

Title: UWC Zimbabwe - Home

Reference link: <https://www.zw.uwc.org/#content>

We're giving students a formative experience by putting them on a journey of discovery. My 17-year-old self had no clue who I was. The greatest gift we're giving them...

We believe that everyone can play a role in making the world a better place, whichever path they choose.

So we offer a challenging and broad education that will help you get the qualifications you...

United World Colleges (UWC) is a global movement that makes education a force to unite people, nations and cultures for peace and a sustainable future.

At UWC, our mission is to inspire ...

Title: UWC Zimbabwe - What is UWC?

Reference link: <https://www.zw.uwc.org/page/?title=About+UWC&pid=3416>

You have not allowed cookies and this content may contain cookies. If you would like to view this content please [Allow Cookies](#) [Cookie Settings](#)

You have not allowed cookies and this content may contain cookies.

If you would like to view this content please [Allow Cookies](#) [Cookie Settings](#)

At UWC, our mission is to inspire young people to put their talents and energy into driving change around the world, no matter which future path they choose.

So how do you teach someone to build a better world?

Title: UWC Zimbabwe - What is UWC?

Reference link: <https://www.zw.uwc.org/about>

You have not allowed cookies and this content may contain cookies. If you would like to view this content please Allow Cookies Cookie Settings

You have not allowed cookies and this content may contain cookies.

If you would like to view this content please Allow Cookies Cookie Settings

At UWC, our mission is to inspire young people to put their talents and energy into driving change around the world, no matter which future path they choose.

So how do you teach someone to build a better world?

Title: UWC Zimbabwe - UWC Educational Model and Principles

Reference link: <https://www.zw.uwc.org/educationalmodel>

There is more in us than we know if we could be made to see it; perhaps, for the rest of our lives we will be unwilling to settle for less.

Kurt Hahn, Founder of UWC

We believe that education should help young people discover that change is possible, and that they can make it happen.

As a UWC student, you will learn how you can inspire change through courageous action, selfless leadership, and careful listening. You will take part in experiences and community activities, so that you're prepared to build with confidence and lead with compassion in later life.

We've built our educational model on a set of principles that aim to help you reach your potential -

academically, morally, socially and emotionally. Our schools each have their own distinct identity, but they're united by these common values:

We've built our approach and curriculum on these principles, and have inspired thousands to find the skills and confidence to spark change.

After UWC, you'll be able to progress to your chosen university, or to the calling that suits you.

You'll leave here with a strong academic foundation. But also a stronger understanding of yourself, the world around you, and the power to help others.

It's an education, built differently.

Title: UWC Zimbabwe - UWC History & Founding Ideas

Reference link: <https://www.zw.uwc.org/history>

This idea has been at the heart of what we do at UWC, ever since our first school was founded in 1962.

We believe that education can be about more than just personal advancement, or securing a place at university. It can inspire students to discover what connects us all as humans, and to act as champions for a world of peace, collaboration and understanding.

"I regard it as the foremost task of education to ensure the survival of these qualities: an enterprising curiosity, an undefeatable spirit, tenacity in pursuit, readiness for sensible self-denial, and - above all - compassion."

- Kurt Hahn (Founder of UWC)

In 1955, educational pioneer Kurt Hahn delivered a speech at the NATO Defense College in Paris. During his visit, he was inspired by the cooperation and loyalty shown by military men who had very recently been on opposite sides in World War Two.

Hahn had already been involved in the founding of a number of schools and education organisations, and his ideas on education were constantly evolving. At the time, he talked frequently about the power of education as a route to peace, as well as a need to reverse the 'decline of

compassion? in society.

It was through the convergence of these ideas that UWC was eventually born.

In a 1958 speech, he said:

In 1962, UWC Atlantic (originally called Atlantic College) in Wales, United Kingdom, admitted its first students. The first UWC school was built on the idea that if young people from different backgrounds were educated together, they could build an understanding which could prevent future conflicts.

It was the world's first international, two-year Sixth Form College for teenagers aged 16 to 19.

It was a place where they would learn the empathy that enabled them to listen, and consider other perspectives, even if they were very different to their own. They would learn the strength to stand for what was right, even if the risk was great. And they would learn to be resilient, and to learn from mistakes rather than give up.

From the earliest days of Atlantic College, there was a desire to replicate the model. It was the height of the Cold War, and many saw the benefits of an idea that valued connection, compassion and service. By the end of the 1960s, the United World Colleges name had been coined, and a movement started to become a reality.

UWC's first international president, Lord Mountbatten, helped the UWC movement develop beyond its North Atlantic roots. He oversaw the foundation of national committees, which would select students and promote UWC in different countries. In years to come, UWC schools would appear in

Singapore and Canada, and later in continents across the world.

UWC has always been about listening, and learning. It has evolved and grown in line with the needs of its communities and the world around it. And its commitment to peace, understanding and resilience remains as strong as ever.

There are 18 UWC schools and colleges.

We are represented in more than 150 countries through our national committees.

Over 60,000 students from over 180 countries have studied at UWC schools and colleges and on our short course programmes.

Title: UWC Zimbabwe - About the UWC Zimbabwe NC

Reference link: <https://www.zw.uwc.org/page/?title=About+the+UWC+Zimbabwe+NC&pid=3419>

The UWC Zimbabwe National Committee is a group of dedicated volunteers. The NC is responsible for selecting Zimbabwean students to attend UWC schools and then providing support for those students while they are at UWC.

In recent years the Zimbabwe NC has also begun to work to connect UWC Zimbabwe alumni who are living locally and in the diaspora, to develop a network of individuals who are committed to social change both in Zimbabwe and around the world. If you are interested in being involved in this network, visit the Volunteer page for further details or email uwczimbabwe@gmail.com.

Title: UWC Zimbabwe - Short Courses

Reference link: <https://www.zw.uwc.org/page/?title=Short+Courses&pid=3421>

Short Courses are residential programmes run by UWC students, alumni and teachers. They provide intense, meaningful UWC experiences for students around the world. See Short Courses for more detail about current and upcoming Short Courses and the application process.

UWC Zimbabwe does not process Short Course applications, but we can answer questions about Short Courses and Short Course applications. There are a growing number of Short Courses around

the world, including in Sub-Saharan Africa, many of which have partially or fully funded places available. Eligible Zimbabwean candidates are strongly encouraged to apply.

Title: UWC Zimbabwe - Schools & Colleges

Reference

link:

<https://www.zw.uwc.org/page/?title=UWC+Schools+%26amp%3B+Colleges&pid=3429>

Moshi and Arusha, Tanzania

Santa Ana Downtown, Costa Rica

Maastricht, The Netherlands

Dilijan, Armenia

Vale of Glamorgan, Wales, UK

Duino, Italy

Freiburg, Germany

Flekke, Norway

Mostar, Bosnia and Herzegovina

Pune, India

Karuizawa, Japan

Phuket, Thailand

Changshu, China

Singapore

Mbabane, Eswatini

Montezuma, New Mexico

Victoria, Canada

Hong Kong S.A.R., China

UWC's 18 schools and colleges are set on 4 continents and deliver a challenging and transformational education to over 10,500 students each year.

Each of our schools and colleges has its own distinct character and identity, influenced by their host country, the specific setting, cultural context and their community. Some campuses are nestled in nature, while others are integrated into towns or cities. These surroundings also help shape what makes each UWC school or college experience special. In some cases, it's their proximity to the ocean or a rainforest that adds an experiential element to learning about sustainability, for example. In others, it's the history of the local area which can help inform students' understanding of how to build a better tomorrow.

What makes each one of them a UWC is their deliberately diverse student body and their commitment to the UWC mission of making education a force for peace and sustainability. At each UWC, students come together from all over the world, and from very different cultural and socioeconomic backgrounds, to live and learn with each other and from each other what change is needed in the world, and how they can make it happen.

Title: UWC Zimbabwe - Schools & Colleges

Reference link: <https://www.zw.uwc.org/schools>

Moshi and Arusha, Tanzania

Santa Ana Downtown, Costa Rica

Maastricht, The Netherlands

Dilijan, Armenia

Vale of Glamorgan, Wales, UK

Duino, Italy

Freiburg, Germany

Flekke, Norway

Mostar, Bosnia and Herzegovina

Pune, India

Karuizawa, Japan

Phuket, Thailand

Changshu, China

Singapore

Mbabane, Eswatini

Montezuma, New Mexico

Victoria, Canada

Hong Kong S.A.R., China

UWC's 18 schools and colleges are set on 4 continents and deliver a challenging and transformational education to over 10,500 students each year.

Each of our schools and colleges has its own distinct character and identity, influenced by their host country, the specific setting, cultural context and their community. Some campuses are nestled in nature, while others are integrated into towns or cities. These surroundings also help shape what makes each UWC school or college experience special. In some cases, it's their proximity to the ocean or a rainforest that adds an experiential element to learning about sustainability, for example. In others, it's the history of the local area which can help inform students' understanding of how to build a better tomorrow.

What makes each one of them a UWC is their deliberately diverse student body and their commitment to the UWC mission of making education a force for peace and sustainability. At each UWC, students come together from all over the world, and from very different cultural and socioeconomic backgrounds, to live and learn with each other and from each other what change is needed in the world, and how they can make it happen.

Title: UWC Zimbabwe - Life at UWC

Reference link: <https://www.zw.uwc.org/page/?title=UWC+Experience&pid=3430>

Idai Chelsea Makoni (UWC Mahindra, India, 2015-2017)

"My life will never be the same after going to UWC. I have learned how to think critically. The

opportunity I had to meet different people from different backgrounds changed the way I view the world. The faculty, in particular, played a huge role in shaping my UWC experience, as they were extremely passionate and used alternative methods of teaching. I left UWC with a strong Pan-Africanist identity and I hope to work in development, particularly in Sub-Saharan Africa."

Munashe Machoko (UWC Changshu, China, 2015-2017)

"I really cannot explain how much UWC has changed the way I think and the way I perceive life. It happens every day, it's not a one-time thing: you learn something new about the world, your community and yourself through every activity you do at a UWC. It's not something you can explain, it's something you have to experience."

Title: UWC Zimbabwe - Life at UWC

Reference link: <https://www.zw.uwc.org/page/?title=Life+at+UWC&pid=3431>

Idai Chelsea Makoni (UWC Mahindra, India, 2015-2017)

"My life will never be the same after going to UWC. I have learned how to think critically. The opportunity I had to meet different people from different backgrounds changed the way I view the world. The faculty, in particular, played a huge role in shaping my UWC experience, as they were extremely passionate and used alternative methods of teaching. I left UWC with a strong Pan-Africanist identity and I hope to work in development, particularly in Sub-Saharan Africa."

Munashe Machoko (UWC Changshu, China, 2015-2017)

"I really cannot explain how much UWC has changed the way I think and the way I perceive life. It happens every day, it's not a one-time thing: you learn something new about the world, your community and yourself through every activity you do at a UWC. It's not something you can explain, it's something you have to experience."

Title: UWC Zimbabwe - Academic Life

Reference link: <https://www.zw.uwc.org/academiclife>

We believe that everyone can play a role in making the world a better place, whichever path they choose.

So we offer a challenging and broad education that will help you get the qualifications you need, to get the life you want for yourself and make the changes you want to see for others.

Every year, students apply to UWC because they want a challenge that takes them out of their comfort zone. To open their minds to new perspectives, and discover new skills and talents.

It's a rigorous experience, but it's one that could change how you see the world.

Read on to find out how you can take on this experience through either the International Baccalaureate Diploma Programme (16-19 year-olds), International Baccalaureate Career-related Programme (16-19 year olds) or Younger Years programme (2-15 year-olds).

Most students attending UWC between the ages of 16 and 19 take the International Baccalaureate Diploma Programme (IBDP), which is offered at all UWC schools and colleges. It's a challenging curriculum that allows students to explore a range of subjects and ideas, while learning about the importance of activity and service in the community.

In fact, UWC played a key role in crafting the IBDP back in the 1960s, and the ties between the IB Organisation and UWC remain close decades later.

The IBDP aims to encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. It's respected in the best universities worldwide for its focus on service, communication, teamwork, leadership and critical thinking.

"Although the IBDP was quite overwhelming at times and there was a lot to be learned, overall it made me a lot more confident and taught me how to study. My first year at college felt much easier than my second year of IBDP. I'm much more sure of the things I say because I research them, and I'm so much better at writing."

- Leonor, UWC Mahindra College alumna

IBDP students choose a course from each of the following six subject areas:

Students generally study three subjects at standard level and three subjects at a higher level. At a higher level they are expected to demonstrate a greater body of knowledge, understanding and skills. Subjects may vary between UWC schools, often reflecting their geographic location and focus areas.

As well as the six subject areas, students complete three core parts of the International Baccalaureate Diploma Programme which are central to the philosophy of the programme. These are:

Students investigate a topic of special interest, and develop the independent research and writing skills required at university level. The essay is typically written in one of the student's six subject groups and must be no more than 4,000 words in length. Students are supported in the research and writing process by an academic supervisor.

The course encourages students to reflect on the nature of knowledge, on how we know what we claim to know. It is assessed through an oral presentation and a 1,600-word essay.

Taking responsibility, developing social, creative and outdoor skills, as well as learning to approach others with empathy are at the heart of the programme. Students engage in a variety of projects that aim to help them develop these skills, while at the same time actively engaging with their local community.

Alongside the IBDP, some UWC schools and colleges also offer students aged 16 to 19 the International Baccalaureate Career-related Programme (IBCP).

Like the IBDP, the IBCP is a rigorous educational programme that prepares students with the skills and knowledge to make a difference now and in their future, whatever they choose to do next. And just like the IBDP, it is a curriculum that is highly valued by universities worldwide.

What makes the IBCP unique is that - unlike the IBDP - it offers students the opportunity to specialise in a specific field. If you have a desire to pursue a certain career or gain skills and hands-on experience in a particular area, this might be the right path for you.

IBCP students undertake a minimum of two IBDP courses, a career-related study and an IBCP core:

Within the IBCP programme framework, Pearson College UWC developed its unique two-year Climate Action Leadership Diploma (CALD), tailored to students with a passion for addressing climate change and environmental stewardship. Alongside taking two to three IBDP courses, CALD students embark on climate action leadership studies developed in conjunction with regional universities. The programme incorporates place-based and Indigenous knowledge and environmental stewardship as well as bespoke programming, microcredentials and field school. CALD students are full members of the Pearson College UWC community, participating in all areas of UWC experience alongside their IBDP peers, while following a parallel academic path.

Within the IBCP programme framework, UWC Maastricht has designed multiple pathways in partnership with reputable institutions:

IBCP students are full members of the UWC Maastricht community, participating in all areas of UWC experience alongside their IBDP peers, while following a parallel academic path. IBCP students are also encouraged to further develop their talents through student-led initiatives, conferences, social entrepreneurship programmes, community services, outdoor learning, project weeks and music lessons.

