



UWC THAILAND

Three-Year Report

2018 - 2021



“

“I regard it as the foremost task of education to insure 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

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PASSING ON THE LIGHT OF HOPE

Over 50% of this report focuses on our time learning to live with COVID-19 and the dramatic implications this has had on all of our lives, and the lives of our UWC Thailand students. However, let's take a moment to look more broadly and reflect on the challenges and successes that 2018-2021 brought us beyond COVID-19.

In 2018/19, UWC Thailand was a thriving, growing and vibrant school community, greatly benefitting from our founder, Klaus Hebben's philanthropic vision and a proud, young member of the global UWC movement committed *to make education a force to unite people, nations and cultures for peace and a sustainable future*. With this strong foundation in place, in January 2020, Klaus confirmed with the School Board of the time that he would be withdrawing financial support for the school at the end of the 2019/20 academic year.

At this point, our community came together in 'Project Independence' with a unique plan to raise funds via a loan portfolio, to ensure the school's ongoing success and independence, highlighting our community's belief and passion for UWC Thailand. Then the world changed, and within a tumultuous few weeks we experienced the onset of COVID-19; had our membership of the UWC movement threatened due to concerns about the school's financial sustainability and then teachers, students and their families all had to grapple with the challenges of online learning for the first time. I think it would be fair to say that the start of 2020 was the most challenging time in the school's history. A challenge to which our community rose: 'Project Independence' raised the funds required, through the generous loans of parents, staff, and friends, and we worked with the UWC movement to successfully ask for a re-assessment of our membership of the movement.

Entering 2020/21, the school was independent, with a newly formed Transition School Board, put in place as an interim measure whilst the necessary steps for reforming the school's governance structure to reflect this independence were taken, which resulted in the current School Board being established, from January 2021. We are grateful that Klaus Hebben remains a key supporter of UWC Thailand, through his seat on the Education for a Sustainable Future Board.

Throughout this time, staff across all areas of the school have continued to do their very best to ensure that students' learning and experiences are as high quality and mission-aligned as possible, which was highlighted in both the Council of International Schools (CIS) and International Baccalaureate (IB) Continuum accreditations in 2020.

- Nicola Upham
UWC Thailand Board Chair

GOVERNANCE



UWC Thailand restructured to a not-for-profit governance framework. This transition established three distinct, yet complementary, entities: The Education for a Sustainable Future Foundation, Banyapura Limited and the UWC Thailand School Board. These three bodies began to work together to govern and support both educational and financial structures within the school, ensuring that the school would remain steadfast in its commitment to provide high-quality education guided by the mission and values of the UWC movement, and consistent with non-profit ideals.

Education for a Sustainable Future (ESF)

UWC Thailand transitioned to be owned by a non-profit foundation called Education for a Sustainable Future. The foundation is board-run and has ultimate oversight of the Banyapura and UWC Thailand School Boards, ensuring that the school remains focused on its long-term mission and vision. The Education for a Sustainable Future Board, together with UWC Thailand and its community, was developed to play a role in advancement in order to support the school's philanthropic efforts.

The members of the Education for a Sustainable Future Board are well-respected leaders within the Phuket community. Together they have been tasked with providing long-term guidance and vision that will span generations.

Banyapura Limited

Banyapura Limited was established as the private Thai company that holds the school licence. Banyapura Limited owns the land that the UWC Thailand campus occupies and Banyapura Limited is the borrower for the community loan which was established to provide financial backing for the school.

The members of the Banyapura Limited Board have financial, legal and compliance expertise, as well as in-depth knowledge of the financial structures which support the school.

UWC Thailand School Board

The UWC Thailand School Board was established to provide strategic, financial, legal and reputational oversight and leadership of the school. The Board is comprised of a mix of school, local, expatriate and international representatives who all donate their time and expertise to the governance of the school.

School Board members are well-respected individuals in their respective fields: education, finance, human resources and welfare, law, marketing, strategic thinking, business and global awareness. The UWC Thailand School Board works closely with our Head of School.

Focus Area Committees

The UWC Thailand School Board established the following Board Committees to complement and support the Board and the school. All committee members donate their time and expertise.

