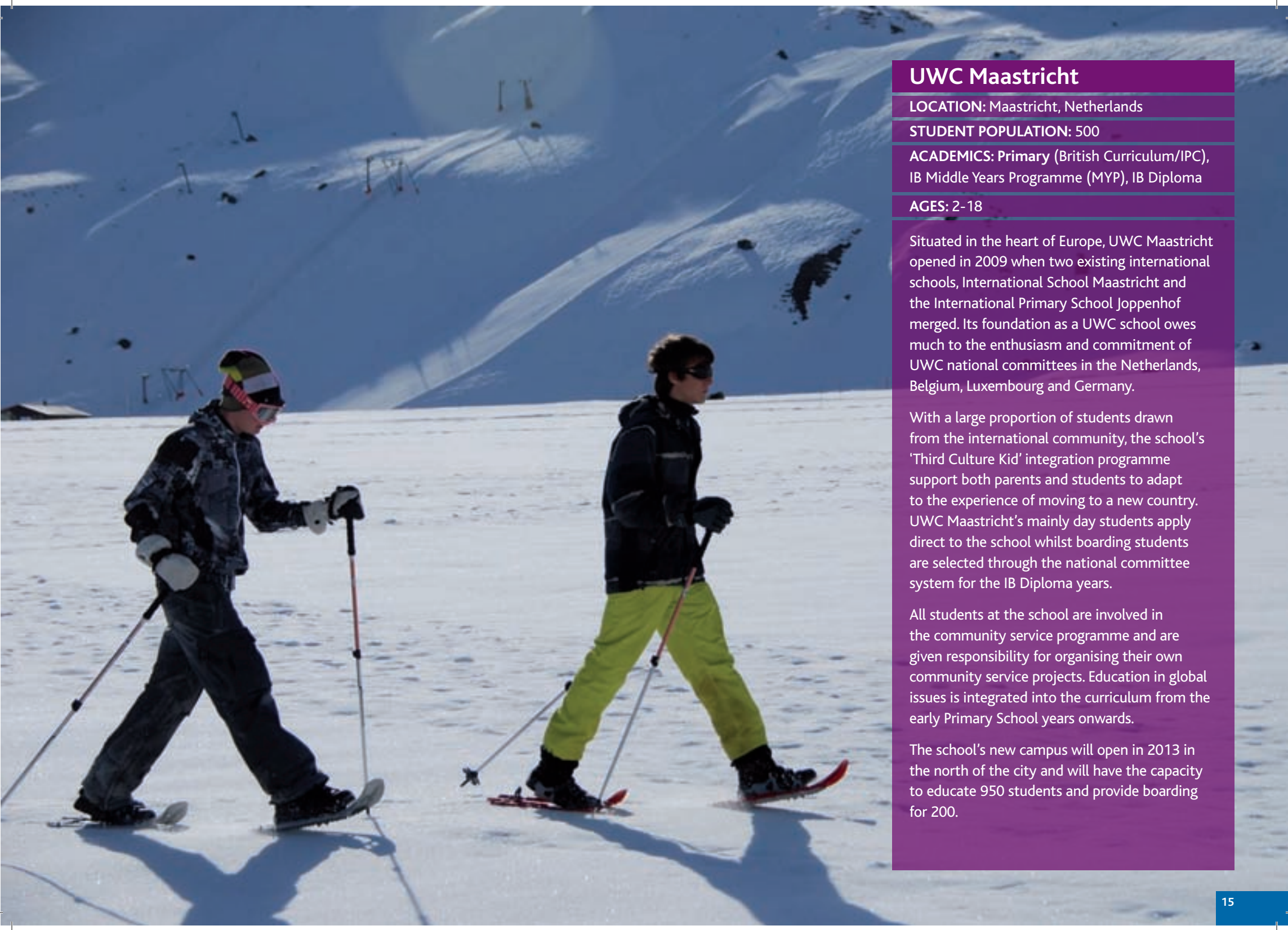
Working in small teams and being stretched to their limits, students develop organisational, listening and leadership skills and learn the importance of patience and encouragement.