A number of UWC schools and colleges welcome students from younger age groups, ranging from 2 to 15 years old. These younger years programmes run in addition to the IBDP that is offered at all UWC schools and colleges for learners aged 16-19.

Students in the younger years are immersed in age-appropriate educational programmes that align with UWC's mission to make education a force for peace and a sustainable future.

Academically, they are equipped for the rigours of the IBDP at UWC, should that be the path they follow later on their educational journey. But far beyond this, students from 2 to 15 learn to be active, aware contributors in their school, their local communities and in wider society through hands-on, values-driven and holistic learning programmes. They are emboldened to question, create and engage, and to develop strong social, emotional and creative skills for their lives beyond UWC.

Most UWC schools with younger years provision have a mix of residential and non-residential students on campus. The age at which students can begin living on campus as boarding students depends on each school. This means that campus spaces are shared between those who attend classes but live with their families outside of campus and those who live in one of the residencies on campus. When it comes to those UWC schools that exclusively offer high school programmes for the 15-19 age range, all students live and learn together on campus as boarding students.

UWC Changshu China welcomes boarding students between the ages of 15 and 19. The school

offers 15 year-olds the opportunity to enrol in a one-year long Foundation Programme in preparation for the IBDP (16-19 year-olds).

UWC East Africa welcomes students between the ages of 3 and 20 on its two campuses, Arusha and Moshi. The school offers the IB Primary Years Programme (PYP) to 3-11 year-olds, the IB Middle Years Programme (MYP) to 11-16 year-olds, and the IBDP to 16-20 year-olds. While Moshi Campus hosts both day students and boarding students for all three programmes, Arusha Campus accepts day students enrolled in the PYP and MYP, and both day students and boarding students in the IBDP years.

UWC ISAK Japan welcomes boarding students between the ages of 15 and 19. 15 year-old students can join the school as part of its 3-year high school programme, which emphasizes its flagship Leadership Programme in Grade 10, before merging with the 2-year IBDP in Grade 11 (16-19 year-olds).

UWC Maastricht welcomes students between the ages of 4 and 19. UWC Maastricht Primary School caters to 4-11 year-olds, while UWC Maastricht Secondary School offers the IB Middle Years Programme (MYP) to 11-16 year-olds, and the IBDP and the IBCP to 16-19 year-olds. The majority of UWC Maastricht's students are day students and they live with their families in the region. Only IBDP and IBCP students can live on campus as part of the residential programme, and most of them do.

UWC South East Asia welcomes day and boarding students aged 4-18 years to two campuses, Dover and East. UWC South East Asia's concept-based K-12 curriculum prepares students of all ages for their future by linking their learning in universal concepts to their real-world experiences in Singapore. New students can join the school at any grade in Primary (4-11 years), Middle (12-14 years) or High School (15-17 years), and can graduate with both a UWCSEA High School Diploma and an IB Diploma.

UWC Thailand welcomes students between 2 and 18 years of age. The Early Years Programme consists of play-based learning for the youngest students who are between 2 and 5 years old. The

school also offers the IB Primary Years Programme (PYP) to 3-12 year-olds, the IB Middle Year Programme (MYP) to 11-16 year-olds, and the IBDP to 16-19 year-olds. The boarding programme at UWC Thailand is open to students in grades 9-12, which cover the last two years of MYP and the IBDP. Day students are eligible to enroll at all grade levels if they are full-time residents in Phuket.

Waterford Kamhlaba UWC of Southern Africa welcomes day and boarding students between the ages of 11 and 19. Students aged 11-15 attend Lower Secondary School and follow the school's own curriculum. Students aged 15-17 are offered the Cambridge IGCSE programme, and students aged 17-19 study the IBDP.

Please note that attending a UWC school during the younger years does not automatically grant students a place at UWC to study the IBDP later in life. All schools offering younger years programmes carefully monitor each individual student's progress to ensure that the rigorous IBDP followed as part of the two-year programme for 16-19 year-olds is the right course of study for them. Please contact the school of your choice for more information about younger years provision.

Title: UWC Zimbabwe - Creativity, Activity, Service (CAS)

Reference link: <https://www.zw.uwc.org/cocurricular>

'We're giving students a formative experience by putting them on a journey of discovery. My 17-year-old self had no clue who I was. The greatest gift we're giving them is an understanding of their place in the world, and an opportunity to realise their own visions.'

- Christian Bock, Academic Director & IB Coordinator, UWC Robert Bosch College, Germany

Many schools worldwide now study the International Baccalaureate Diploma Programme, a curriculum that promotes creativity, activity and service.

But we take its principles further.

Our diverse school communities encourage students to explore different perspectives with their

fellow classmates, rather than just learning them from books.

We explore the art and culture of our surroundings first-hand, and consider how creativity and imagination can help us understand and change the world.

And our focus on community service goes far beyond fulfilling the IBDP requirements or boosting students' university applications. We help students discover causes that matter to them, and learn how to turn them into initiatives, projects and activities that can help those around them for many years after they have left their UWC school and co-curricular activities behind.

This means that, as a UWC student, you'll build habits that aren't just for school, but for life.

Our co-curricular activities vary by school, because it will be the specific surroundings of your UWC school that will determine the activities that are possible and the service initiatives that are needed.

- Ramila Patel, Head of Visual Arts, Waterford Kamhlaba UWC of Southern Africa

Art and creativity aren't just about being able to paint, or play an instrument. They are about discipline, imagination, and being able to express the things you experience and feel.

At UWC, we'll encourage you to explore that creativity and channel what matters into art, dance, photography and music. We explore the culture and craft of our local areas, and give you the confidence to perform and play with others. This might involve taking to the stage for theatre or dance, learning about art history, visiting cultural sites, or performing for your school community and beyond.

- Saijai Liangpunsakul (Pearson College UWC, 2006-2008)

Every UWC school draws from the community around it, and that applies to sport and activity as well.

Our students get the chance to play the sports they grew up loving, from football to basketball and tennis. But we also make full use of the environments around our schools, whether that means kayaking across beautiful lakes or hiking on snowy mountains.

We believe that activity and exercise is a crucial part of our school experience. But it also gives us a chance to explore our surroundings, and truly experience the world around us.

- Luísa Gonçalves (UWC-USA, 2008-2010)

We aim to make sure that every student realises that they can use their education to make a difference.

That goes beyond the curriculum. It's part of every day.

At UWC, our classes encourage students to identify changes they can make in the world. It allows them to consider how they can act to improve lives, both as individuals, and together.

Every year, we see students set up projects and initiatives that tackle issues head-on, from waste recycling to outreach and education. We see people leave with the confidence to stand up for what they believe in, and do something about it.

Student initiatives can run as part of the school's co-curricular service programme for other students and staff to join. In some cases students will have the chance to enter these projects into UWC-wide grant programmes such as Young Aurora, which allows students to enter a humanitarian project and win a USD 4,000 grant to further develop it, and Go Make A Difference, which grants up to USD 1,000 to UWC student projects each year.

Title: UWC Zimbabwe - School Staff

Reference link: <https://www.zw.uwc.org/collegestaff>

Here are some of the staff members at our 18 UWC schools and colleges: remarkable teachers, passionate house parents, engaged heads of school, knowledgeable librarians, and many more (extra)ordinary people working every day to provide our students with the best possible UWC experience. Here are some of them.

Title: UWC Zimbabwe - Pastoral Care

Reference link: <https://www.zw.uwc.org/pastoralcare>

Joining a school can be a big change. You're part of a diverse group, often away from your home country, mastering a new language and a challenging curriculum.

At UWC, we make sure that all of our students feel supported, inspired and welcomed in their school community.

Each UWC school has an on-site team that supports your well-being including but not limited to: house-parents, student advisors, peer support networks, nurses and counsellors, deans of students, health and wellness specialists, heads of residential life, psychologists and psychotherapists, and healthcare providers both on campus and locally.

We also give students the tools to reflect on the part they play in their communities. We encourage them to think about how they treat others, and how they can help create a more respectful community, where everyone feels happy, safe and secure. During their induction, students also receive training to help develop their cultural sensitivity, and be better community members.

Pastoral staff regularly meet to ensure they too are working towards creating a healthy community with common goals. They are also offered forums which enable pastoral staff across the UWC movement to collaborate and support each other.

"The peer listeners are a group of students who have been invited to provide support to their peers. Any student can approach one of them and talk about their personal problems. The role of a peer listener is to help other students to explore what is going on in their lives and to identify signs and

sources of stress, supporting them in sharing thoughts and emotions, referring them to other sources of help in the community when necessary or desirable. Research shows that peers are the first point of contact in times of distress, and that peer relationships can actually act as a buffer to stress. Feeling and experiencing that somebody is actually listening to us can be extremely helpful for our mental wellbeing. The peer listeners undergo training with the school psychologist participating in weekly sessions in which topics such as mental wellbeing and listening skills are explored."

- Gianmichele Laquale, Psychologist/Psychotherapist at UWC Dilijan

Title: UWC Zimbabwe - Code of Conduct

Reference link: <https://www.zw.uwc.org/codeofconduct>

All UWC schools and colleges adhere to the 'UWC Common Code of Conduct' originally put in place by the UWC International Board in 2010 and revised in 2019. This common set of values and guidelines recognises that all of our students should have a safe, fulfilling, and culturally sensitive experience on campus. The expectation of our entire community is that the UWC Common Code of Conduct will be followed both in action and in spirit.

Title: UWC Zimbabwe - Eligibility Criteria

Reference link: <https://www.zw.uwc.org/page/?title=How+to+Apply&pid=3437>

In order to apply for UWC through the Zimbabwe National Committee, applicants must:

If you are not resident in Zimbabwe, you could also consider applying through the Global Selection Programme.

Title: UWC Zimbabwe - Eligibility Criteria

Reference link: <https://www.zw.uwc.org/how-to-apply/eligibility-criteria>

In order to apply for UWC through the Zimbabwe National Committee, applicants must:

If you are not resident in Zimbabwe, you could also consider applying through the Global Selection Programme.

Title: UWC Zimbabwe - Procedure

Reference link: <https://www.zw.uwc.org/how-to-apply/procedure>

The Zimbabwe National Committee applications for September 2024 Entry are OPEN!

There are two application deadlines this year:

Applications for the UWC RBC Special Open Nomination (see here for more information) are due on 17 January 2024.

Applications for the general UWC Zimbabwe places are due on 16 February 2024.

Any candidates from the UWC RBC Special Open Nomination who are not successful will be automatically sent into the general application round that closes on 16 February 2024. There is no need to reapply.

Eligible applicants: recent O-Level graduates who wrote O-Level/IGCSE exams in June or November 2023.

GENERAL REQUIREMENTS

1. Cover letter, detailing your motivation for applying to UWC. What interests you about the UWC schools and ideals? What makes you a strong candidate? How do you currently live the UWC ideals in your own life?
2. Full academic records from the beginning of high school. If possible, please submit your school reports and grades from each year.
3. ZIMSEC or IGCSE Grades. Candidates whose November 2023 grades have not yet been released are encouraged to apply. Please submit your school's predicted grades.
4. Biography. In your biography, please specify: Your full date of birth (date, month and year). All primary and secondary schools that you have attended. Please note whether you received any

financial assistance for your schooling. Your family background - Where do you come from? Who do you live with? What do your parents/guardians do? Your extra-curricular activities and interests in recent years. Your academic interests.

5. Explain any disruptions to your education and how you navigated them.

6. Taking into account the mission of UWC, write an essay about what you consider to be the most important social problem in your surroundings. What would you propose as a solution for this issue? What role might you play in implementing your proposed solution?

7. Two letters of recommendation from school or community leaders. These can be written by a teacher, headteacher, pastor, sports coach, or activity leader. It is a good idea to ask someone who knows you well enough to speak to your character.

8. Contact details: Please include at least one email address and two phone numbers where you can be contacted quickly.

Submission Formatting - please follow the instructions carefully:

- a) Submit all documents to selection@zw.uwc.org
- b) Submit all documents as attachments to an email. Please do not send a link to a googledrive.
- c) Label all documents "Your Surname_Document Contents". Eg "Moyo_Biography".
- d) Include your full name in the header of each document that you submit.

Please send any application questions to our email : selection@zw.uwc.org

Only shortlisted candidates will be contacted. If you have not been contacted by the end of March, your application has not progressed to the next stage. No application materials will be returned.

SPECIAL OPEN NOMINATION ADDITIONAL REQUIREMENTS

Applications for the UWC RBC Special Open Nomination (due on 17 January) need to submit further documentation.

If you are applying for the French Open Nomination, please submit evidence documenting how long

you have studied French, or your level of French proficiency, as well as your interest in French.

If you are applying for the German Open Nomination, please submit evidence of your German knowledge and interest.

If you are applying for the Sustainability Open Nomination, please submit documented evidence of your prior commitment to sustainability (involvement in projects, leadership of programmes, testimony from partners, etc.).

Title: UWC Zimbabwe - Available Opportunities

Reference link: <https://www.zw.uwc.org/how-to-apply/available-opportunities>

UWC Zimbabwe typically receives offers for places from 4-8 UWC schools. These UWCs vary from year to year. Each school has a special character and focus, but all the schools are strongly rooted in the UWC ideals and traditions. Candidates do not choose their school, the National Committee matches the selected students to the school that will both challenge and support them best and then nominates the students to the school. The school assesses the nomination and decides whether to accept the student. The National Committee and school decisions are final.

All students who are accepted for a place at a UWC will complete a financial assessment to determine how much financial support the school and NC will need to provide to enable the student to attend UWC. No students will be turned down because of lack of financial support.

In 2024, the Zimbabwe National Committee will be selecting students to nominate to the following schools:

In addition to these places, which are reserved for Zimbabwean nominations, we also have the opportunity to send in nominations for a Special Open Nomination at UWC Robert Bosch College in Germany. UWC RBC has set aside three distinct scholarships for students from any country around

the world. Each of these scholarships are focused on a specific theme of the college's mission:

1. The French A Scholarship: UWC RBC is in Germany, near the border with France. Given the history of the region, the college is committed to maintaining a strong French language programme. A student on this scholarship would have a native or near-native level of French, and would commit to taking French A as their language option.
2. The German B Scholarship: UWC RBC is a German school with a commitment to encouraging students to stay on in Germany for tertiary education. This scholarship is aimed at students who are second-language German speakers with a commitment to deepening their proficiency and then applying to German universities. We are looking for students with some prior exposure to German and a commitment to becoming fluent.
3. The Sustainability Scholarship: UWC RBC is strongly committed to sustainability within its mission. A student nominated for the Sustainability Scholarship would provide evidence of their prior commitment to sustainability, and if successful, would commit to showing strong participation and leadership in the school's sustainability programmes on campus.

We would strongly advise any prospective candidates for the UWC RBC Special Open Nomination to research UWC Robert Bosch in order to demonstrate their understanding of the concept for the specific programme that they are applying for.

Any candidate who has applied for one of the UWC RBC Special Open Nomination Scholarships and is not successful will be automatically entered into the general pool of candidates for the other UWC schools.