- The **Engagement Committee (EngCom)** works with the UWC Thailand School Board and school management to develop, enhance and improve relationships between all key stakeholders in the UWC Thailand community. They have been charged with providing advice and support with networking and communications at local, national and global levels.
- The role of the **Governance Committee (GovCom)** is to provide advice and support to the UWC Thailand School Board and the Education for a Sustainable Future Board with regards to governance structure, compliance and development. GovCom assists in developing board policies, coordinating board training, and conducting the nominations and recruitment processes for the boards and committees.
- The **Finance Committee (FinCom)** works closely with both the UWC Thailand School Board and school management in that both groups rely on its advice, service and expertise in building a sound financial structure to ensure the ongoing financial health of the school.





A FOUNDER'S VISION COMES TO LIFE



Klaus Hebben - Founder of UWC Thailand



"We would like to thank Klaus for having the bold and courageous vision of establishing a progressive school centred around "Good Heart, Balanced Mind, Healthy Body". Beyond the students, he also understood that parents and staff too, need to nourish their minds, bodies and spirit in order to raise thriving, happy children.

His commitment to Mindfulness well before it became popular and a holistic "it-takes-a-village" approach to education has paved the path for UWC Thailand today.

A BIG thank you, Klaus. We are all beneficiaries of your vision."
- Parent



"Immensely grateful for his benevolence, commitment, and vision for making PIA/UWC Thailand happen. He is the epitome of a true founder who believes in his people and wishes them well. His generosity impacted so many lives (students, teachers, staff, parents and the local community). Through his own passion and daily practise, Khun Klaus has inspired us all to not only teaching mindfulness and mindfully, but also to make mediation a part of our daily lives."
- Caryl Medilo-Crisóstomo, Primary Teacher



"Klaus' legacy with UWC Thailand is profound. His inspirational vision in founding the school and his steadfast, immense generosity in sustaining the school from its very beginnings, and throughout the following critical formative years, has been invaluable. We, as a whole school community, have benefited enormously. We believe that UWC Thailand has strong foundations and an embedded mission, underlined by striving for a "Good Heart, Balanced Mind, Healthy Body", and we look to continue to build for a flourishing future. For his vision and his constant support, we express our deep gratitude to Klaus." - Lister Hannah, Board Member





PROUD TO BE UWC

UWC Thailand is part of the global UWC movement **to make education a force to unite people, nations and cultures for peace and a sustainable future.** With this aspirational bar set high, our entire school community is committed to ensuring that teaching and learning across all school divisions and throughout residential life embodies the UWC mission. We are also meaningfully connected to our sister campuses, located in 17 diverse locations around the world. Being a UWC truly means being part of something bigger and as the movement's founder, Kurt Hahn, is quoted as saying, *"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".*

UWC Thailand joined the UWC movement in 2016 and has grown in strength each year.

In response to our confirmation of status as a UWC, Ben Gilmartin, our Deputy Chair of the UWC Thailand School Board, is quoted as saying, *"We would like to thank everyone in the UWC International Office, the International Board and the Probation Panel for their decision and endorsement of our school. We are excited about the future ahead. A lot of work has been done in the past year, despite COVID-19, to establish UWC Thailand firmly and deliver the visionary education that UWC offers in Asia. We are stronger than ever before".*



QUALITY-ASSURED



International Baccalaureate (IB) Continuum School

As a continuum school, the IB seeks vertical and horizontal alignment and seamless transition for students through the distinct phases of the school - Primary Years, Middle Years and Diploma Years. The IB accreditation ensures that teachers are up to date with the latest IB requirements and current pedagogical developments. As an authorised IB continuum school, we offer consistent quality across all sections of the school, with teaching and learning hallmarked by an approach that is inquiry-driven, student-centred, holistically-balanced, and yet also contextual to our location on the beautiful island of Phuket. As UWC Thailand, we supplement our academic programme grounded in the IB with our emphasis on Mindfulness, Outdoor Education, Sports and Activities, Service and a motto of *“Good Heart, Balanced Mind, Healthy Body”*.

“I was particularly impressed with the way your school views the IB as a transformational experience for its students and as a unifying principle to drive development at the school, with a deliberate focus on service and outreach across the community.”

- Nigel Forbes-Harper
International Baccalaureate



Council of International Schools (CIS)

As a CIS accredited school, we reconfirmed in 2021 our dedication to global awareness, community involvement, and policies and practices aligned with international standards. This process is procedural, as every five years after initial accreditation, CIS schools go through a reaccreditation process.