The groups are selected by the staff leaders to ensure there is a balance of skills and strengths. In each group, students from both participating year groups (10 and 12) of different nationalities,

religions and cultures are brought together and develop an understanding of different customs and outlooks. Students find that the teamwork aspect is the greatest challenge as Marjolein Niewenhuis explains: *"We had to work together on everything. I had the responsibility to motivate the younger students and it was a challenge to listen to the whole group and find a way that suited everybody. I learnt to be a lot more patient"*. Lennart de Geus adds *"The most challenging aspect is without a doubt establishing a strong team bond that allows the whole group to overcome obstacles."*

For many students, the most fun part of the camp is the day where they hike unaccompanied for a day and then stay overnight in a cowshed. Lennart says *"Although this is a very difficult part, overcoming the challenge it presents together as a group is one of the most satisfying experiences of the whole camp."*





UWC Maastricht

LOCATION: Maastricht, Netherlands

STUDENT POPULATION: 500

ACADEMICS: Primary (British Curriculum/IPC),
IB Middle Years Programme (MYP), IB Diploma

AGES: 2-18

Situated in the heart of Europe, UWC Maastricht opened in 2009 when two existing international schools, International School Maastricht and the International Primary School Joppenhof merged. Its foundation as a UWC school owes much to the enthusiasm and commitment of UWC national committees in the Netherlands, Belgium, Luxembourg and Germany.

With a large proportion of students drawn from the international community, the school's 'Third Culture Kid' integration programme support both parents and students to adapt to the experience of moving to a new country. UWC Maastricht's mainly day students apply direct to the school whilst boarding students are selected through the national committee system for the IB Diploma years.

All students at the school are involved in the community service programme and are given responsibility for organising their own community service projects. Education in global issues is integrated into the curriculum from the early Primary School years onwards.

The school's new campus will open in 2013 in the north of the city and will have the capacity to educate 950 students and provide boarding for 200.



Spanish UWC Adriatic student Carlota Fernandez-Tubau Rullo was inspired by UWC's mission and values to establish a new community service working with asylum seekers who have been placed in a detention centre near the college.

"The aim is to build integration and promote UWC values such as intercultural understanding and a future of peace in the region, through action."

With guidance and support from college staff, Carlota was empowered to put her vision into action. *"I was aware that founding the social service was going to require a lot of perseverance, determination, patience and faith. By embracing the idea and demonstrating trust, I was able to make it a reality."*

Working with an Italian Human Rights NGO 'Tenda per la Pace e i Diritti', the service provides a neutral safe space where the students can run activities for the asylum seekers' children exploring art, music, theatre and storytelling. They also help the families by collecting accounts of their circumstances and addressing issues with the centre.

After overcoming a number of hurdles Carlota introduced the service to the student community: *"A lot of people expressed interest and some passionate students decided to take on this challenge, requiring so much personal input, creativity and flexibility,"* explains Carlota. Identifying the importance of having a team to take initiative and leadership roles, she recruited a group to plan the service activities each week. This peer support is extremely valuable, *"It has given me confidence to persevere in continuing to develop the service,"* she says.

"A five-year old Kurdish boy now knows that after school he has someone to play with. His mother can finally share her frustrations, fears and hopes. I have discovered the power within me to create, to realise and to respond. I will continue to dream big, this experience helped me develop faith in myself and in all those who take action to make a difference."



The service provides a neutral safe space where the students can run activities for the asylum seekers' children exploring art, music, theatre and storytelling.



UWC Adriatic

LOCATION: Duino, Friuli Venezia Giulia, Italy

STUDENT POPULATION: 185

ACADEMICS: IB Diploma

AGES: 16-19

UWC Adriatic was founded in 1982 by the region of Friuli Venezia Giulia with the support of the Italian government. The college is integrated into the Italian/Slovene coastal community of Duino/Devin with school buildings and residences spread throughout the village. All students at the college study Italian, enabling them to embrace the local and national culture.

The community service programme provides opportunities for students to work with local schools and disadvantaged groups. The college is the founding partner of Mondo 2000, a volunteer association which brings together local secondary school and UWC Adriatic students in volunteer projects that promote UWC values.

The area around the college offers incredible opportunities for physical, cultural and linguistic exploration. Its location between the Adriatic Sea and the surrounding mountains is used to run an exciting physical activities programme which includes sailing, kayaking, rock climbing, skiing and orienteering. The independent music school Scuola Superiore Internazionale di Musica da Camera del Trio di Trieste is hosted within the college, providing UWC students who already have a strong background in classical music with the opportunity to participate in its programme.



Students with disabilities have the same educational opportunities as their peers.



UWC is committed to the concept of learning through doing and offers a broad array of experience-based education at its schools, colleges and short programmes.

UWC believes that when individuals take initiative and stretch themselves, they learn a great deal about themselves and others around them as well as developing a sense of responsibility.

Through its innovative outreach work to ensure students with disabilities have the same educational opportunities as their peers UWC Red Cross Nordic encourages its students to challenge themselves in order to expand their capabilities. A close working relationship with the Red Cross Haugland Rehabilitation Centre, which shares a campus with the college, and investment in adapting its campus facilities has allowed UWC Red Cross Nordic to educate students with physical limitations or disabilities and integrate them as full members of the student body.