Title: UWC Zimbabwe - FAQs

Reference link: <https://www.zw.uwc.org/how-to-apply/faqs>

International travel has become very difficult because of Covid-19. Will I be able to go to UWC?

My school was closed for most of the pandemic. Can I still apply to UWC?

UWC sounds amazing, but I am worried that my parents could never afford it. Should I apply?

Do I have to be in Lower Sixth to apply for UWC?

I am looking for a university scholarship?

I missed the deadline. Can you look at my application?

I didn't get 7 As for O'level. Can I apply?

My parents are concerned that I won't be able to get into university if I don't do A-Levels. Should I apply?

I grew up in Malawi, but my parents are Zimbabwean, can I apply?

My dad is Peruvian and my mum is Kenyan, but I have lived in Zimbabwe all my life, can I apply?

I am Zimbabwean but I spent last year on foreign exchange in Germany, can I apply?

I applied last year but I did not get in. Can I apply again?

I applied to the Global Selection Programme. Can I apply to the National Committee as well?

For more general questions about UWC, check the UWC website. Or contact us on uwczimabwe@gmail.com.

Title: UWC Zimbabwe - Give

Reference link: <https://www.zw.uwc.org/page/?title=Support+Us&pid=3442>

UWC is committed to ensuring that as many students as possible have the opportunity to

experience a UWC education regardless of national, socioeconomic, cultural, racial or religious background. UWC achieves this through selection based on potential and merit and through the provision of scholarships. To continue this work, UWC relies on donations from alumni and other individuals, trusts, foundations, companies and governments.

A donation to UWC Zimbabwe will help provide educational opportunities to the youth of Zimbabwe. Your donation will be used in one of three ways: fund a scholarship, help pay for student costs or help fund our operations.

Scholarships - UWC schools and colleges offer scholarships to the national committee system each year, but by donating directly to the national committee you can help fund additional UWC scholarships and provide more opportunities for the youth of Zimbabwe.

Additional Costs - A scholarship provided by a UWC school or college covers the student's tuition, but there are other costs associated with attending a UWC. The cost of visas, international flights and extra-curricular activities are vital to the student's educational journey but are often unaffordable for those most in need. Your donation will help ensure that we are able to reach out and provide opportunities to even the poorest sections of society.

National committee operational costs - UWC Zimbabwe is run by dedicated volunteers who do not receive any payment. However, the national committee needs funds in order to operate. Your donation will help fund the promotion and selection process, and will be used towards costs such as: promoting UWC in the media, reaching out to vulnerable communities who would not otherwise hear of the opportunity and providing a suitable location for the selection of students.

You can donate to UWC Zimbabwe via UWC International and the funds and the details of your donations will be transferred to the National Committee. Please indicate that you would like to make your donation to "UWC Zimbabwe" using the drop-down menu. Hope this is OK with you.

If you live in the U.S., you can make a tax-deductible donation to UWC Zimbabwe via UWC-USA. Under "What would you like your donation to support?" choose "A National Committee", and under "Purpose (optional): Scholarships, Endowment, Facilities, Specify National Committee, etc." write

"NC of Zimbabwe".

You can give to UWC Zimbabwe through PayPal with your account or a credit card and the funds and the details of your donations will be transferred to the National Committee.

Title: UWC Zimbabwe - Give

Reference link: <https://www.zw.uwc.org/support-us/give>

UWC is committed to ensuring that as many students as possible have the opportunity to experience a UWC education regardless of national, socioeconomic, cultural, racial or religious background. UWC achieves this through selection based on potential and merit and through the provision of scholarships. To continue this work, UWC relies on donations from alumni and other individuals, trusts, foundations, companies and governments.

A donation to UWC Zimbabwe will help provide educational opportunities to the youth of Zimbabwe. Your donation will be used in one of three ways: fund a scholarship, help pay for student costs or help fund our operations.

Scholarships - UWC schools and colleges offer scholarships to the national committee system each year, but by donating directly to the national committee you can help fund additional UWC scholarships and provide more opportunities for the youth of Zimbabwe.

Additional Costs - A scholarship provided by a UWC school or college covers the student's tuition, but there are other costs associated with attending a UWC. The cost of visas, international flights and extra-curricular activities are vital to the student's educational journey but are often unaffordable for those most in need. Your donation will help ensure that we are able to reach out and provide opportunities to even the poorest sections of society.

National committee operational costs - UWC Zimbabwe is run by dedicated volunteers who do not receive any payment. However, the national committee needs funds in order to operate. Your donation will help fund the promotion and selection process, and will be used towards costs such as: promoting UWC in the media, reaching out to vulnerable communities who would not otherwise hear

of the opportunity and providing a suitable location for the selection of students.

You can donate to UWC Zimbabwe via UWC International and the funds and the details of your donations will be transferred to the National Committee. Please indicate that you would like to make your donation to "UWC Zimbabwe" using the drop-down menu. Hope this is OK with you.

If you live in the U.S., you can make a tax-deductible donation to UWC Zimbabwe via UWC-USA. Under "What would you like your donation to support?" choose "A National Committee", and under "Purpose (optional): Scholarships, Endowment, Facilities, Specify National Committee, etc." write "NC of Zimbabwe".

You can give to UWC Zimbabwe through PayPal with your account or a credit card and the funds and the details of your donations will be transferred to the National Committee.

Title: UWC Zimbabwe - Volunteer

Reference link: <https://www.zw.uwc.org/page/?title=Volunteer&pid=3447>

There are multiple ways to volunteer your time for UWC Zimbabwe:

Get involved in the Student Outreach Project:

Get involved with Fundraising:

Host Zimbabwean students:

Do you have ideas for projects that UWC Zimbabwe could be doing? Be in touch!

uwczimbabwe@gmail.com

Title: UWC Zimbabwe - Contact details

Reference link: <https://www.zw.uwc.org/page/?title=Contact&pid=3449>

The current UWC Zimbabwe email account is uwczimbabwe@gmail.com.

VERY IMPORTANT: if you have emailed us on the old uwczimbabwetrust@gmail.com and not had a response, please re-send your communication to uwczimbabwe@gmail.com.

Please send application materials to selection@zw.uwc.org.

Title: UWC Zimbabwe - Contact details

Reference link: <https://www.zw.uwc.org/page/?title=Contact+details&pid=3450>

The current UWC Zimbabwe email account is uwczimbabwe@gmail.com.

VERY IMPORTANT: if you have emailed us on the old uwczimbabwetrust@gmail.com and not had a response, please re-send your communication to uwczimbabwe@gmail.com.

Please send application materials to selection@zw.uwc.org.

Title: UWC Zimbabwe - Home

Reference link: <https://www.zw.uwc.org/?lang=en-gb>

?We?re giving students a formative experience by putting them on a journey of discovery. My 17-year-old self had no clue who I was. The greatest gift we?re giving them...

We believe that everyone can play a role in making the world a better place, whichever path they choose.

So we offer a challenging and broad education that will help you get the qualifications you...

United World Colleges (UWC) is a global movement that makes education a force to unite people,

nations and cultures for peace and a sustainable future.

At UWC, our mission is to inspire ...

Title: UWC Zimbabwe - Home

Reference link: https://www.zw.uwc.org/#hero__anchor

?We?re giving students a formative experience by putting them on a journey of discovery. My 17-year-old self had no clue who I was. The greatest gift we?re giving them...

We believe that everyone can play a role in making the world a better place, whichever path they choose.

So we offer a challenging and broad education that will help you get the qualifications you...

United World Colleges (UWC) is a global movement that makes education a force to unite people, nations and cultures for peace and a sustainable future.

At UWC, our mission is to inspire ...

Title: UWC Zimbabwe - Creativity, Activity, Service (CAS)

Reference link: [https://www.zw.uwc.org/page/?title=Creativity, Activity, Service \(CAS\)&pid=3433](https://www.zw.uwc.org/page/?title=Creativity, Activity, Service (CAS)&pid=3433)

“We’re giving students a formative experience by putting them on a journey of discovery. My 17-year-old self had no clue who I was. The greatest gift we’re giving them is an understanding of their place in the world, and an opportunity to realise their own visions.”

- Christian Bock, Academic Director & IB Coordinator, UWC Robert Bosch College, Germany

Many schools worldwide now study the International Baccalaureate Diploma Programme, a curriculum that promotes creativity, activity and service.

But we take its principles further.

Our diverse school communities encourage students to explore different perspectives with their fellow classmates, rather than just learning them from books.

We explore the art and culture of our surroundings first-hand, and consider how creativity and imagination can help us understand and change the world.

And our focus on community service goes far beyond fulfilling the IBDP requirements or boosting students' university applications. We help students discover causes that matter to them, and learn how to turn them into initiatives, projects and activities that can help those around them for many years after they have left their UWC school and co-curricular activities behind.

This means that, as a UWC student, you’ll build habits that aren’t just for school, but for life.

Our co-curricular activities vary by school, because it will be the specific surroundings of your UWC school that will determine the activities that are possible and the service initiatives that are needed.

- Ramila Patel, Head of Visual Arts, Waterford Kamhlaba UWC of Southern Africa

Art and creativity aren’t just about being able to paint, or play an instrument. They are about discipline, imagination, and being able to express the things you experience and feel.

At UWC, we’ll encourage you to explore that creativity and channel what matters into art, dance, photography and music. We explore the culture and craft of our local areas, and give you the

confidence to perform and play with others. This might involve taking to the stage for theatre or dance, learning about art history, visiting cultural sites, or performing for your school community and beyond.

- Saijai Liangpunsakul (Pearson College UWC, 2006-2008)

Every UWC school draws from the community around it, and that applies to sport and activity as well.

Our students get the chance to play the sports they grew up loving, from football to basketball and tennis. But we also make full use of the environments around our schools, whether that means kayaking across beautiful lakes or hiking on snowy mountains.

We believe that activity and exercise is a crucial part of our school experience. But it also gives us a chance to explore our surroundings, and truly experience the world around us.

- Luísa Gonçalves (UWC-USA, 2008-2010)

We aim to make sure that every student realises that they can use their education to make a difference.

That goes beyond the curriculum. It's part of every day.

At UWC, our classes encourage students to identify changes they can make in the world. It allows them to consider how they can act to improve lives, both as individuals, and together.

Every year, we see students set up projects and initiatives that tackle issues head-on, from waste recycling to outreach and education. We see people leave with the confidence to stand up for what they believe in, and do something about it.

Student initiatives can run as part of the school's co-curricular service programme for other

students and staff to join. In some cases students will have the chance to enter these projects into UWC-wide grant programmes such as Young Aurora, which allows students to enter a humanitarian project and win a USD 4,000 grant to further develop it, and Go Make A Difference, which grants up to USD 1,000 to UWC student projects each year.

Title: UWC Zimbabwe - Academic Life

Reference link: [https://www.zw.uwc.org/page/?title=Academic Life&pid=3432](https://www.zw.uwc.org/page/?title=Academic+Life&pid=3432)

We believe that everyone can play a role in making the world a better place, whichever path they choose.

So we offer a challenging and broad education that will help you get the qualifications you need, to get the life you want for yourself and make the changes you want to see for others.

Every year, students apply to UWC because they want a challenge that takes them out of their comfort zone. To open their minds to new perspectives, and discover new skills and talents.

It's a rigorous experience, but it's one that could change how you see the world.

Read on to find out how you can take on this experience through either the International Baccalaureate Diploma Programme (16-19 year-olds), International Baccalaureate Career-related Programme (16-19 year olds) or Younger Years programme (2-15 year-olds).

Most students attending UWC between the ages of 16 and 19 take the International Baccalaureate Diploma Programme (IBDP), which is offered at all UWC schools and colleges. It's a challenging curriculum that allows students to explore a range of subjects and ideas, while learning about the importance of activity and service in the community.

In fact, UWC played a key role in crafting the IBDP back in the 1960s, and the ties between the IB

Organisation and UWC remain close decades later.

The IBDP aims to "encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right." It's respected in the best universities worldwide for its focus on service, communication, teamwork, leadership and critical thinking.

"Although the IBDP was quite overwhelming at times and there was a lot to be learned, overall it made me a lot more confident and taught me how to study. My first year at college felt much easier than my second year of IBDP. I'm much more sure of the things I say because I research them, and I'm so much better at writing."

- Leonor, UWC Mahindra College alumna

IBDP students choose a course from each of the following six subject areas:

Students generally study three subjects at standard level and three subjects at a higher level. At a higher level they are expected to demonstrate a greater body of knowledge, understanding and skills. Subjects may vary between UWC schools, often reflecting their geographic location and focus areas.

As well as the six subject areas, students complete three core parts of the International Baccalaureate Diploma Programme which are central to the philosophy of the programme. These are:

Students investigate a topic of special interest, and develop the independent research and writing skills required at university level. The essay is typically written in one of the student's six subject groups and must be no more than 4,000 words in length. Students are supported in the research and writing process by an academic supervisor.

The course encourages students to reflect on the nature of knowledge, on how we know what we claim to know. It is assessed through an oral presentation and a 1,600-word essay.

Taking responsibility, developing social, creative and outdoor skills, as well as learning to approach others with empathy are at the heart of the programme. Students engage in a variety of projects that

aim to help them develop these skills, while at the same time actively engaging with their local community.

Alongside the IBDP, some UWC schools and colleges also offer students aged 16 to 19 the International Baccalaureate Career-related Programme (IBCP).

Like the IBDP, the IBCP is a rigorous educational programme that prepares students with the skills and knowledge to make a difference now and in their future, whatever they choose to do next. And just like the IBDP, it is a curriculum that is highly valued by universities worldwide.

What makes the IBCP unique is that - unlike the IBDP - it offers students the opportunity to specialise in a specific field. If you have a desire to pursue a certain career or gain skills and hands-on experience in a particular area, this might be the right path for you.

IBCP students undertake a minimum of two IBDP courses, a career-related study and an IBCP core:

Within the IBCP programme framework, Pearson College UWC developed its unique two-year Climate Action Leadership Diploma (CALD), tailored to students with a passion for addressing climate change and environmental stewardship. Alongside taking two to three IBDP courses, CALD students embark on climate action leadership studies developed in conjunction with regional universities. The programme incorporates place-based and Indigenous knowledge and environmental stewardship as well as bespoke programming, microcredentials and field school. CALD students are full members of the Pearson College UWC community, participating in all areas of UWC experience alongside their IBDP peers, while following a parallel academic path.

Within the IBCP programme framework, UWC Maastricht has designed multiple pathways in partnership with reputable institutions:

IBCP students are full members of the UWC Maastricht community, participating in all areas of UWC experience alongside their IBDP peers, while following a parallel academic path. IBCP students are also encouraged to further develop their talents through student-led initiatives, conferences, social entrepreneurship programmes, community services, outdoor learning, project weeks and music lessons.

A number of UWC schools and colleges welcome students from younger age groups, ranging from 2 to 15 years old. These younger years programmes run in addition to the IBDP that is offered at all UWC schools and colleges for learners aged 16-19.