During this reaccreditation visit, our guiding statements (mission, vision, values) were discussed over the course of countless conversations and group meetings which spanned a two-year period. The CIS Community Survey was also shared with our parents and other stakeholders and the results further helped identify the strengths and areas for improvement of the school. Feedback from all stakeholders reflected an undeniable understanding of, and connection with, the UWC movement, as well as deeper values associated with belonging and identity as a school.

“The most distinguishing feature, and greatest strength, of the school is its engagement and action within and beyond the school community. The mission and values the school truly believes in, promises and practises, is outstanding.”

- CIS Evaluation Report 2021



East Asia Regional Council of Schools (EARCOS)

Throughout our virtual visits and reaccreditations, we remained connected to our colleagues throughout the Association of Southeast Asian Nations (ASEAN) region, thanks to our membership with EARCOS and the support and companionship from our regional colleagues. If the pandemic has taught us anything, it is that we are stronger together and we are grateful for this regional friendship.



World Academy of Sport (WAOS)

As an athlete-friendly school, our student athletes benefit from our accreditation with the World Academy of Sport. Particularly for our High-Performance Athletes in grades 11 and 12, our partnership with WAOS allows students to choose a three-year Diploma Programme, as opposed to a two-year programme, through the IB if their training and competition schedule interrupts their attendance at classes.

Though many student athletes experienced training and competition interruptions due to the impact of the pandemic, our support never waned and their training resumed as quickly as the public health situation allowed.



“Education must enable young people to effect what they have recognized to be right, despite hardships, despite dangers, despite inner skepticism, despite boredom, and despite mockery from the world...” ~Kurt Hahn



THE IMPACT OF COVID-19



January 2020

June 2021

'PROJECT INDEPENDENCE' IS BORN

- Our founder, Klaus Hebben, withdraws from the school.
- 'Project Independence' raises the funds required to gain financial independence.
- UWC Thailand separates from Thanyapura and a top to bottom non-profit structure is created.

COVID-19 OFFICIALLY ARRIVES IN THAILAND

- With mixed information from various sources regarding the potential impact of the virus, Thailand introduces a national lockdown.

ONLINE LEARNING

- Through trial and error our teachers and staff develop new ways of communicating.
- The learning process goes online with support from the members of our community.

HYBRID LEARNING

- With many students unable to return to campus due to immigration and travel restrictions, UWC Thailand begins hybrid learning - having students both in-class and online.

IN-PERSON LEARNING

- With a return to campus and normal daily classes, government stipulated measures resulted in restrictions to sport and community events.
- Teachers and staff continued to adapt.

LIVING WITH COVID-19

- New requirements become habit - social distancing, wearing masks, and continued hand sanitising.
- As vaccines became available, staff and students were encouraged to get vaccinated.

SCHOOL GOVERNANCE & UWC STATUS

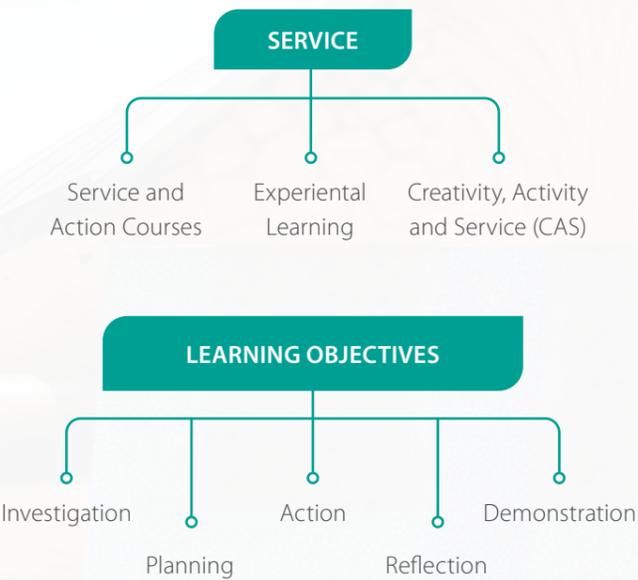
- Diverse boards and well-defined committees are developed.
- UWC Thailand passes the probation period and achieves full UWC status.



SERVICE IN ACTION

The giving nature of our UWC Thailand and Phuket community continued strong throughout the pandemic.

Uniquely aligned with our vision, mission and core values, each grade level from kindergarten to grade 10 established an environmental or service project which is embedded into their grade level curriculum.