Pawel Urbanski, an alumnus of UWC Red Cross Nordic, was one of the first blind students to attend the college and helped to pioneer the way for many other students with disabilities to benefit from a

UWC education. *"One of the biggest challenges I faced was to be independent, UWC Red Cross Nordic helped me to achieve this. The facilities, technology and personal support at the college are unsurpassed in their ability to encourage students to push their limits and challenge themselves to achieve more."*

Pawel started climbing during his time at UWC Red Cross Nordic and since graduating has taken on Kilimanjaro, Mount Elbrus and Mount Aconcagua. He now runs his own consultancy business in his home country of Poland and regularly speaks at public events about the challenges faced by blind people and how to overcome them. *"Being at UWC Red Cross Nordic made me the best I could be, it challenged me to make brave decisions and has been instrumental in helping me to achieve all that I have achieved so far."*



UWC Red Cross Nordic

LOCATION: Flekke, Norway

STUDENT POPULATION: 200

ACADEMICS: IB Diploma

AGES: 16-19

An unprecedented partnership of governments, NGOs and individual generosity, UWC Red Cross Nordic was opened in September 1995 by UWC President Queen Noor and H.M. Queen Sonja of Norway.

Located at the edge of the picturesque Flekke Fjord in Norway the college shares facilities with the Haugland Rehabilitation Centre and both are united by the values of the Red Cross. Both organisations are committed to the advancement and integration of students with disabilities which is manifested in many of the college's pioneering outreach projects. Students with disabilities can benefit from a transformational UWC education whilst expanding their physical capabilities at the rehabilitation centre.

UWC Red Cross Nordic's humanitarian ethos is interwoven into its academic structure; the college has previously developed an IB-accredited course in Human Rights and is poised to pilot its new course in Global Politics. The college also boasts an impressive array of activities and services which allow students to explore UWC's values; from kayaking on the fjord and skiing in the surrounding hills to volunteering at the local centre for asylum seekers or leading activities for the college's own Camp School.

IMPACT

THROUGH PERFORMANCE



The performance aims to showcase UWC's cultural diversity and fundamental values of intercultural understanding, tolerance and respect.



Performance is an integral part of UWC life – it is an important way for students to learn about and understand different cultures as well as exploring different ways to express themselves creatively.

Students are inspired by their peers and surroundings to take part in both formal and informal performances: learning new skills, building confidence, being creative and having fun.

UWC Costa Rica celebrates its diversity in a variety of ways. One of these is through its annual Danzas del Mundo, (Dances of the World) show. The performance aims to showcase UWC's cultural diversity and fundamental values of intercultural understanding, tolerance and respect. The show normally takes place in a theatre in central San Jose which enables people in the local communities to learn about UWC Costa Rica.

Klever Descarpontriez Rojas from Bolivia says *"I think that one of the advantages UWC brings is the easy way that you can learn from other cultures which you may not have known about or ever had the opportunity to get involved with. Danzas Del Mundo is just that: the celebration of cultures."*

The show provides a creative space for students to share their cultures with their peers and learn about the rich musical and cultural heritage of other countries. Filipino student Jan Michael Q. Ramirez taught 13 students a local dance for the show. Jonathan Damasó from Venezuela was one of the students who took part: *"I hadn't done anything like this before. It's been amazing to work on this as a group and have this opportunity to perform a Filipino dance, involving people from other cultures."*

Lucy Zhou from China says *"This is not only a place where you come to study, here we have the chance to share our culture and join together through events like dance. For students, it is also an opportunity to show our talents and learn new ones."*



UWC Costa Rica

LOCATION: Santa Ana, San Jose, Costa Rica

STUDENT POPULATION: 160

ACADEMICS: IB Diploma

AGES: 16-19

Sustainability, conflict transformation and diversity are the three pillars that underpin UWC Costa Rica. The college opened in 2006 with the commitment and support of the Per Grieg Foundation, evolving out of the pre-existing SOS International College which had opened in 2000.

The campus is a lush landscape surrounded by mountains in a valley on the outskirts of the capital. With its modern history of regional diplomacy and environmental protection, Costa Rica is an inspiring location.

UWC Costa Rica is the only bilingual (English/ Spanish) UWC campus and over 30% of students come from Latin America and the Caribbean. Through cultural activities, community service programmes and Central America focussed project weeks, students develop a sense of responsibility and awareness of the realities, needs and challenges of the region and are empowered to be agents of change.

Signifying its commitment to the environment, UWC Costa Rica is seeking support and working with partners to become a carbon neutral campus. The college aims to inspire other organisations to join as leaders in the country's goal of becoming the first carbon neutral country by 2021. The initiative is reinforced both through the academic programme and student led initiatives on recycling and sustainability.