Students in the younger years are immersed in age-appropriate educational programmes that align with UWC's mission to make education a force for peace and a sustainable future.

Academically, they are equipped for the rigours of the IBDP at UWC, should that be the path they follow later on their educational journey. But far beyond this, students from 2 to 15 learn to be active, aware contributors in their school, their local communities and in wider society through hands-on, values-driven and holistic learning programmes. They are emboldened to question, create and engage, and to develop strong social, emotional and creative skills for their lives beyond UWC.

Most UWC schools with younger years provision have a mix of residential and non-residential students on campus. The age at which students can begin living on campus as boarding students

depends on each school. This means that campus spaces are shared between those who attend classes but live with their families outside of campus and those who live in one of the residencies on campus. When it comes to those UWC schools that exclusively offer high school programmes for the 15-19 age range, all students live and learn together on campus as boarding students.

UWC Changshu China welcomes boarding students between the ages of 15 and 19. The school offers 15 year-olds the opportunity to enrol in a one-year long Foundation Programme in preparation for the IBDP (16-19 year-olds).

UWC East Africa welcomes students between the ages of 3 and 20 on its two campuses, Arusha and Moshi. The school offers the IB Primary Years Programme (PYP) to 3-11 year-olds, the IB Middle Years Programme (MYP) to 11-16 year-olds, and the IBDP to 16-20 year-olds. While Moshi Campus hosts both day students and boarding students for all three programmes, Arusha Campus accepts day students enrolled in the PYP and MYP, and both day students and boarding students in the IBDP years.

UWC ISAK Japan welcomes boarding students between the ages of 15 and 19. 15 year-old students can join the school as part of its 3-year high school programme, which emphasizes its flagship Leadership Programme in Grade 10, before merging with the 2-year IBDP in Grade 11 (16-19 year-olds).

UWC Maastricht welcomes students between the ages of 4 and 19. UWC Maastricht Primary School caters to 4-11 year-olds, while UWC Maastricht Secondary School offers the IB Middle Years Programme (MYP) to 11-16 year-olds, and the IBDP and the IBCP to 16-19 year-olds. The majority of UWC Maastricht's students are day students and they live with their families in the region. Only IBDP and IBCP students can live on campus as part of the residential programme, and most of them do.

UWC South East Asia welcomes day and boarding students aged 4-18 years to two campuses, Dover and East. UWC South East Asia's concept-based K-12 curriculum prepares students of all ages for their future by linking their learning in universal concepts to their real-world experiences in

Singapore. New students can join the school at any grade in Primary (4-11 years), Middle (12-14 years) or High School (15-17 years), and can graduate with both a UWCSEA High School Diploma and an IB Diploma.

UWC Thailand welcomes students between 2 and 18 years of age. The Early Years Programme consists of play-based learning for the youngest students who are between 2 and 5 years old. The school also offers the IB Primary Years Programme (PYP) to 3-12 year-olds, the IB Middle Year Programme (MYP) to 11-16 year-olds, and the IBDP to 16-19 year-olds. The boarding programme at UWC Thailand is open to students in grades 9-12, which cover the last two years of MYP and the IBDP. Day students are eligible to enroll at all grade levels if they are full-time residents in Phuket.

Waterford Kamhlaba UWC of Southern Africa welcomes day and boarding students between the ages of 11 and 19. Students aged 11-15 attend Lower Secondary School and follow the school's own curriculum. Students aged 15-17 are offered the Cambridge IGCSE programme, and students aged 17-19 study the IBDP.

Please note that attending a UWC school during the younger years does not automatically grant students a place at UWC to study the IBDP later in life. All schools offering younger years programmes carefully monitor each individual student's progress to ensure that the rigorous IBDP followed as part of the two-year programme for 16-19 year-olds is the right course of study for them. Please contact the school of your choice for more information about younger years provision.

Title: UWC Zimbabwe - What is UWC?

Reference link: [https://www.zw.uwc.org/page/?title=What is UWC?&pid=3417](https://www.zw.uwc.org/page/?title=What%20is%20UWC?&pid=3417)

You have not allowed cookies and this content may contain cookies. If you would like to view this content please [Allow Cookies](#) [Cookie Settings](#)

You have not allowed cookies and this content may contain cookies.

If you would like to view this content please Allow Cookies Cookie Settings

At UWC, our mission is to inspire young people to put their talents and energy into driving change around the world, no matter which future path they choose.

So how do you teach someone to build a better world?

Title: UWC Zimbabwe - UWC Maastricht

Reference link: <https://www.zw.uwc.org/uwc-maastricht>

Maastricht, The Netherlands

900 Students Aged 4-19 years

UWC Maastricht is a multicultural school that hosts students from more than 100 different nationalities. It operates within the Dutch public educational system and is subsidized by the Dutch government. The school is formed to serve both the needs of the Maastricht international community and the students chosen by UWC national committees all over the world. UWC Maastricht welcomes students between the ages of 4 and 19.

UWC Maastricht offers a concept based enquiry programme to primary school students from 4 to 11. The Primary Curriculum provides holistic and integrated education that evokes wonder and excitement about learning. It enables students to gain age-appropriate knowledge, skills and understanding about our world.

The IB-Middle Years Program (11-16 year-olds) encourages students to embrace and understand the connections between traditional school subjects and the real world, and to become critical and reflective thinkers.

To 16-19 year-olds, the School offers the International Baccalaureate Diploma Program (IBDP) and the International Baccalaureate Career-related Programme (IBCP) curricula. Alongside standard courses, UWC Maastricht offers Dutch, Spanish, German, Italian, Arabic, World Arts and Cultures, Global Politics, Visual Arts, Music.

UWC Maastricht equips students with life skills needed to ensure their social and emotional

well-being. Therefore the learning process doesn't only happen inside the classrooms. We encourage Career-related and Diploma Programme students to further develop their talents through CAS, student led initiatives, social entrepreneurship programmes, project weeks and music lessons. Student led initiatives UWC Maastricht is proud of its student led initiatives: conferences, festivals, musicals. During the organization, implementation and evaluation students learn how to work in multi-cultural teams outside of academic setting, train in extra-curricular skills, gain new knowledge of different subjects and provide content to the whole school community and beyond. They also get the chance to meet experts, workshop facilitators, organizations and guest speakers from all over the world. Furthermore students will develop contacts with other local and international schools which are participating in the events. Some examples of these student led initiatives are conferences such as Youth Environmental Sustainability Conference or Sciences Conference. But also an art festival, culture weeks, a musical and TEDxYouth Maastricht are part of them.

The campus was built in 2015 into a park-like environment, close to the north-east of Maastricht city centre. The site is surrounded by sports fields, a nature reserve and new housing. In order to access the campus, one crosses over a bridge that is only accessible to pedestrians and cyclists.

Together with its region Maastricht forms a unique part of the Netherlands. It has an open, multilingual, and innovative society, full of vitality. It's also home to 30.000 students ? half of whom come from outside the Netherlands. With the Belgian and German boarder close by, Maastricht is definitely the most international city of the Netherlands!

Day student applications for Primary and Secondary must meet the requirements of the Dutch Law on International Education. Residential IBDP and IBCP Diploma students are recruited through UWC's national committee system or through the UWC Global Selection Programme. For more information about UWC Maastricht, visit the website.

UWC Maastricht
Discusworp 656225XP Maastricht
The Netherlands

Title: UWC Zimbabwe - UWC East Africa

Reference link: <https://www.zw.uwc.org/uwc-east-africa>

Moshi and Arusha, Tanzania

500(aged 3-20 years)

In August 2019, UWC East Africa (UWCEA) welcomed IBDP students to the 18th UWC school, the second UWC on the African continent. UWCEA was established as International School Moshi in 1969 and later opened a second campus in Arusha in 1987. Both campuses lie in the foothills of two of the biggest mountains in Africa and serve a diverse community.

Please enter some content for your news story here.

UWCEA offers all the three IB programmes: Primary Years Programme (PYP) consisting of Early Childhood to P6 for students aged 3-10, Middle Years Programme (MYP) consisting of M1-M5 for students aged 11-15, and the IBDP for students aged 16-20. UWCEA also offers support to students with many different learning abilities. A specialist teacher concentrates on the development of students with special educational needs. ?English as an Additional Language? (EAL) specialists support students both in primary and secondary school.

UWCEA offers a variety of sporting activities including swimming, basketball, netball, rugby, football, and athletics. Student teams compete in various tournaments in the Kilimanjaro Region as members of the Northern Tanzania Athletics Associations (NTAA). The School also organises and hosts an annual Sports Weekend, which brings together nearly 1000 students from a dozen schools across the country to compete in team sports.

PYP students participate in clubs which typically include sports or service. All students in MYP and DP are required to participate in service and action or undertake a self-initiated project. The Creativity, Activity, Service (CAS) projects vary from peer education programmes in the community to a bee farming project in West Kilimanjaro.

Mount Kilimanjaro is often the backdrop to many sports activities on both of UWCEA Moshi?s sports fields. The campus is spread across 40 acres of land and has its own horse stable. UWCEA Moshi is home to students aged 7 years and above.

From August 2019, UWCEA Arusha welcomes IB DP students to the newly built co-educational residence surrounded by a two-kilometre bush walking/running track.

Both UWCEA Moshi and Arusha have extensive grounds with indigenous trees and flowers. The campuses are home to numerous wildlife including colobus monkeys, hedgehogs and various birds. Both campuses have extraordinary views of freestanding mountains, which can be enjoyed for miles.

Applicants to the Primary Years and the Middle Years Programmes need to apply to the school directly. Students who wish to apply to the IB DP at UWCEA can either do that through their UWC national committee or the UWC Global Selection Programme. For more information visit the UWCEA website.

You have not allowed cookies and this content may contain cookies.

If you would like to view this content please Allow Cookies Cookie Settings

Moshi Campus Lema Road,P.O Box 733 Moshi,Tanzania
Arusha Campus Dodoma Road,P.O Box 2691 Arusha,Tanzania

Title: UWC Zimbabwe - UWC-USA

Reference link: <https://www.zw.uwc.org/usa>

Montezuma, New Mexico

235 Students Aged 17-19 years

UWC-USA was originally founded as the Armand Hammer United World College of the American

West by Armand Hammer at the request of Prince Charles, then the President of UWC. Hammer chose the Montezuma, New Mexico location in the American Southwest, because of its remarkable beauty, proximity to immense wilderness areas in Northern New Mexico, and an architecturally compelling site within a historic region of the United States.

Please enter some content for your news story here.

UWC-USA offers the International Baccalaureate Diploma Program (IBDP) curriculum. Alongside standard courses, the College offers Mandarin, German, Social and Cultural Anthropology, Sports exercise and health science, Music, Theater Arts, Dance.

At UWC-USA, the Creativity, Activity, and Service (CAS) program is divided into three components: Wilderness, Community Engagement, and The Bartos Institute for Constructive Engagement of Conflict.

All students participate in a minimum of two overnight Wilderness trips. In addition to backpacking, students may choose to take part in winter camping, snowshoeing, or cross-country skiing. All students learn day-hike basics as well as wilderness first aid and CPR. Students can opt to take a Wilderness First Aid certification course.

As part of the Community Engagement Program, students have renovated an old church building, transforming it into a vibrant community center, built homes for families who wouldn't have a house otherwise, help run the local homeless shelter, tutor elementary school children, and work at the local mental health hospital. Additionally, students serve their own campus through participation in work crews.

The initiatives of the Bartos Institute for Constructive Engagement of Conflict aim to equip young people with theoretical and practical lenses with which to constructively engage with personal, interpersonal, and community level conflicts.

All first-year students participate in each component during their first semester. In their second year, students choose one area to gain mastery in the component that best suits their individual learning goals.

At the Global Leadership Forum (GLF), the College challenges participants to step out of their comfort zones. Through supportive education and deliberate community engagement, the course aims to harness the energy and power that youth have. Through the GLF experience, participants find themselves emancipated from the idea that they cannot do anything about the problems in their community.

The 200-acre campus is anchored by the famous Montezuma Castle. Built in 1881 as a luxury hotel and completely refurbished in 2001, the Castle includes dorm rooms, classrooms, offices, and the Dining Hall. Other facilities include:

UWC-USA is located at the edge of the Pecos Wilderness in the foothills of the Sangre de Cristo mountain range. The area enjoys an average of 300 sunny days a year, and, while it snows in the winter, the climate is generally mild.

Students can apply through their UWC national committee or through the UWC Global Selection Programme. For more information about UWC-USA, visit the website.

You have not allowed cookies and this content may contain cookies.

If you would like to view this content please Allow Cookies Cookie Settings

UWC-USAPOST OFFICE BOX 248,MONTEZUMA NM 87731-0248

Title: UWC Zimbabwe - UWC Adriatic

Reference link: <https://www.zw.uwc.org/schools/uwc-adriatic>

Duino, Italy

182 StudentsAged 16-19 years

Established in 1982, UWC Adriatic is the first UWC to be set up in a non-English speaking country.

The College is located on an open campus in the picturesque coastal village of Duino, just a few kilometres from the border with Slovenia in a region that is a meeting place of Germanic, Latin and Slav cultures. The College operates a policy of deliberate diversity that is key to its mission and as a result, students come from over 80 countries and a wide range of socio-economic backgrounds. In fact, currently 92% of the student body benefit from a full or partial scholarship in order to pursue their education at the College.

UWC Adriatic offers the International Baccalaureate Diploma Program (IBDP) curriculum. Alongside standard courses, the College offers Arabic, Bosnian, Croatian, Serbian, Slovene, World Arts and Cultures, Environmental Systems, Psychology, Visual Arts and Music. Additionally, all students are expected to take Italian as a subject, although this does not have to be an IBDP exam subject but can complete a separate Certificate.

UWC Adriatic places a special emphasis on the "service" component of its Creativity, Activity, Services (CAS) program. Being physically integrated into the life of the local community the College has long-standing collaborative relations with many associations that lead volunteering activities in a wide range of areas.

Social services activities include: work with Italian and Slovenian-speaking children through art, music, teaching English and other activities in local primary schools and youth centres; providing assistance to persons with mental or physical disabilities; offering companionship to the elderly in the village or other persons who are confined to their homes; visiting the elderly in local institutions; refugee work; a First Aid Course - Ambulance Service (with local Red Cross operators); performing musical concerts in hospitals and institutions for aged and sick people; visiting people with multiple sclerosis; engaging in sports and theatre activities with people with disabilities; science dissemination for children and adults; offering English conversation classes to the local community; visiting the residents of a local hospice.

Creative activities include: Ceramics / Pottery, Chess, Creative writing & Literature Appreciation, Poetry, Drawing & Graphic Design, Crochet and Knitting, Model United Nations (MUN), TEDx UWC

Adriatic, Gardening, Adriatic Times (blog), Musical activities (choir, piano lessons, solo singing, music composition, instrumental lessons, ensembles, musical show), Photography, Video-making, Theatre Tech Club and Yearbook.