Engagement

UWC Thailand has provided opportunities for students to create **positive and sustainable change** and **understanding through experiences** at school and/or within our local, national and/or global communities.

Existing Co-Curricular Activity (CCA) programmes focused on service:

- **Manta Mangroves** - students have nurtured mangrove saplings and reforested vulnerable coastal regions with over 20,000 mangroves.
- **Kuchaza** - students raised awareness of traditional African dance.
- **BIG** - Supported and advocated for the girl child - BIG (I am a girl).
- **Local animal welfare centres** - Bodhi Dogs, Phuket Elephant Sanctuary, and The Gibbon Rehabilitation Project.

Long-term and committed relationships with service providers in our local vicinity, allows regular and meaningful curricular engagement.

Intellectual Growth

Throughout our curriculum and Co-Curricular Activity programme, students have employed **critical thinking**, made connections and articulated ideas to **solve real-life problems**. This has ensured students positively influenced and impacted the environment and society.

Student award proposals connected to intellectual growth:

- **Space Settlement Design Competition 2019** - awarded second place.
- **Make a Difference** - applied annually and awarded \$1,000 in 2019 to support the creation of banner bags.
- **Young Aurora** - applied every year
2018 - Because I am a girl
2019 - Universal Sisterhood
2020 - Net Worth
- **EARCOS Richard T. Krajczar Humanitarian Award** - awarded \$1,000 in 2020 to support our partnership with BanYa Literacy Centre.
- During the most stringent lockdown, students created **online awareness campaigns**, where students not only were advocates for local causes but also raised over 70,000 Thai Baht for those in need.

Diversity Appreciation

Students **developed and reflected on different perspectives** (culture, privilege, stereotypes and assumptions) to **understand how thoughts, language and actions impact** positive environmental change and supportive, inclusive communities.

Through awareness weeks and Mindfulness, students planned and participated in a range of activities that brought our community closer. These included:

- Sustainability Week
- African Week
- European Week
- Mental Health and Wellbeing Week
- Identity Week
- Conflict Resolution Week



SPORTS AND ACTIVITIES



Sports and Activities programming has grown and flourished since 2018. With pauses for COVID-19, so many important milestones were met, with programming supported by newly efficient structures and systems that allowed for improvements in scheduling, communication and organisation.



“Students should be encouraged to compete, not against each other, but with their own personal best and rigorous standards of excellence.” ~Kurt Hahn



STAFF

Additions

- Swimming Coordinator
- Head Swim Coach
- Activities, Sports and Outdoor Secretary
- High Performance Student-Athlete Coordinator
- Coaches from Phuket Soccer Schools (PSS) moved in-house

FACILITIES

Improvements and upgrades

- PE and Gymnastic sporting facilities were upgraded with state of the art equipment
- Outdoor Basketball and Volleyball courts, as well as a roof extension, were added
- High-quality Astroturf was laid on the football field pitch

APPAREL

Introductions

- Team uniforms for all sports
- UWC Thailand merchandise to show uniformity during inter-school competitions

PROGRAMMES & ACTIVITIES

New undertakings

- Alignment of Service and Action, Social-Emotional Learning and Mindfulness, and Outdoor Education
- Performing Arts activities introduced
- Launched Technology programmes
- Introduced student-led Model United Nations (MUN)
- Founded a Robotics Club

SPORTS

Growth and expansion

- Inception of our MANTA swim team where numbers grew from 20 in 2017 to 95 in 2018
- Increased Football numbers from 40 in 2017 to 90+ in 2020
- Established a Primary and Secondary School Running Club
- Introduced Basketball
- Participated in the Phuket International School Athletic Conference (PISAC)

INITIATIVES

Creation

- New pick-up/drop-off safety procedures implemented by administrative staff
- School-wide display of results, photos and upcoming events
- Introduced 'SchoolsBuddy' as an online platform
- Launched 'Saturday Sports Morning' for Primary students
- Clarification and implementation of three seasons

LIFE IN THE 21ST CENTURY

Adopting a commitment of lifelong learning and acquiring a diversity of skills are key for younger generations to succeed in the future.