IMPACT

ON THE ENVIRONMENT



Students learn how to use sustainable agriculture technologies including worm cultivation, use of organic fertilisers and recycling.



From renewable energy solutions to local litter pick-ups, UWC actively seeks and implements a variety of sustainable solutions that are appropriate to both the individual location and curriculum.

At Simón Bolívar UWC, environmentally sustainable practices are integrated into the curriculum and its campus life, as well as being a key part of the community service programme.

Students learn how to use sustainable agriculture technologies including worm cultivation, use of organic fertilisers and recycling farm and home wastes. They are then able to share these techniques whilst undertaking internships in rural communities. Students also work in local schools as part of both the community service and internship programme. Initiatives include practical training on establishing and maintaining a kitchen garden, presentations on the impact of pollution and contamination and campaigns for planting trees and mini forests.

Fabián Noguera from Táchira state, Venezuela applied the knowledge he'd learnt on the college farm regarding the usage of organic fertilisers and biodigestors both for fertiliser and biogas

throughout his rural internship. *"Through practical demonstrations during my community internship in Merida state, I taught children how to make kitchen gardens and worked with farmers on how they could grow different agricultural products without contaminating the environment. Although the time was short, I think we achieved something in giving farmers an incentive to care for the land."*

Anabel Vásquez from Barinas state, Venezuela worked on a project promoting conservation and recycling by giving talks, putting up posters and installing waste paper baskets in school buses. *"We believe we inspired a consciousness about the environment in parts of the community,"* she says. As part of her community internship, she gave hands-on presentations on agro-ecological techniques to primary school children. *"We showed them that this will be the future and that by farming without chemicals, they are protecting the rural environment."*



Simón Bolívar UWC of Agriculture

LOCATION: Barinas State, Venezuela

STUDENT POPULATION: 150

ACADEMICS: Higher Diploma in Farm Administration

AGES: 18-22

Simón Bolívar UWC of Agriculture is UWC's only vocational college, offering a technical university level education. It opened in 1986 and became a UWC college in 1988. The three-year course, taught in Spanish, is a 70% hands-on experiential education programme and equips students to work in agriculture and rural development.

The college is situated in the rural western plains at the foothills of the Andean Cordillera. Its 750 hectare farm and 'learning by doing' approach enables students to gain practical experience in animal and vegetable production, mechanisation and farm administration.

Community involvement is an integral part of both the curriculum and service programme and the college has developed strong links with the rural farming communities surrounding it. First year students volunteer in local schools every week on areas as diverse as sex education, the environment, journalism and sports. During second year, students are given responsibility to work with a local community to create and deliver a project. Internships are a significant component of the course – in the third year students work together in groups on a four-week internship in a rural community and then gain experience working on a commercial farm for 16 weeks. Third year students also complete a research thesis.



THROUGH STUDENT EMPOWERMENT



Working together, UWC students delivered art, music, and science workshops to groups of 50 children at a learning centre.



Through the opportunity to initiate and carry out a project, students at UWC schools and colleges are empowered to identify opportunities to effect change locally, nationally and internationally.

At UWC in Mostar, project weeks focus on societies in Southeastern Europe and the post-conflict realities in the region.

In 2010 six students travelled to Pristina, Kosovo to work in partnership with the NGO Balkan Sunflowers at a learning centre for marginalised populations of Roma, Ashkali and Egyptian (RAE) populations. RAE communities are often denied basic rights and children face discrimination in schools, particularly due to language differences.

Andy Hemphill from the USA led the project week and was helped by Amer Bralić from Montenegro in planning the week, from promoting it to other students to organising the logistics. Other students took responsibility for fundraising and each member of the group created a workshop for the project. Working together, they delivered art, music, and science workshops to groups of 50 children. The students also re-built a storage room needed to make more room in the classrooms.

Reflecting on the Project Week Amer says *"The language differences meant communication was challenging and we had to be really creative. I think the most important skill I learnt was to bring our socio cultural awareness and understanding to a whole new level."*

Daniel Ramajo Falcon from Spain developed a better understanding of his strengths and limitations: *"Being put in front of 20 kids who speak a completely unfamiliar language and carrying out an organised activity for them is not easy, especially for me because I am visually impaired. I learnt that the only things needed are self determination and patience."*

Andy concludes *"The most important message from this trip is that if you really want to do something that is for a good cause then nothing is impossible."*



UWC in Mostar

LOCATION: Mostar, Bosnia and Herzegovina

STUDENT POPULATION: 150

ACADEMICS: IB Diploma

AGES: 16-19

UWC in Mostar opened in 2006 with an explicit aim of contributing to the reconstruction of a post-conflict society. With a segregated education system in Bosnia and Herzegovina as a consequence of the war, the college enables students from different ethnic communities within the country to study together. Students are equipped with the knowledge, skills and values needed to bridge ethnic divisions and create a brighter future for the country. A special focus is also placed on students coming from other post-conflict countries, particularly in Southeastern Europe.