UWC Adriatic capitalises on its seaside village setting on Trieste's karst highlands and in the vicinity of the Alps to offer its students a range of related outdoor activities. These include the following: Aerobics, Badminton, Climbing, Cross-country running, Down-hill Skiing and Cross-country Skiing, Hiking, Hip Hop, Kayaking, Long-distance Running, Mountain Biking, Orienteering, Sailing, Soccer, Swimming, Table Tennis, and Yoga.

UWC Adriatic's residences and facilities are scattered around the village of Duino. Seven residence buildings host the students. Other facilities include the Mensa (the canteen), the Academic Building, the Science Labs, the Art Centre, the Library, the Medical Centre, the Auditorium and ICMA – the International Community Music Academy.

Duino, a charming seaside village half an hour from Trieste, is a tranquil location that provides a protected environment conducive to a healthy lifestyle. Venice is nearby and the border with Slovenia is just a few kilometres away.

Admission to UWC Adriatic entails passing a selection process. Students can apply through their UWC national committee. For more information about UWC Adriatic, visit the website.

You have not allowed cookies and this content may contain cookies.

If you would like to view this content please [Allow Cookies](#) [Cookie Settings](#)

Collegio del Mondo Unito dell'Adriatico O.N.L.U.S. Località Duino, 29 – 34011 Duino Aurisina (TS), Italy

Title: UWC Zimbabwe - UWC Costa Rica

Reference link: <https://www.zw.uwc.org/uwc-costarica>

Santa Ana Downtown, Costa Rica

192 Students Aged 16-19 years

The educational programme at UWC Costa Rica encompasses three main areas: Academics (International Baccalaureate Diploma Programme), Co-Curricular, and Residence Life. All activities and learning opportunities incorporate one or more of the school's six competencies: social responsibility, diversity, conflict transformation, sustainability, leadership, and a healthy lifestyle.

Its mission is to educate a diverse group of youth to become happy, healthy, and committed individuals, capable through their leadership and engagement of fostering positive change in their communities to contribute to achieving a more sustainable and peaceful world.

As the only UWC in Latin America and the Caribbean, UWC Costa Rica offers a bilingual programme, opportunities to learn more about the region's social, political and cultural history, and options to explore Costa Rica. The country's long-standing history of peace, democracy, environmental protection and absence of a national military provide the ideal setting to develop UWC Costa Rica's curriculum.

UWC Costa Rica is proud to be the only UWC offering the full International Baccalaureate Diploma Program (IBDP) in both Spanish and English. All students are expected to be able to communicate effectively in both English and Spanish when graduating from UWC Costa Rica. Students who already have a good command of both languages may study one or more other subjects in either Spanish or English and thus qualify for a bilingual diploma.

Alongside standard courses, UWC Costa Rica offers Psychology, Global Politics, Cultural and Social Anthropology, Theater, Film, Visual Arts, Environmental Systems & Societies, French.

UWC Costa Rica offers more than 50 different co-curricular activities students can engage in. Additionally, all students must participate in the Agents of Change Programme, established to provide students with the skills to implement collaborative development programmes successfully.

UWC Costa Rica hosts the 360° Sustainability Experience: Immersive Residency, created in collaboration with Grounded In Motion. In this 10-days programme, youth are immersed in a sensory

experience that makes it tangible to feel the interconnectedness between the human reality and the wilderness. Participants reflect on their personal relationship with nature and wake up to their sense of stewardship for the natural world to become ambassadors of sustainability. This short course is part of the wider Outreach & Innovation programme, which aims to scale the impact of the school's mission by offering educational experiences to thousands of young people every year, with a special focus on accessibility for local youth. Outreach & Innovation also contribute to the school's financial sustainability, a significant revenue stream, primarily through facility rentals. UWC Costa Rica is ready to join the leaders of the educational revolution in Latin America. This vision supports UWC Costa Rica in becoming a home, a heart, and a hub for a community of innovators, youth and educators that are changing the world.

The campus is surrounded by scenic mountains and a plethora of flora and fauna that make the perfect setting for a campus life that is safe, exciting, and diverse. Iguanas, armadillos, toucans, and other types of birds are part of the daily life on campus.

UWC Costa Rica has eight residence halls, all named after famous Costa Rican beaches. Each residence accommodates 24 students and includes with eight rooms, two bathrooms, a common area and a fully equipped kitchen per residence hall. Other facilities include an amphitheatre with an 807 square feet stage, a library, a social centre, basketball and soccer playing fields.

Twenty minutes away from San José, Costa Rica's capital and ten minutes away from a state-of-the-art hospital, UWC Costa Rica's campus is nestled within the friendly neighbourhood of Santa Ana: an extremely safe and caring community that has taken the College under its wing.

Students can apply through their UWC national committee or through the UWC Global Selection Programme. For more information about UWC Costa Rica, visit the website.

Santa Ana downtown, from the north-east corner of the local church, 400m north San José,
10901 Costa Rica

Title: UWC Zimbabwe - Pearson College UWC

Reference link: <https://www.zw.uwc.org/pearsoncollegeuwc>

Victoria, Canada

200 students aged between 16-19 years

Pearson College UWC is Canada's most globally-minded school. It draws accomplished young leaders and changemakers from up to 160 countries and every province and territory of Canada. As a two-year, pre-university curriculum, Pearson offers both the International Baccalaureate Diploma Programme (IBDP) pathway and, pending approval, beginning in 2022-23, a Climate Action Leadership Diploma (International Baccalaureate Career-related Programme, IBCP) pathway. Both feature a strong emphasis on experiential education at the residential campus along the Salish Sea Bay at the southern tip of Vancouver Island.

Pearson College UWC offers the International Baccalaureate Diploma Program (IBDP) curriculum. Alongside standard courses, the college offers Philosophy, Marine Science, French, Spanish, Visual Arts and Theatre. Pending approval, a new Climate Action Leadership Diploma (International Baccalaureate Career-related Programme, IBCP), with courses created in conjunction with regional universities, will also be offered beginning in the 2022-23 school year.

At Pearson College UWC, students learn by doing, particularly through the Creativity, Activity, Service (CAS) programme. To graduate, students are also expected to complete 80 hours of service between first and second years, often in their home communities.

Once per term, students plan, design and carry out individualized or small group projects.

Students share international music, dance and stories of their homelands and their international experiences at the annual One World community event. They also run and participate in regular community events such as Global Affairs, Special Topic Days, Cultural Sharing Days, Village Gatherings and can volunteer for the campus Emergency Response Team.

Students are required to perform duties around campus as part of their Village Service. For example, they may work as media assistants, fundraising assistants, collect recycling or work in the library.

Weekly student-led fitness programmes supplement daily fitness opportunities.

Students, as well as many faculty members and their families, live together on campus. Facilities include five student residence buildings accommodating 40 students per house, plus a House parent apartment. Student residence houses were gifted SENĆWEN language names in 2021 by the Sc'ianew First Nation Chief and Elders.

The facilities are built in a West Coast Modern style designed to reflect and respect the natural setting and include a waterfront dining hall, state of the art science labs, classrooms, a 300-seat theatre, small lecture hall, visual arts facilities, an Education Resource Centre/Library and a Spiritual Centre. Unique architectural features include a floating marine sciences centre on the bay that contains a well-equipped seafront environmental systems lab and a hilltop observatory that facilitates astronomy study and exploration of the night skies. Students also conduct research above and below water at nearby Race Rocks Ecological Reserve. On-campus recreational facilities include a 25m indoor pool and exercise room, outdoor tennis, basketball and volleyball courts, soccer field, student common room and extensive hiking and cycling trails emanating from the campus.

The campus is in a forested Salish Sea setting on Pedder Bay near the southern tip of Vancouver Island on the west coast of Canada, about 30 kilometres southwest of the provincial capital of Victoria, British Columbia. College lands are located on the traditional territory of the Sc'ianew (Beecher Bay) First Nation.

Students apply through their UWC national committee or through the UWC Global Selection Programme. Exceptions to that are only within refugee or stateless populations and unique cases. For more information about Pearson College UWC, visit the website.

You have not allowed cookies and this content may contain cookies. If you would like to view this content please [Allow Cookies](#) [Cookie Settings](#)

You have not allowed cookies and this content may contain cookies.

If you would like to view this content please [Allow Cookies](#) [Cookie Settings](#)

Pearson College UWC650 Pearson College Drive V9C 4H7 Victoria Canada

Title: UWC Zimbabwe - UWC Atlantic

Reference link: <https://www.zw.uwc.org/uwc-atlantic>

Vale of Glamorgan, Wales, UK

350 students aged 15 to 19

UWC's founding college, UWC Atlantic was designed to promote international understanding through education since its foundation in 1962. It provides a platform for young individuals to learn through shared experience and be empowered to make a positive difference.

The two-year Diploma Programme, suitable for 16 – 19-year-olds, has two parts: the International Baccalaureate Diploma Program (IBDP) curriculum, and a programme of experiential learning that focuses on key aspects of peace, a sustainable future, and student initiative. They are interlinked and share a common heritage through the pioneering philosophy of Kurt Hahn, the United World College movement and the education work of Alec Peterson.

The Programme represents the mission of the College in action. It focuses on a lifelong commitment to service in the community, to collaborative work and social engagement and develops in young people a sense of personal initiative and the skills of leadership. Students are placed into positions of trust, authentic responsibility and decision making, and through action and personal example demonstrate a commitment to making a positive difference in the world.

The co-curricular program includes four experiential faculties – Environmental, Global, Social Justice, Outdoor – that allow students to engage in discovery, determine their own pathways, confront risk and overcome the possibility of failure in order to know their own strengths and fallibilities as well as their role in the common cause. Each faculty has two areas: primary delivery, which contains the community engagement program, and secondary delivery, which contains four defining features (activities, student initiatives, mission focus periods and project period).

UWC Atlantic is set in the 12th century St Donat's Castle, a particularly unusual campus setting,

hosting larger assembly and classrooms.

The student community is distributed across eight purpose-built boarding houses, accommodating approximately 48 students each, with separate male and female corridors. Generally, four students from the same year group, each of different nationality, share a room. All students are under the care of houseparents, who live in adjacent homes and spend a great deal of time interacting and supporting the students.

Campus facilities include dining hall, library, woodland, indoor and outdoor swimming pool, and classrooms within historic buildings.

UWC Atlantic is based on the southern coast of Wales in the United Kingdom. The large town of Bridgend and Wales' capital city, Cardiff, are in fairly close proximity, meaning that the College is located within easy access of many major transport links including bus, rail and air travel.

Students can apply through their UWC national committee or through the UWC Global Selection Programme. For more information about UWC Atlantic, visit the website.

You have not allowed cookies and this content may contain cookies.

If you would like to view this content please [Allow Cookies](#) [Cookie Settings](#)

UWC Atlantic
St Donat's Castle
St Donat's
Llantwit Major
Vale of Glamorgan
CF61 1WF
United Kingdom

Title: UWC Zimbabwe - UWC Mostar

Reference link: <https://www.zw.uwc.org/uwc-mostar>

Mostar, Bosnia and Herzegovina

200 Students
Aged 16 - 19 years

UWC Mostar is the only UWC college built into a post-conflict country with the mission of "building bridges between people and cultures through inspiring, quality education". From the start, it has had

the special purpose of contributing to the peacebuilding process and the development of the city of Mostar and of Bosnia and Herzegovina, and aims to develop educational practices relevant for post-conflict and transitional societies. Through active local partnerships, UWC Mostar offers a practical demonstration of how education can unite, inspire and engage students and the wider community to strive for a peaceful and sustainable future.

UWC Mostar offers the International Baccalaureate Diploma Program (IBDP) curriculum. Alongside standard courses, the college offers Bosnian Literature, Croatian Literature, Anthropology, Economics, Environmental Systems and Societies, Visual Arts.

UWC Mostar is a frequent partner in almost all major events happening in the city of Mostar. These include annual events such as the Street Arts Festival, Festival for Children, European Researchers' Night and many more. The goal is to engage young people from all parts of the city in a cooperative adventure that aims at reviving and developing the life of the city in a manner that unites young people of all communities.

UWC Mostar has also pioneered the Model United Nations (MUN) concept in Mostar and the whole country, and organises the annual UWC Mostar Winter Art Festival showcasing students' talents on various public stages throughout the city of Mostar.

UWC Mostar welcomes several short summer programs for young people from Bosnia and Herzegovina and the region every year, such as the Bridging Cultures' short course, the 'Mostar Summer Youth Program' and the 'LAB program'.

The diversity of cultures and richness of customs in UWC Mostar is most noticeable in the residences with houses being both in the West and East part of the city. The school building itself is located in the city centre and shares its premises with the Gimnazija Mostar, including science labs, a spacious, light-filled library in the attic, and a big assembly room. The Gimnazija's indoor and outdoor sports facilities – including the gym, football/handball pitch, volleyball court, running track and long jump section – are available to UWC Mostar students. UWC Mostar has two additional buildings used for academics, offices, visual arts and theatre arts.

UWC Mostar is located in the city of Mostar, in southern Bosnia and Herzegovina. The favourable geographic location, its proximity to Croatia and Montenegro, and the mild climate make Mostar a popular tourist destination. UWC Mostar is the only UWC in South-Eastern Europe.

Students apply through their UWC national committee or through the UWC Global Selection Programme. For more information about UWC Mostar, visit the website.

You have not allowed cookies and this content may contain cookies. If you would like to view this content please [Allow Cookies](#) [Cookie Settings](#)

You have not allowed cookies and this content may contain cookies.

If you would like to view this content please [Allow Cookies](#) [Cookie Settings](#)

United World College in Mostar?panski trg 188000 Mostar, Bosnia and Herzegovina

Title: UWC Zimbabwe - Li Po Chun UWC of Hong Kong

Reference link: <https://www.zw.uwc.org/li-po-chun-uwc>

Hong Kong S.A.R., China

256 StudentsAged 16-18

UWC LPC opened its doors for the first generation of students in September 1992, and was formally opened by HRH the Prince of Wales on 6 November 1992. It was the second UWC college in Asia.

Accordion content

UWC LPC offers the International Baccalaureate Diploma Program (IBDP) curriculum. Alongside standard courses, UWC LPC offers Chinese, Mandarin, Spanish, French, Geography, Business Management, Political Studies, Environmental Systems and Societies, Theatre, Visual Arts.

The 'Quan Cai' ('whole person development') program is an integral part of the students' learning experience. More than 70 activities are offered, including sports teams, community support activities, and others that are affiliated or connected to groups or organisations in the wider community. Among the different components of the Quan Cai program emphasis is given to community service, raising students' awareness of the roles they can take in achieving peace and

sustainability. The activities are mostly student-led and include:

UWC LPC is a 100% residential community. Students live in 4 residences on campus, each of them sharing a room with three other students. Whenever possible, rooms are composed of two second year and two first year students, two from Hong Kong and two from different overseas regions. All full-time teaching staff live on campus and are tutors. The tutors and the tutor groups are important lines of support providing guidance, a "home away from home" atmosphere, a shoulder to cry in time of need and a group with whom to share good news. The campus also includes a sports hall, assembly hall, peace education centre, swimming pool, tennis court, basketball court, canteen, library, classrooms, and laboratories.

Situated in a beautiful setting in Ma On Shan, and overlooking the waters of Starfish Bay and Tolo Harbour, the school campus is less than 10 minutes' walk from Wu Kai Sha MTR station, making its location very convenient.

Applicants with a Hong Kong Permanent ID Card or a dependent visa can apply through the UWC Scholarship Scheme to any of the 18 United World Colleges around the world, including UWC LPC, as in the case of any other UWC school or college. They can alternatively apply via the UWC Global Selection Programme. Applicants without a Hong Kong Permanent ID Card or dependent visa can apply via their UWC national committee or via the UWC Global Selection Programme. For more information about Li Po Chun UWC of Hong Kong, visit the website.

10 Lok Wo Sha Lane, Sai Sha Road, Ma On Shan, Sha Tin, New Territories, Hong Kong

Title: UWC Zimbabwe - Waterford Kamhlaba UWC of Southern Africa

Reference link: <https://www.zw.uwc.org/waterford-kamhlaba-uwc-of-southern-africa>

Mbabane, Eswatini

600 Students Aged 11 to 20 years

Waterford Kamhlaba UWC of Southern Africa was founded in 1963 as a response to the separate and unequal educational systems in South Africa. The property on which the School is situated was

originally a farm called "Waterford Park Estate". When His Majesty King Sobhuza II, the former Ngwenyama of Eswatini (formerly Swaziland), visited the school in 1967, he gave it the name "Kamhlaba", by which he meant both "of the world", a world in miniature, and also that we are "of the earth" and therefore without distinctions such as race or religion. Differently to all the other UWC schools and colleges, the academic year at Waterford Kamhlaba runs from January to November.

Waterford Kamhlaba offers three educational programmes: the Waterford curriculum in the junior school, consisting of Forms 1 to 3 (11-14 year-olds); the University of Cambridge International General Certificate of Secondary Education (IGCSE) program in the middle school, consisting of Forms 4 and 5 (14-16 year-olds); and the International Baccalaureate Diploma Program (IBDP) curriculum in the senior school (16-20 year-olds).

Students in Form 5 do not gain automatic admission to the IBDP but need to go through an application process.

For the IBDP curriculum, the school offers alongside standard courses SiSwati, French, Spanish, Anthropology, Psychology, Business Management, Music, Theatre.

Waterford Kamhlaba offers a wide variety of sporting activities, including athletics, badminton, basketball, cricket, hockey, netball, rugby, soccer, softball, squash, swimming, volleyball and tennis. Other recreational activities include camping, climbing, horse riding, kayaking and road as well as cross-country running. A variety of art clubs (including drama and music) and societies are run by both staff and students. Since 1979, a commitment to community service has also been formally recognized as an essential part of the school's policy, organisation and life. A regular commitment of two hours a week to a service project is required of IBDP and Form 5 students, and projects usually vary from involvement at the local hospital, work for the disabled, at local schools and preschools, and environmental awareness activities such as a recycling program.

Ekukhuleni (the place of growing) residence accommodates up to 80 Form 1, 2 and 3 students.

Esiveni (the place of the people of the nation) accommodates up to 110 Form 4 and 5 students.

Emhlabeni (the place of the people of the world) and Elangeni (the place of the rising sun)

accommodate, respectively, up to 130 and 68 IB DP students, in either single rooms or shared rooms; they consist of separate wings for males and females, a common room, computer centre, library, TV room and kitchen. Each day there is one male and one female residence tutor on duty in each residence. The campus also has exceptional sports, arts and learning facilities.

Waterford Kamhlaba is perched on a mountain-top in Sidwashini, about a 10-15 minute drive from Eswatini's capital of Mbabane. The campus is home to an incredible blend of indigenous flora and fauna. Hiking trails up the school's peak provide an incredible view of Eswatini's picturesque landscape.

Students apply through their UWC national committee or through the UWC Global Selection Programme. Direct applications are also possible. For more information about Waterford Kamhlaba UWC of Southern Africa, visit the website.

Waterford Kamhlaba UWCSAP.O. Box 52Mbabane H100, Eswatini

Title: UWC Zimbabwe - UWC Thailand

Reference link: <https://www.zw.uwc.org/uwc-thailand>

Phuket, Thailand

380 Students Aged 2-18 years

Encircled by virgin rainforest, UWC Thailand sits nestled in the foothills of Phuket's green-capped mountains, away from the island's busy city centres. Our unique location is both symbolic and intentional; a physical reminder that in addition to academic rigour, the UWC Thailand community values global citizenship, wellness, and environmental stewardship. From monitoring coral reefs to embedding positively focused mindfulness, the betterment of our students, our community, and our planet are at the centre of everything we do.

UWC Thailand aims to realise the UWC mission by delivering a mindful, diverse education underpinned by its belief in the connection between a 'Good Heart, Balanced Mind, and Healthy Body'.

The goal of all IB schools is to create “inquiring, knowledgeable, caring young people who are motivated to succeed.” At UWC Thailand, we believe that learning comes from students engaged in the process of “doing”. Along this journey, we pique students’ curiosity through the use of guiding questions to help them move forward and discover answers independently. As a fully authorised International Baccalaureate Continuum School, we offer the Primary Years Programme for students aged 3-12, and the Middle Years Programme is for students aged 11-16, and for 16-19 year-olds, UWC Thailand offers the International Baccalaureate Diploma Program (IBDP) curriculum.

Our Nursery and Preschool programmes for students aged 2-3 years old are also grounded in IB philosophy in an age-appropriate, play-based environment. The school is also accredited by the Council of International Schools, which is recognised by Ministries, Departments of Education, and universities around the world as a demonstration of a school’s commitment to high quality, international education. Through the alignment of UWC’s Core Values and the IB Learner Profile, UWCT delivers an educational experience that:

In an age of digital entertainment, social isolation and increasing inactivity, the need for Sport, Activities, and Outdoor and Experiential Education has never been greater. Sport is an integral part of life at UWCT, where being principled and developing good sportsmanship—rather than collecting trophies—is our main objective (though we find one frequently begets the other). At UWCT, sport not only contributes to our motto of a “Good Heart, Balanced Mind, and a Healthy Body”, but also teaches communication, leadership, time management, and the impact of collaboration and collective responsibility in a tangible way. Similarly, we view the outdoors as a classroom unto itself, where physically-challenging experiences have a powerful impact upon a young person’s intellectual, physical, spiritual, social, and moral development. Our students’ outdoor experiences—starting in Grade 1—encompass planning, preparation, and participation in a range of activities including hiking, climbing, kayaking, sailing, and mountain biking; all of which are aspects of our yearly camps and/or expeditions. To round out our student’s educational experience, UWCT

offers a tremendous - and vital - array of Co-Curricular Activities (CCAs) and Extracurricular Activities (ECAs) designed to bring students and the wider community together for learning, competition, recreation, performances, and sharing. These activities help to broaden each student's experience and enhance their learning by developing key skills including team work, confidence, and self-management.

UWC Thailand's campus has spacious and extensive hosting facilities for its Early Childhood, Lower Primary, Upper Primary and Secondary students. The boarding house is home to approximately 80 students from grades 9-12. Located next to Thanyapura, Asia's leading sports and wellness facility, UWCT is accredited by the World Academy of Sport as an Athlete-Friendly Training Centre. This allows our elite athletes to extend the DP from two years to three years, in order to be able to balance demanding training schedules with the rigour of the IB. Students have access to its excellent sports facilities which include an Olympic sized swimming pool, 500m running track, rugby pitch, tennis courts, volleyball courts, mindfulness centre and cardio centre. UWCT also has the distinction of being the only boarding school adjacent to a FINA swim facility in all of Asia.

UWC Thailand is situated in the northern part of the island of Phuket. It is a 20-minute drive to the Sarasin Bridge, which connects Phuket to mainland Thailand. Phuket's landscape is a mixture of protected national park, beaches and coastal areas, and rubber plantations with local communities.

Applicants for UWC Thailand's Nursery, Primary and Middle school apply to the school directly. The admissions process is based on UWC's mission and values. Students who wish to attend UWC Thailand in Grade 11 and 12 can either apply through their UWC national committee or through the UWC Global Selection Programme. It is UWC Thailand's policy that no more than 20% of any particular nationality is represented within the community. For more information about UWC Thailand, visit the website.

You have not allowed cookies and this content may contain cookies. If you would like to view this content please [Allow Cookies](#) [Cookie Settings](#)

You have not allowed cookies and this content may contain cookies.

If you would like to view this content please Allow Cookies Cookie Settings

Title: UWC Zimbabwe - UWC Mahindra College

Reference link: <https://www.zw.uwc.org/uwc-mahindra-college>

Pune, India

240 Students Aged 16 to 18 years

It all began in 1997 with the generous gift of land and building infrastructure by Harish Mahindra of the world-renowned Mahindra & Mahindra Group. UWC Mahindra, or MUWCI (pronounced 'myoo-ki') as it is more informally known, is a vibrant college with a rich tradition of curricular innovation and community engagement. Programmes such as the IB's World Studies Extended Essay and the Film Studies programme were conceived and piloted here. The college also houses the Akshara Foundation, which enhances the positive local impact of the college and provides students with numerous opportunities for project-based and service learning.

The campus is located on a 175-acre conservation park overlooking the Mulshi and Kolvan valleys, 150 km from Mumbai.

Architect Christopher Benninger has won international awards for the campus design, based on local architecture and which uses regional materials.

Classrooms are based around a quadrangle and each has its own courtyard. The hall, library, arts centre, science laboratories, catering and administrative centres are in this central area.

Since 2000, staff, students and faculty have planted over 100,000 trees on campus, making it a shady and green space to live and learn.

UWC Mahindra College offers the International Baccalaureate Diploma Program (IBDP) curriculum. Alongside standard courses, the college offers Visual Art, Theatre, Film, Psychology, Philosophy and Global Politics. Mandatory inputs and sessions on political, socio-emotional, place-based, and outdoor education are part of the MUWCI Core.

UWC Mahindra also offers the Project Based Certificate (PBC) along with a Cambridge

Pre-University Diploma. The PBC is a specialised programme, where a selected group of students takes the IBDP curriculum during their first year and utilises the second year to conceive and execute a real-world, impact-driven project.

UWC Mahindra College offers an immense variety of co-curricular activities through its Creativity, Activity, Service (CAS) programme, referred to as 'Triveni' programme.

Creativity is an integral part of learning at MUWCI. And the college offers multiple avenues to exercise its creative muscle through performance (music, dance and theatre) and writing.

Community Service on campus and beyond happens through participation in Triveni projects, as well by working with the Akshara Program and local community initiatives in the valley. These include working with local schools, entrepreneurship programs, organic farming collectives and non-governmental organizations.

Besides regular sports such as basketball and football, the geographical location of the campus fosters an ideal setting for outdoor activities like hiking, cycling and fire service. A large number of students also participate in physically challenging outings during Travel Week and the inter-house sporting season known as MUWCIlympics.

UWC Mahindra College conducts several short programs during the summer break which bring together 14-18 year-old students from around the world to learn about issues such as sustainability, globalization and gender. The primary focus is on providing students with a comprehensive introduction to important issues through interaction with field experts and making use of MUWCI's geographical and cultural context. Encounter India (EI) is the College's most popular short course, involving a week of context-building at UWC Mahindra followed by 2 weeks of group travel to several places in India. Other courses are Youth, Environment and Sustainability (YES) and Theater, Gender, Identity and Film (TGIF).

Students live together in five boarding areas known as 'wadas' (the local term for 'courtyard'). The campus also offers many informal locations for gathering and hiking, and several areas are well known among students for their gorgeous vistas of the valley during sunset.

Academic facilities include classrooms in the Academic Quarter, a science lab, a digital lab, a library, an art space overlooking the valley, specialized facilities for theatre and music practice, a large sporting ground for rugby, football, basketball and cricket. The Social Centre offers a gym, swimming pool, games and lounge area and a deli café. Students take meals thrice a day in the large dining room called the Caf.

UWC Mahindra College is located in a 170-acre biodiversity reserve in the Western Ghats, a mountain range that runs parallel to the western coast of the Indian peninsula. The villages in the adjoining valley provide abundant opportunities for learning and community engagement. The city of Pune is 30 km away and offers many options for weekend day trips for both resources and leisure. Students apply through their UWC national committee or through the UWC Global Selection Programme. For more information about UWC Mahindra College, visit the website.

UWC Mahindra College Village Khubavali, PO Paud Taluka Mulshi, Pune, MH 412 108, India

Title: UWC Zimbabwe - UWC South East Asia

Reference link: <https://www.zw.uwc.org/uwc-south-east-asia>

Singapore

5,600 Students Aged 4-18 years

Opened in 1971 as Singapore International School by then Prime Minister Lee Kuan Yew, UWC South East Asia (UWCSEA) became a full member of the UWC movement in 1975, expanding to include Primary students as young as 4 in the 1990s and adding a second campus in 2011. UWCSEA today extends over two campuses, welcoming students from over 100 nationalities to communities of day and boarding students. The multilingual community is enriched each year by an intake of 600-800 new students who join at all grade-levels.

As both the starting point and the end goal of a UWCSEA education, the UWC mission guides every decision about learning. The educational goal to provide a holistic, values-based education that

supports students to develop as individuals and as members of a global society is the basis of all classroom learning and shapes the content in the academic curriculum.

The wellbeing and learning principles create an environment in which students can develop knowledge and understanding through the five elements of the UWCSEA learning programme, which consists of five interlinking elements: academics, activities, outdoor education, personal and social education, and service. While students do not spend an equal amount of time on each of the elements (for much of the year, the academic element takes up most of the day), equal value is placed on them.

The programme strives to give each student age-appropriate opportunities to develop qualities and skills, and the concept-based K-12 curriculum is common across both campuses. Students are led through age-appropriate learning across each academic discipline, with the intent to develop knowledge that will support successful study in the IB Diploma in Grade 11 and 12, and beyond.

An extensive Home Languages Programme supports multilingual students of all ages who are speakers of languages other than English to maintain their home language. Its aim is to create opportunities for students to maintain and develop both academic and communicative language skills should the student wish to join the bespoke UWCSEA First Language Programme offered in the Grade 9 and 10 academic programme in preparation for study of the language in the IBDP. UWCSEA's High Schools offer the International Baccalaureate Diploma Program (IBDP) for Grade 11 and 12. Students joining the College in Grade 9 complete a two-year programme, while a Foundation IB course is offered to students joining in Grade 10. Alongside standard courses, UWCSEA offers Dutch, Hindi, Indonesian, Japanese, Korean, Chinese, French, German, Spanish and Russian language options, and Design Technology, Computer Science, Environmental Systems and Societies, Global Politics, Psychology, Philosophy, Sports Exercise and Health Science, Dance, Film, Music, Visual Arts and Theatre.