UWC in Mostar is breaking down barriers in the city: students live in residences in different parts of the still-divided city and the college shares a building and works closely with the Gymnasium Mostar public school. The college's influence is leading to the gradual reform of secondary education throughout the country. The service programme further contributes to integration – students work with underprivileged social groups and inspire others to volunteer.

With an established teacher training programme and an open door policy for local educators, policy makers and university students, UWC in Mostar aims to be a model of education for post-conflict societies and a centre of educational excellence in the region and beyond.



By making a community together, diversity moves from bewildering to enriching and ultimately, transforming.



Crucial to achieving the UWC mission of a more peaceful and sustainable future are the diverse student populations that attend UWC schools, colleges and programmes.

Tensions and conflicts transcend nations and political geography and so does UWC's student recruitment.

Waterford Kamhlaba UWC's student population is deliberately diverse. Students are selected from within and across nations, cultures and socio economic groups to collectively address the challenges that face Africa and the wider world in the coming decades.

Located in one of the less developed regions of the world where access to life-transforming education is controlled primarily by socio economic factors, Waterford Kamhlaba UWC brings together young people, who in rich-world terms have had a 'normal' upbringing, with orphans, refugees and young people whose families have experienced material want.

"Many students come from countries that have been in war and at war, sometimes civil war, sometimes a subtle war directed by the few that 'have' against

the many who potentially threaten their material wellbeing" says Laurence Nodder, Principal of Waterford Kamhlaba UWC. *"Students who undertake a UWC education are remarkable in their resilience, remarkable in their passion for life and remarkable in their desire to work for a positive future".*

Through working together, the students form a wonderful and challenging representation of the rich diversity in human background and experience. By making a community together, diversity moves from bewildering to enriching and, ultimately, transforming.

"At Waterford Kamhlaba UWC I have learnt a lot about other people's cultures and the differences and similarities that exist between us" says Mphumelelo Matsebula from Swaziland. *"We all look very different, but once we get to know each other the differences quickly fade away and we discover that there is much more that we share."*



Waterford Kamhlaba UWC

LOCATION: Mbabane, Swaziland

STUDENT POPULATION: 600

ACADEMICS: IGCSE, IB Diploma

AGES: 11-20

Waterford Kamhlaba UWC was founded in 1963 as an alternative to, and in protest against, the apartheid system of education being practised in South Africa. It has a rich and inspiring history of opposing oppression and championing democracy in Southern Africa. After joining the UWC movement in 1981 the school has continued to practise its founding purpose of unifying races, cultures and societies through a shared education.

The school's community service projects seek to address some of Southern Africa's most damaging problems. Poverty, AIDS and HIV have had a devastating effect on Swaziland and pose the greatest threats to the country's progress. Through sharing resources, volunteering, awareness raising and many other innovative methods Waterford Kamhlaba UWC students use education as a force to create a more sustainable future for many Southern African communities.

Waterford Kamhlaba UWC's student recruitment has a focus on developing leadership potential within Africa. 80% of the school's student population come from African nations, with special emphasis placed on recruiting students from under-privileged backgrounds and from areas of political and economic instability. Students are selected both directly and through the UWC national committee system.



At UWC students learn from shared experiences. The opportunity to interact and collaborate with a diverse student body nurtures a culture of understanding and acceptance amongst UWC students.

Cultural performances and celebrations allow students to showcase the heritage and traditions of their cultures whilst giving the student body an opportunity to explore and engage with different values, norms and practices.

"Cultures in a UWC community are absorbed intrinsically by the daily interactions and occasional conflicts that arise" says Adrian Lo from Hong Kong. "During my time at Li Po Chun UWC, I have experienced many different sets of ethics and values, many of which I have incorporated into my own, especially ones regarding views on tolerance and understanding."

Every year, in early November, all first year students at Li Po Chun UWC travel in small groups to different areas of mainland China to immerse themselves into the Chinese culture and give something back to communities through volunteering initiatives. The students learn the

subtleties of living and working in a different culture and the value of cross-cultural collaboration. Projects to improve sanitation, develop primary and secondary schools and care for orphans in some of the country's most under-privileged communities have recently been undertaken.

China Week is a two-way learning process; it helps to enhance Li Po Chun UWC students' understanding of China and its vast and varied cultural make-up whilst giving the host communities an opportunity to explore the broad cultural composition of a UWC student body.

China Week is a transformational experience for UWC students. *"The humility and courage I saw in the children I met during China Week has made me a stronger person and given me an even greater faith in people. I now feel a duty to share these experiences and inspire this change in others"* explains Nina Whittaker from New Zealand.



The students learn the subtleties of living and working in a different culture and the value of cross-cultural collaboration.



Li Po Chun UWC of Hong Kong

LOCATION: New Territories, Hong Kong SAR, China

STUDENT POPULATION: 255

ACADEMICS: IB Diploma

AGES: 16-19

Li Po Chun UWC builds a two-way bridge of understanding between Chinese culture and the cultures of the world. The college reflects some of the deep roots of Chinese culture by emphasising the traditions of proper conduct, practical wisdom, appropriate social relationships and respect for academic learning.

Li Po Chun UWC's strong links with mainland China also provide opportunities for students to learn about the country's remarkable economic development, political and environmental challenges and rich diversity. An ongoing North Korean Goodwill Initiative has also enabled over a hundred students from the college to visit the country and establish dialogue with young North Koreans.

Cultural activities at Li Po Chun UWC help students to develop an international appreciation of their own local, regional and national identities and a deeper understanding of their host region. Li Po Chun UWC places special emphasis on bringing together young people from conflict areas and frequently organises international conferences of students to build understanding and to help ease tensions within and across society.



The programme seeks to explore the reasons for conflict arising and to engage in its root causes as well as find methods to resolve it.

Conflict resolution is at the heart of the UWC mission to make education a force to unite people, nations and cultures for peace and sustainable future.

At UWC students are empowered to explore the tensions within and across society as they create a more peaceful and collaborative world.

The Constructive Engagement of Conflict (CEC) programme at UWC-USA helps students to participate in conflict resolution initiatives and explores the varied and complex areas of conflict experienced by the college's students. As well as engaging in campus and community issues, CEC also gives students the opportunity to learn about broader issues relating to human rights, global policy issues and the consequences.

CEC seeks to explore the reasons for conflict arising and to engage in its root causes as well as find methods to resolve it. *"I believe that listening is the crucial thing; unless we really try to understand both sides of the conflict and listen to what others are saying, nothing can be resolved"* says Murisa Ahmetašević from Bosnia and Herzegovina.

"CEC attempts to identify and shift the systems that perpetuate conflict" explains Naomi Swinton, Director of the Bartos Institute, who runs the CEC programme. *"We focus on creating a healthy relationship with one another. Some conflicts can be resolved, but typically learning and incremental change are achieved simply through the understanding of the different components of conflict and an appreciation of the multiple truths and different needs of the various stakeholders."*

The programme is an evolution of UWC's founding philosophy of collaborative learning creating peace and understanding but maintains the essential tools of dialogue, listening, compassion, facilitation and community organising that remain relevant and impactful today.





UWC-USA

LOCATION: New Mexico, USA

STUDENT POPULATION: 200

ACADEMICS: IB Diploma

AGES: 16-19

UWC-USA was founded in 1982 and is located on the site of the historic Montezuma Castle at the edge of the Pecos Wilderness, the southernmost point of the Rockies. Three distinct cultures – Native American, Hispanic and Anglo-American – enrich the surrounding area of the college, making it an ideal place for a diverse student body to learn, share and cooperate.

Students work with a range of local organisations to assist with services such as peer counselling, tutoring, building and repairing shelters and homes and engaging in community arts and science initiatives. Some of the college's service programmes' focus primarily on alleviating the effects of homelessness and poverty in the surrounding communities. The programmes give students a world leading opportunity to experience some of the core aspects of achieving positive social action.

The Wilderness Program at UWC-USA augments the school's commitment to current and future preservation of the planet's ecosystem by introducing students to the wilderness of the American West and offering training in ecology, leadership, ethics, wilderness survival and Search and Rescue.

IMPACT

ON COMMUNITIES



The village community value the regular visits and the opportunity to interact with such a diverse group of young people.



Interacting and engaging with the local community is a fundamental part of life at all UWC schools and colleges. UWC Mahindra College has long-standing relationships with NGOs in the rural areas around the campus as well as further afield.

Since its inception the college has been working with a local NGO called Sadhana Village – an innovative centre for residential care and rehabilitation of adults with disabilities. Other Sadhana projects include an English School and self help and empowerment programmes for women.

Bartosz Zerebecki from Poland volunteered with the Sadhana Friends Community Interaction community service for the entire two years he was at UWC Mahindra College. In his second year Bartosz was responsible for leading the group and worked with his peers to prepare sessions for the residents. Students visit the centre every week to direct activities including art, sport and games. Bartosz explains, “Our programmes aim to support the community and encourage everyone to work in groups and cooperate with each other.”