UWCSEA's learning environment has been crafted to support well-being and therefore effective learning, with a focus on ensuring each student feels valued, cared for, secure and supported. The

aim is to help students develop strong social and emotional skills so they are better equipped to manage themselves, relate to others, develop resilience and a sense of self-worth, resolve conflict, engage in teamwork and feel positive about themselves and the world around them.

Students are regularly given opportunities to observe and investigate the natural world around them while safely challenging their own capabilities, both independently and in collaboration with others. For all grades, this includes exploring the campus gardens and other natural spaces as part of the school day.

All students are engaged in age-appropriate, service learning activities, linked directly to our K-12 curriculum, as well as to other elements of our UWCSEA learning programme. While the service interactions across our campuses are different, regardless of campus, school, grade or classroom, all students are striving in each of the three areas of learning identified in our service curriculum:

Developing compassion and responsibility, the Service programme allows students to put UWC values into action as they engage in rewarding experiential learning opportunities guided by the service learning curriculum.

At the very heart of the UWC mission, service enables students to actively contribute to resolving social and environmental problems, both locally and globally. As students deepen their understanding of why these problems exist, they are guided to realise that everyone can play a part in taking informed, purposeful action to resolve them.

Both within and beyond the campuses, all students also take on experiential challenges that build resilience, collaboration and leadership through a carefully planned incremental progression of age-appropriate Outdoor Education experiences.

Opportunities for learning are then extended as students take on experiential challenges that build resilience, collaboration and leadership. Whether exploring the natural environment on campus in K1, learning about water filtration in Grade 3 or taking on our High Ropes course in Grade 8, students develop confidence in their physical abilities and the emotional resilience to withstand difficult situations.

Achievements in outdoor education are recorded through student reflections and demonstrated in the character, skills, qualities and maturity that students develop and apply across all aspects of the learning programme and in their lives. UWCSEA is partnering with Oregon State University-Cascades to conduct a longitudinal study into the impacts of outdoor education. Interim findings present compelling evidence in support of the long-term benefits for students of an intentional Outdoor Education programme.

Another vital part of student life and learning, the multifaceted Activities programme provides students with opportunities to explore new interests, develop their strengths and pursue their passions. They can do this through existing activities, or by finding students and staff who will join them in starting a new one as they make like-minded friends and interact with students from other grades and parts of the school.

The Initiative for Peace (IfP) was founded in 2001 to promote peace in global, national and regional conflicts. The annual conferences are hosted by Grade 11 students following a year of preparation. Students from both campuses receive training from specialists in the fields of public administration, conflict resolution and negotiation, and historical perspectives in order to facilitate events for youth leaders from the host country.

UWCSEA has made an IfP toolkit available for educators and other youth leadership organisations who wish to replicate and adapt the programme in their own context and communities.

Both campuses offer exceptional facilities suited to the hands-on and technologically integrated learning programme. From classrooms, resource centres and libraries equipped with state-of-the-art technology and tools, to professionally equipped performance spaces, to outstanding sporting facilities, the environment has been designed to support all five elements of the UWCSEA learning programme.

Whether purpose built, as in the East Campus, or having reimagined existing infrastructure on the site of the former St. John's Army School in the case of Dover Campus, both locations have shared learning spaces that help to create a community. Age-appropriate facilities allow all students multiple

opportunities to access authentic learning experiences in their immediate environment.

The GreenMark Platinum Super Low Energy certification held by both campuses means they have achieved the highest 'green building' standard in Singapore, and continue to operate within benchmarks set to contribute to Singapore's ambitious sustainability goals. Environmental and design aspects of the buildings are integrated into the learning programme wherever possible, helping to bring to life both systems thinking for students and the College's sustainability agenda to develop students as environmental stewards.

Dover Campus was established in the existing St John's Army School in 1971, and features many mature trees and plenty of open spaces. While the campus has transformed over a multi-year refurbishment project, the Tent Plaza remains the social heart of the campus. There are three boarding houses, Kurt Hahn House, Nelson Mandela House and Malala Yousafzai House, which host over 190 boarders in Grades 8 to 12.

Opened in August 2011, the East Campus is a purpose-built facility that, in keeping with UWC's sustainability goal, continues to set global benchmarks in design, innovation, accessibility and environmental impact for schools. Tampines House, a multi-story boarding house that overlooks the campus, hosts about 160 students in Grades 8 to 12.

Dover Campus occupies 11 hectares in Clementi, west of the central business district and next to the National University of Singapore. The East Campus is set on 5.5 hectares in Tampines, a fast-developing northeastern hub near Changi Airport.

Most students are admitted directly, taking into account the UWC mission by deliberately recruiting students who are committed to the mission and vision of the School from a diverse array of backgrounds, nationalities and life experiences. Scholarship students are in most cases selected via the UWC national committee system. Most of them join for the two-year IBDP, however, a smaller number of students join on 5 or 3-year scholarships (in Grade 8 or Grade 10) to be granted appropriate preparation for the IBDP. For more information about applying to UWCSEA, visit the website.

You have not allowed cookies and this content may contain cookies. If you would like to view this content please Allow Cookies Cookie Settings

You have not allowed cookies and this content may contain cookies.

If you would like to view this content please Allow Cookies Cookie Settings

Dover Campus 1207 Dover Road, Singapore 139654 East Campus 1 Tampines Street 73, Singapore 528704

Title: UWC Zimbabwe - UWC Red Cross Nordic

Reference link: <https://www.zw.uwc.org/rcn>

Flekke, Norway

205 students aged between 16-20 years old

UWC Red Cross Nordic College has three pillars: Nordic, Humanitarian and Environmental. All Nordic countries contribute to the funding of the College. The College is a Foundation, with the Red Cross in Norway and Sogn & Fjordane amongst the founders. As part of their Creativity, Activity and Service (CAS) programme students take a Red Cross diploma. On campus, sports facilities are shared with Red Cross Haugland Rehabilitation Centre, as a close co-operation partner.

UWC Red Cross Nordic offers the International Baccalaureate Diploma Program (IBDP) curriculum. Alongside standard courses, the College offers Danish, Norwegian, Swedish, Global Politics, Environmental Systems and Societies, and Theater Arts. Additionally, first year students attend Life Skills programme weekly sessions, exploring and developing their familiarity with topics relating to Red Cross values and the Nordic, Humanitarian and Environmental pillars of the college.

The extra-academic program focuses on three pillars: Nordic, Humanitarian and Environmental. It has a strong emphasis on community service with a wide range of cultural and outdoor activities. This can be in the form of: informal activities, extra-academic commitments, Project Based Learning Weeks, Friluftsvake - Ski Week, special events, global concerns, cultural days and campus responsibilities. Central in the community service is assisting with Camp School and the Haugland

Rehabilitation Center, as well as operating student initiated organisations. The college runs different craft and music activities.

The beautiful fjord landscape provides an excellent setting for activities in the water and on the mountains. As a first year, you can be trained to become an outdoor leader, with the aim to put the competence into practice in the second year. Ridderrennet is an annual international ski competition for the disabled, where students are sent as participants and as volunteers.

UWC RCN runs a preparatory Summer Course in advance of the academic year to give new students with limited English exposure lessons in the language, help orient them to their new environment, provide them with a supportive network and introduce them to life at UWC.

The College has 5 student residences, each housing 40 students. The rooms, hosting 5 students each, are furnished in traditional Norwegian style and each has its own bathroom facilities. A central laundry is situated in the middle of the Student Village. The College's daughter company UWC Connect is responsible for accommodating external guests to the College in the two houses on campus built with the purpose that visitors can benefit from this diverse environment. There is good access to the swimming pool at the Haugland Centre as well as a weight training room and a gym.

The College is set in a beautiful fjord landscape on the Norwegian West Coast. It takes 40 minutes to Førde Airport Bringeland, and 3 hours to Bergen International Airport.

Students apply through their UWC national committee. Additionally, there are local places for Vestland County and a few places through the UWC Global Selection Programme. For more information, visit the website.

You have not allowed cookies and this content may contain cookies. If you would like to view this content please [Allow Cookies](#) [Cookie Settings](#)

You have not allowed cookies and this content may contain cookies.

If you would like to view this content please [Allow Cookies](#) [Cookie Settings](#)

UWC Red Cross Nordic6968 Flekke,Norway

Title: UWC Zimbabwe - UWC ISAK Japan

Reference link: <https://www.zw.uwc.org/uwc-isak-japan>

Karuizawa, Japan

200 Students Aged 15-19 years

UWC ISAK Japan admitted the first generation of UWC students in autumn 2017. UWC ISAK Japan founder, Ms Lin Kobayashi, discovered her passion for global education while attending Pearson College UWC in Canada. This inspired her to found ISAK, which opened its doors in 2014 to educate young leaders from around the globe who would be catalysts for positive change.

UWC ISAK Japan offers the International Baccalaureate Diploma Program (IBDP) curriculum for Grade 11 and 12. Its Pre-IB grade 10 curriculum helps students prepare for the rigours of the IBDP, but many students join UWC ISAK Japan only in Grade 11. Alongside standard courses, UWC ISAK Japan offers Japanese, Chinese, History, Economics, Sciences, Film and Visual Arts.

Students at UWC ISAK Japan enjoy a wide range of co-curricular activities, ranging from sports and language clubs to MUN and debate. Currently, there are 50+ clubs and activities at the College, all designed and run by students, complemented by the annual Project Week's service projects. Throughout the year, the College also hosts workshops and lectures with entrepreneurs, researchers and innovators.

IBDP students design, implement and manage their own two-year Creativity, Activity, Service (CAS) projects throughout Grade 11 and 12. Arts activities include Theater Club, Dance Club, Glee Club, Film Club, student magazine and more. The College also has a wide range of sports clubs (including basketball, volleyball, rugby, baseball, badminton, soccer and running), outdoor education (hiking, camping), and off-campus opportunities (skiing, snowboarding, swimming).

UWC ISAK Japan Summer School is an exciting 2-week program for middle school students (ages 13-14) from around the world. A world-class faculty challenges, engages and inspires participants with a curriculum that includes global topics, mindfulness practice, leadership, design innovation, outdoor activities, and Japanese cultural experiences. Since 2010, students from over 80 countries

have participated in the summer school.

UWC ISAK Japan features modern, light-filled buildings designed by award-winning architects with an emphasis on traditional Japanese architectural principals. The campus sits in harmony with its wooded surroundings, creating an inspiring environment for living and learning. The Kamiyama Academic Center, completed in 2016, is a state of the art, light-filled building that includes classrooms, a library/technology centre, study areas, meeting rooms, and the main school office. The Asama building houses additional classrooms, labs, cafeteria, and an outdoor terrace. Residential buildings are rows of connected units known as Houses, each with its own door to the outside. Each House is home to 12 to 18 students. In addition to 2 and 4 person bedrooms, each House contains a kitchenette along with a large communal living room. A gymnasium with full basketball court and natural-grass sports field, and trails for walking/running provide recreational opportunities year round.

In 2021, UWC ISAK Japan opened The Accord Center, a multipurpose facility that serves as a venue for classes, art exhibits, conferences and performances, depending on the configuration. From 2022, the campus will be home to two additional new buildings: a health and wellness center and a creative center, which will host the campus? maker space and arts programmes.

UWC ISAK Japan is located in the Nagano prefecture, in the town of Karuizawa (pop. 20,000), approximately 70 minutes from Tokyo by bullet train. Karuizawa is a popular year-round resort destination with four distinct seasons, including snowy winters!

For Grade 11 enrollment, students apply through their UWC national committee or the UWC Global Selection Programme. For Grade 10 admission, students can apply directly to UWC ISAK Japan. For more information about UWC ISAK Japan, visit the website.

You have not allowed cookies and this content may contain cookies.

If you would like to view this content please [Allow Cookies](#) [Cookie Settings](#)

UWC ISAK Japan 5827-136 Nagakura, Karuizawa-machi Kitasaku-gun, Nagano 389-0111

Title: UWC Zimbabwe - UWC Changshu China

Reference link: <https://www.zw.uwc.org/uwcchangshuchina>

Changshu, China

570 Students Aged 15 - 18 years

UWC Changshu China was founded in 2015 as the first UWC in the mainland of China on the initiative of a UWC alum, Mark Jiapeng Wang. Since its opening, the College has grown considerably and is today home to 443 students. UWC Changshu China consists of Grades 10, 11 and 12 with most international students attending UWC Changshu for Grades 11 and 12.

UWC Changshu China offers the International Baccalaureate Diploma Program (IBDP) curriculum, and a Pre-IBDP Program for Grade 10 students.

The Pre-IBDP Program aims at allowing students to acquire the skills and knowledge needed for successful entry into the IBDP program.

Within the IBDP curriculum, alongside standard courses, UWC Changshu offers foundation Chinese language programs (for international students), Geography, Economics, Philosophy, Global Perspectives, Chinese Studies, Theatre, Visual Arts, Spanish, French and German.

UWC Changshu China named the Creativity, Activity, Service (CAS) program Zhi Xing, which means 'learning by doing' as well as 'putting knowledge into action'. It enables the exploration of Chinese culture within the School and through interactions with the wider community. Many of the activities, such as Chinese performing arts, calligraphy, or Chinese musical instruments, have a direct focus on Chinese culture, allowing international students to understand Chinese culture holistically. Such activities also provide opportunities for Chinese students to share and further explore their own culture. Other activities, such as volunteering in local homes for the aged, schools

and community centers, stretch the boundaries of our students' education to include local Chinese culture, people and environment.

Project weeks are an invaluable learning opportunity for the students, which allow them to put UWC values into action. Happening once a year, students get to explore a remote area of China. Members of the faculty lead IBDP students to less developed regions of China to participate in a week of public service. Students have the opportunity to interact with the local community through teaching, outreach and other community oriented activities. These trips also grant students insight into the different levels of economic development in China.

Designed by Mo Ping, the protégé of I.M. Pei, the 24-acre campus is built on an island on the northwest side of Kuncheng Lake. In architectural design, the campus is reminiscent of a southern Chinese waterside village, where connections between all parts are seamless and unobstructed. The campus is also comprised of several cutting-edge technologies to enhance its sustainability and environmental friendliness, such as a geothermal heating system, rooftop solar panels, hybrid solar panel and windmill street lamps and other features. Campus facilities include: a multi-function performing arts centre; a state-of-the-art centre for wellbeing, with indoor athletic facilities, running track, swimming centre, yoga and dance spaces and outdoor sports ground, a basketball court, a football court, a beach volleyball court; a Science, Technology, Engineering and Mathematics (STEM) centre; a multi-function conference centre; residential houses for all students and faculty; a dining hall; a library.

Changshu is a county city under the jurisdiction of Suzhou, Jiangsu Province, located 110 km west from Shanghai, in the heart of the Yangtze River Delta.