Working with Sadhana Village is mutually beneficial – UWC students gain and develop skills in areas including leadership, communication, empathy and compassion whilst the village community value the regular visits and the opportunity to interact with such a diverse group of young people.

For Bartosz, working with Sadhana Village and with the local community more widely on initiatives such as helping local children to put on a play has been a hugely valuable part of his UWC experience. *“I really appreciate the opportunity to be an integral part of the local community. I will never forget the first time I went to Sadhana Village as a new first year. I was worried about communicating and interacting with our friends without any experience. My worries were not needed because the easiness and kindness with which they welcomed us was marvellous.”*



UWC Mahindra College

LOCATION: Paud, Maharashtra, India

STUDENT POPULATION: 200

ACADEMICS: IB Diploma

AGES: 16-19

UWC Mahindra College opened in 1997. Situated on a hill, 40km from Pune in rural Maharashtra, the campus is located within a biodiversity reserve.

The reserve opened in 2007 with two distinct sections: a park which is open to the public and a human-free conservation reserve which will eventually be restored to indigenous forest. The park comprises trails, nurseries and a butterfly garden and is integrated into both the academic and community service programmes. Local school and college groups also benefit from visiting the park and taking part in college run workshops.

Through working with the rural communities surrounding the college, students develop an awareness and understanding of development in rural India. Project Weeks take place twice a year and students are encouraged to work with NGOs across India. Together with an optional third year volunteering initiative, these activities make up the college's Triveni programme.

Students are further encouraged to embrace Indian culture through learning Hindi and Marathi and participate in traditional events such as Holi, the Festival of Colour. Both students and the local community get involved in the annual 'Theatre Season' presenting a series of modern and classic shows during the month of February.



UWC has shown an unwavering commitment to the advancement of education.

UWC is firmly established as a world leader in educational advancement. It has played a pivotal role in the creation of the International Baccalaureate.

In designing, developing and sharing numerous school-based syllabi that are now used by schools and colleges all over the world, UWC has shown an unwavering commitment to the advancement of education.

When it was established in 1974, Pearson College UWC was one of the first schools in North America to offer the IB; it is still one of the most innovative. Pearson College UWC has developed internationally taught courses such as the recently introduced school-based syllabus in Marine Science, a course rich in practical learning activities.

Pearson College UWC's coastal location allows Marine Science students to be taught outside where possible and to learn from their interaction with the marine environment that surrounds them. An immersion in the course's subject area helps to create a deeper understanding of and a greater connection to the syllabus. Race Rocks Marine

Protected Area, for which the college assumes stewardship, is not only home to a dynamic variety of wildlife but is also an innovative outdoor classroom where students learn from and ensure the sustainability of their surroundings.

The college's faculty includes 12 IB examiners, nine with post-graduate degrees. They speak a wide variety of languages and bring a challenging dynamic to the classroom experience. As at all UWC schools and colleges, faculty share in daily life with the students and work collaboratively to guide expeditions, facilitate workshops, organise lectures, produce plays and moderate meetings.

"Lessons are fascinating at Pearson College UWC" says Heidi from Finland. "We have so many different points of view because we have so many different kinds of people. Even if you don't agree with someone, you'll always learn a new way to look at the question."





Pearson College UWC

LOCATION: British Columbia, Canada

STUDENT POPULATION: 160

ACADEMICS: IB Diploma

AGES: 16-19

Pearson College UWC was opened in 1974 in honour of the late Nobel Peace Prize Laureate and former Prime Minister of Canada Lester B. Pearson. Situated in a rainforest on the southernmost tip of Vancouver Island, the college's campus is distinctive for its low-level cedar buildings which are scattered over 75 acres. A student population from around the world share their campus with deer, eagles, songbirds, sea otters and the occasional visiting whale.

Pearson College UWC makes the most of its distinctive location with an impressive portfolio of experiential learning. Students learn by doing and being situated on Pedder Bay, activities take place both on land and water. They collaborate with the eco-guardians of Race Rocks Marine Protected Area and nearby forests. Students are also encouraged to take campus jobs with meaningful and measurable impact on the college's operations.

Village meetings, where all members of the community gather to discuss ideas and issues relevant to living together on campus, help students to learn conflict resolution and public speaking skills first-hand.



THROUGH A LIFELONG COMMITMENT



“One of the most striking things about UWC is the mindset - everything is possible and one person can make a difference.”

Jill Longson, UWC Atlantic College

UWC students have exceptional energy, enthusiasm and passion which is channelled into positive idealism and action throughout their UWC experience.

In addition to the UWC experience teaching young people to question, to challenge, to look for better solutions, it also teaches them to be open to new ideas, to appreciate different perspectives and collaborate in the context of a diverse community. These skills and habits equip UWC alumni for an increasingly complex, globalised world and give them a competitive edge.