IBDP applicants apply through their UWC national committee. Direct applications are accepted from Chinese citizens, residents of mainland China, and non-Chinese citizens who do not meet their own UWC national committee's eligibility criteria. Pre-DP applicants need to contact the College directly. For more information, visit the website.

You have not allowed cookies and this content may contain cookies.

If you would like to view this content please [Allow Cookies](#) [Cookie Settings](#)

UWC Changshu China, No. 88 Kun-Cheng-Hu-Xi Road, Changshu, Jiangsu, China 215500

Title: UWC Zimbabwe - UWC Robert Bosch College

Reference link: <https://www.zw.uwc.org/rbc>

Freiburg, Germany

200 Students Aged 16 - 19 years

UWC Robert Bosch College is a joint project of the Deutsche Stiftung UWC as well as the Robert Bosch Stiftung. Located in Freiburg, Germany's 'green city', the College has a special focus on sustainability, which is embedded in academics, student life and the architecture of the buildings. The proximity to the Black Forest National Park further allows for a well-rounded outdoor program. Deliberate diversity is the College's main goal. For this purpose, it currently provides 70% of its student body with full scholarships, thanks to funding from the state ministry, the Robert Bosch Stiftung, B. Braun Melsungen AG as well as many other foundations and individuals.

UWC Robert Bosch College offers the International Baccalaureate Diploma Program (IBDP) curriculum. Given the College's focus on sustainability, the Natural Sciences play an important role, as does the field of Mathematics. Apart from other standard courses, the College offers Arabic, World Arts and Cultures, Political Thought, the History of Asia and Oceania. Classes at RBC tend to be small, with an average of 10-12 students per course.

The Creativity and Activity sections include a wide range of often student-led activities, such as baking, blogging, improvising with the A-Capella group, performing at city institutions with the RBC string ensemble, debating or international vegan cooking, ballroom or Bollywood dancing, soccer,

bouldering, yoga or Taekwondo.

The College works with 26 institutions and organizations situated in the city of Freiburg, including schools, kindergartens, refugee camps, social services for the homeless, care homes and ecological institutions. Once a week, instead of class, students visit one of these projects.

Twice a year, during Project Week, students participate in projects that need to be bound to a learning outcome and can be a social service, an activity or a creativity.

Four times a year, the College suspends classes and organizes Special Focus Days for the whole community. These days include presentations, workshops and speeches around one single theme, such as Interfaith Dialogue, Democracy, Justice and Injustice or Sustainability.

Integrated in the curriculum, Global Affairs are additional sessions targeted at dealing with questions of our time ? from politics to religion, economy or social studies or cultural trends - often involving known keynote speakers.

Finally, the campus functions as a community: every student is encouraged to choose an area of interest within the College and to contribute to its maintenance, including library, the garden, or the communications office. Finding ways to be helpful and doing a service to the community is just another way of social engagement.

UWC Robert Bosch College is housed in an old monastery, which was renovated and partly rebuilt by the Robert Bosch Stiftung. The classrooms, the library as well as the art and fitness rooms and the labs are located in the historic building, which dates back to 1850. The top floor additionally hosts staff and teaching rooms, offices and a room of silence, where yoga and meditation sessions take place and where students can pray individually.

The Kartaus is surrounded by orchards, grassland and a historic monastery garden, which is cultivated by students and staff in an organic way. Dating back to 1340, the garden was first set up by Carthusian monks and has been restored to this date. Today, the garden is deeply rooted in RBC?s sustainability mission and approach and is considered its ?green classroom?.

Behind the old monastery, a newly constructed building hosts the Mensa and the Auditorium. The

Mensa is run by an NGO called 'Dreisamwerke', which operates on an inclusive basis and provides jobs to people with disabilities. Every student is expected to help with kitchen service on a rotational basis.

The student village is located opposite the Kartaus and has been built deliberately to set a contrast to the historic building. 8 student houses and 4 staff houses in the shape of cubes form the 'village'. Each house offers a different perspective on the surrounding, a reflection of the diversity within: 24 students share a house, 4 one room. The three-story houses host a common room with a kitchen shared by all as well as two residential floors, each with their own bathroom. All buildings are passive houses and constructed according to Freiburg's very high energy efficiency standards.

UWC Robert Bosch College is located in Freiburg, Germany, on the edge of the Black Forest, only 30 minutes from the border to France and Switzerland.

Students apply through their UWC national committee. Since 2014, the College also offers two additional scholarships per year to students with a refugee background. For more information about UWC Robert Bosch College, visit the website.

You have not allowed cookies and this content may contain cookies. If you would like to view this content please [Allow Cookies](#) [Cookie Settings](#)

You have not allowed cookies and this content may contain cookies.

If you would like to view this content please [Allow Cookies](#) [Cookie Settings](#)

UWC Robert Bosch College Kartäuserstraße 11 79104 Freiburg

Title: UWC Zimbabwe - UWC Dilijan

Reference link: <https://www.zw.uwc.org/uwc-dilijan>

Dilijan, Armenia

220 Students Aged 16 - 18 years

The idea of creating the college was conceived by social entrepreneurs Ruben Vardanyan and Veronika Zonabend back in 2006. Having personally invested USD 150 million in the construction of

the campus of the highest international standards, most advanced environmentally friendly and renewable technologies, they were joined by nearly 300 donors from across the world, when UWC Dilijan opened in 2014 becoming the 14th UWC college.

Located in Dilijan, Armenia, on the ancient silk route and at a crossroads of Europe, the Middle East and Russia, UWC Dilijan symbolises the idea of internationalism and friendship. The school aims to work, through education, towards fostering peace and sustainable social, economic and environmental development in the region and the world as a whole.

UWC Dilijan is an independent not-for-profit international boarding school belonging to a charitable trust registered in Armenia solely for educational purposes and overseen by an all-volunteer board.

UWC Dilijan offers the International Baccalaureate Diploma Program (IBDP) curriculum. Alongside standard courses, the college offers Russian, German, Spanish, Global Politics, Philosophy, Theater and Art.

With experiential learning as the cornerstone of the UWC education, teachers and staff provide opportunities for students to engage in activities to make sense of their experiences through reflection, dialogue and perspective taking.

With the ratio of 1 teacher for 5 students, the college provides a tailor-made approach to every student, ensuring their best educational experience. The majority of teachers have had an international experience and a background in teaching IB Diploma prior to coming to UWC Dilijan.

The co-curricular program at UWC Dilijan consists of 4 elements ? the Creativity, Activity, Service (CAS) program, Project Weeks, Focus Weeks and Cultural Weekends.

This programme helps UWC Dilijan students to identify personal strengths and areas of growth, build on their potential to challenge themselves and move beyond their comfort zone. It also helps them to become more familiar with the Armenian context, develop the ethics of community service, engage with issues of global significance and develop skills for teamwork and project management.

Students work closely with the local community ? Dilijan Community Centre, kindergartens in Dilijan and in neighbouring villages and organisations working with kids and the vulnerable.

UWC Dilijan's outdoor education includes hiking, skiing, sailing and caving expeditions and often involves participants from Dilijan and the neighbouring villages to foster exchange, access to nature and environmental programmes.

Boarding houses at UWC Dilijan offer superb facilities for studying and living. Students have access to the gym, an indoor pool, a sports field including football and volleyball pitches, tennis, squash and basketball courts. Campus facilities include library and resource centre with Integrated IT facilities; dining hall; medical centre; black box performance centre; ceramics workshop. Renewable technologies were employed for the construction of the campus including harvesting of natural springs, using rainwater for irrigation and recycling of greywater.

UWC Dilijan is located in the valley of the 16th century town of Dilijan, on the outskirts of a large national park in central Armenia, 100 km away from the capital Yerevan.

Dilijan lies on the road connecting two modern large cities, Yerevan and Tbilisi, in a country that is situated on the border of Europe and Asia, at the heart of the diverse, culturally rich and complex region with a long history at the junction of the Persian, Byzantine, Ottoman and Russian Empires. Students apply through their UWC national committee or through the UWC Global Selection Programme. For more information about UWC Dilijan, visit the website.

You have not allowed cookies and this content may contain cookies.

If you would like to view this content please [Allow Cookies](#) [Cookie Settings](#)

UWC Dilijan ARMENIA 7 Getapnya Street, 3903, Dilijan

Title: UWC Zimbabwe - Home

Reference link: <https://www.zw.uwc.org/#header>

‘We’re giving students a formative experience by putting them on a journey of discovery. My 17-year-old self had no clue who I was. The greatest gift we’re giving them...

We believe that everyone can play a role in making the world a better place, whichever path they choose.

So we offer a challenging and broad education that will help you get the qualifications you...

United World Colleges (UWC) is a global movement that makes education a force to unite people, nations and cultures for peace and a sustainable future.

At UWC, our mission is to inspire ...

Title: UWC Zimbabwe - Privacy Policy

Reference link: <https://www.zw.uwc.org/privacy-cookies>

This privacy policy relates to information you submit to us, particularly via our website, www.uwc.org. We are The United World Colleges (International) (‘UWC’, ‘our’, ‘we’ or ‘us’). UWC is a charitable company registered in England and Wales with company number 908753 and charity number 313690. Our registered office is at 55 New Oxford Street, London WC1A 1BS. At UWC we take your privacy seriously and understand our responsibility to keep your personal details confidential.

The way UWC processes your data is governed by the UWC International Data Protection Policy,

which is reviewed regularly and can be found [here](#).

UWC may change this privacy policy from time to time by updating this page. You should check this page regularly to ensure that you are up to date and happy with any changes. This policy is effective from June 2017.

We may collect and process the following personal information or data (information that can be uniquely identified with you) about you:

We only collect such information when you choose to supply it to us. You do not have to supply any personal information to us but you may not be able to take advantage of all the services we offer without doing so.

Information is also gathered without you actively providing it, through the use of various technologies and methods such as Internet Protocol (IP) addresses and cookies.

An IP address is a number assigned to your computer by your Internet Service Provider (ISP), so you can access the internet. It is generally considered to be non-personally identifiable information, because in most cases an IP address can only be traced back to your ISP or the large company or organisation that provides your internet access (such as your employer if you are at work).

We use your IP address to diagnose problems with our server, report aggregate information, and determine the fastest route for your computer to use in connecting to our website, and to administer and improve the website.

We may use this information to:

We do not disclose any information you provide via the website to any third parties except:

Other than as set out above, we shall not disclose any of your personal information unless you give us permission to do so.

A cookie is a piece of data stored locally on your computer and contains information about your activities on the internet. Our website uses cookies to distinguish you from other users of our website. By continuing to browse the website, you are agreeing to our use of cookies.

We may use cookies to recognise and count the number of users and to see how users move

around our website when they are using it. This helps us to improve the way our website works.

We may also use cookies to record your visit to our website, the pages you have visited and the links you have followed. We will use this information to make our website and the advertising displayed on it more relevant to your interests. We may also share this information with third parties for this purpose.

Once you close your browser, our access to the cookie terminates. You have the ability to accept or decline cookies. Most web browsers automatically accept cookies, but you can usually modify your browser setting to decline cookies if you prefer. To change your browser settings you should go to your advanced preferences.

If you choose not to accept the cookies, this will not affect your access to the majority of information available on our Website. However, you may not be able to make full use of our website functionalities.

We use log files generated by our web servers to analyse website usage and statistics but the files do not identify any personal information. Log file analysis helps us to understand usage patterns on our website and to make improvements to our service.

We will take all reasonable steps in accordance with our legal obligations to update or correct personally identifiable information in our possession that you submit via this website.

The Data Protection Act 1998 gives you the right to access information held about you. Your right of access can be exercised in accordance with the Act. Any access request may be subject to a fee of £10 to meet our costs in providing you with details of the information we hold about you. If you wish to see details of any personal information that we hold about you please contact us by way of our contact page.

We take all appropriate steps to protect your personally identifiable information as you transmit your information from your computer to our website and to protect such information for loss, misuse, and unauthorised access, disclosure, alteration, or destruction. We use leading technologies and encryption software to safeguard your data, and operate strict security standards to prevent any

unauthorised access to it.

This website contains links and references to other websites. Please be aware that this Privacy Policy does not apply to those websites. This includes websites owned by our affiliates such as UWC college websites and National Committee websites.

We cannot be responsible for the privacy policies and practices of websites that are not operated by us, even if you access them via the website that is operated by us. We recommend that you check the policy of each website you visit and contact its owner or operator if you have any concerns or questions.

In addition, if you came to this website via a third party website, we cannot be responsible for the privacy policies and practices of the owners or operators of that third party website and recommend that you check the policy of that third party website and contact its owner or operator if you have any concerns or questions.

As part of the services offered to you through our website, the information you provide to us may be transferred to, and stored at, countries outside of the European Union (?EU?). By way of example, this may happen if any of our servers are from time to time located in a country outside of the EU or one of our service providers is located in a country outside of the EU. We may also share information with other equivalent national bodies, which may be located in countries worldwide. These countries may not have similar data protection laws to the UK. If we transfer your information outside of the EU in this way, we will take steps with the aim of ensuring that your privacy rights continue to be protected as outlined in this privacy policy.

If you use our website while you are outside the EU, your information may be transferred outside the EU in order to provide you with those services.

By submitting your personal information to us you agree to the transfer, storing or processing of your information outside the EU in the manner described above.

We will post details of any changes to our Privacy Policy on the website to help ensure you are always aware of the information we collect, how we use it, and in what circumstances, if any, we

share it with other parties.

If at any time you would like to contact us with your views about our privacy practices, or with any enquiry relating to your personal information, you can do so by way emailing us at dataprotectionofficer@uwcio.uwc.org.

These cookies are necessary for the website to function and cannot be switched off in our systems. They are usually only set in response to actions made by you which amount to a request for services, such as setting your privacy preferences, logging in or filling in forms.

You can set your browser to block or alert you about these cookies, but some parts of the site will not then work. These cookies do not store any personally identifiable information.

This cookie is used to determine whether the user allows cookies or not.

This is used to identify the microsite you are viewing.

This is used to identify the language you are viewing the website in.

These cookies allow us to count visits and traffic sources so we can measure and improve the performance of our site. They help us to know which pages are the most and least popular and see how visitors move around the site.

All information these cookies collect is aggregated and therefore anonymous. If you do not allow these cookies we will not know when you have visited our site, and will not be able to monitor its performance.

This cookie allows us to track how our website users interact with our website, with a view to improve it's performance.

This allows us to track the performance of our social media marketing campaigns.

These cookies may be set through our site by our advertising partners. They may be used by those companies to build a profile of your interests and show you relevant adverts on other sites.

They do not store directly personal information, but are based on uniquely identifying your browser and internet device. If you do not allow these cookies, you will experience less targeted advertising.

Most Google users will have a preferences cookie called 'NID' in their browsers. A browser sends

this cookie with requests to Google's sites. The NID cookie contains a unique ID Google uses to remember your preferences and other information.