The success of UWC is not measured in terms of academic achievements or job titles, but rather by the impact that UWC alumni make locally, nationally and internationally. The lifelong commitment to UWC values and ethos ensures that the benefits of a single UWC experience are multiplied within each community that UWC alumni become a part of.


Supporting and creating a wide variety of non-profit organisations, community and campaign groups, UWC alumni demonstrate an ongoing commitment to the principles of volunteering and service that were a key feature of their UWC experience. At universities across the world, UWC alumni work collaboratively to find new and innovative ways to make a positive difference; by setting up groups and clubs they introduce and encourage volunteering and service. Similarly in their places of work and

their family lives, UWC alumni look for initiatives, or create their own, to keep the UWC mission alive in their local community and further afield.

UWC alumni are the backbone of the UWC national committee network, dedicating their time to promote UWC opportunities as well as selecting and preparing the next generation of UWC students. National committee members also organise UWC short programmes, fundraising events and provide a focus for both social and mission related alumni activities.

UWC alumni are at the forefront of UWC outreach initiatives and are constantly helping to push UWC boundaries ever further to ensure that greater numbers of young people are able to benefit from a UWC experience.

Fundraising is a growing area of impact for UWC alumni – regardless of whether the gift is made to a UWC school, college or national committee, UWC is grateful to the continuing support from UWC alumni and places great value on their contributions. It is not only a testimony to the value our alumni place on their own UWC experience but also helps us to give future generations the same transformational educational experience.

A photograph of three young women in the foreground, smiling and clapping their hands. The woman on the left has dark hair and is wearing a purple scarf. The woman in the middle has light brown hair and is wearing a blue plaid shirt. The woman on the right has reddish-brown hair and is also wearing a blue plaid shirt. They are all looking towards the right side of the frame. In the background, other people are partially visible, and there are some posters on the wall.

“WHY Bolivia is our local application of the legacy we learned at UWC: to make education a force to unite people. My UWC experience had a huge impact on the path I chose to follow as an intercultural educator/activist for peace in my country and perhaps in the Latin American region in the future.”

Geraldine Paredes Vasquez, UWC Mahindra College

“Due to my UWC experience I have higher tolerance for other people and cultures, a greater interest in the world and another perspective about my national and close environment. Also I can surely say that my dedication to Israeli-Palestinian dialogue is mainly derived from my challenging yet positive experience at school, talking and growing with my Palestinian peers.”

Dafna Herzberg, UWC-USA



“Being a part of UWC has truly made a difference to my life – without my UWC experience, I certainly would not have gone to work in Rwanda.”

Simone Sgarbossa, short programme: Lithuania

STRATEGIC PLAN

UWC’s mission – UWC makes education a force to unite people, nations and cultures for peace and a sustainable future – acts as a guiding light for the movement. It encompasses a commitment to provide an education that will enable UWC alumni to make a difference, as well as a determination to act as an example and an inspiration to other education systems. In particular, the mission compels UWC to look beyond the education of each individual student and to see the educational process as a means to an end in creating a more peaceful and sustainable world.

UWC International’s five-year strategic plan is ambitious. It focuses the work and aspirations of the whole movement and ensures collective responsibility for achieving our goals. By 2015 UWC aims to:

- continue to produce UWC alumni each year who, through their own action and personal example, can become leaders in their communities and demonstrate their commitment to making a positive difference in the world.
- become recognised internationally for its distinctive model of education.
- provide an example for other schools, educational organisations and governments which recognise the role of education as a force for peace and a sustainable future.

To achieve our goals, UWC has identified six strategic objectives to prioritise the work of the UWC Council, International Board and International Office.

1. To ensure that UWC’s model of education maintains relevance and becomes more widely known as an example of education for a peaceful and sustainable future.
2. To extend UWC’s impact.
3. To strengthen and develop the UWC national committee system.
4. To create a secure and sustainable financial and funding model.
5. To increase awareness, recognition and understanding of UWC.
6. To continue to strengthen organisational effectiveness and unity.

The strategic plan is the responsibility of the UWC International Board and UWC Council, although all UWC constituents must play an active role to ensure success.

Working together, UWC can give more young people a transformational educational experience and foster international and intercultural understanding.

THANK YOU

UWC would like to thank all the individuals, companies, trusts and foundations who give so generously to support our work and students. Without these ongoing financial commitments, UWC would not be in position to continue with the scholarship and bursary schemes that ensure a rich diversity within our schools, colleges and programmes.

UWC would also like to thank all the dedicated volunteers for their generous gift of time and expertise in recruiting, selecting and preparing the students for their UWC experience as well as the sustained fundraising, communications, alumni and programme work.

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