As Bernard Marr published in Forbes magazine in 2019, "human workers in the future will need to be creative to fully realise the benefits of all the new things for the future - new products, ways of working and technologies". According to Marr, future generations will need to develop:

- creativity
- emotional intelligence
- critical thinking
- active learning with a growth mindset
- judgement and decision making
- interpersonal communication skills
- leadership skills
- diversity and cultural intelligence
- technology skills, and
- the ability to embrace change

How does UWC Thailand help students to develop the skills they need to succeed in an unpredictable future?

At UWC Thailand we work to support students' individual goals and we do our utmost to facilitate their transition from UWC Thailand to the next part of their educational journey. We acknowledge and appreciate that each young person has their own unique strengths, educational approaches, and learning styles.

We want each of our learners to be excited about their future, with the deep knowing that they have what it takes to face every challenge "head-and-heart-on". Through the support provided by teachers, school counsellors and learning support specialists, students are equipped with the self-management and collaborative skills to approach and confront challenges and uncertainties.

With changes in family dynamics due to the COVID-19 pandemic, many of our boarding students being unable to see their families, and local lockdowns, online learning and the challenges that resulted, our students have not been spared of these hardships.

However, we have seen them rise to meet these challenges - some on their own, and others with the support of our pastoral care staff. They have navigated the "new normal" as creative and critical thinkers who approach uncertainty with mindful thought, courage and determination while taking responsible action. They have done this while being empathic, respectful and compassionate for themselves, others and the planet. In confronting challenges, they have been open-minded, resilient and resourceful. Their resilience and grit have been a testament to our assurance that they will succeed in what is an unpredictable future.



In the 1,056 days between the start of the 2018 academic year and the end of the 2021 academic year, UWC Thailand had boarding students under our care for 1,014 of these days. This included 136 days of full boarding house lockdown as we navigated through the COVID-19 pandemic. Despite all of these challenges, the boarding house remained a vibrant, caring, safe, and supportive environment.





“Now that we have come to the end of the UWC Thailand episode: the one where we thrived, flourished and emerged, we would like to acknowledge that each one of us has changed in our own ways and are ready to begin a new chapter of our lives... like a butterfly flying out of its cocoon.” - **Aliya Daya 2020**



THOUGHTS FROM OUR GRADUATES

“We hosted the first Sustainability Week, Mental Health and Awareness Week, Crimes Against Humanity Week, Pan-African History Celebration Day, and conquered other unimaginable feats. A period of metamorphosis, where to the outside, it may not seem like much is happening, but here, we know change occurs as fast as Phuket’s weather.” - **Rita Iminova 2020**



“The UWC Thailand community has become, in many ways, a new kind of family, and an important one. The support we have given each other and the memories we have shared have created something to last.” - **Ayanna Davis - Eden 2021**



“Even though the two years were cut short not once, but twice, we were able to come together as a grade and persevere through the issues that arose, bringing us closer, as well as giving us so many unique memories that we will be able to cherish forever.” - **Harry Edman 2021**



“We all seem to know how to create this equilibrium and find a way to not just coexist, but appreciate what each person has to offer to the community.” - **Preethika Bharadwaj 2019**

“Little did we know that the diversity we’d expected went beyond our nationalistic flag photos - countless late night conversations made us question what it even means to have a nationality.” - **Jasper McAvity 2019**





GROWTH WHEN WE NEEDED IT MOST

In the years 2018 to 2021, the Social-Emotional and Mindfulness programme in the secondary school has grown to a solid and explicit curriculum that is carried and delivered to a high standard by all teachers. The curriculum has been built around the CASEL Foundation (<https://casel.org>) and has been adapted and modified to fit UWC Thailand's mission and philosophy.

In the Middle Years Programme (grades 6 to 10), the programme is delivered by the class homeroom teacher during two weekly Social-Emotional Learning and Mindfulness classes, and is supported by a team of experts to address more specific lessons or topics.

Every grade level in the secondary school now has had three solid units delivered through our Social-Emotional Learning and Mindfulness programme where the focus shifts from; looking after yourself, to building and maintaining relationships to how you are contributing and participating within the wider world. These units have provided the foundation of how we have learned to interact with one another on campus.

The programme has expanded and has provided teachers with clear lesson ideas for each grade level whilst maintaining the teacher flexibility to modify and adapt the programme as needed to suit the students in the class. To enhance the curriculum, specialist teachers have supported the homeroom teachers in the delivery of lessons. The programme has encompassed specific lessons around digital awareness, which are linked to the units mentioned, to ensure there is a big picture connection, as well as human health and sexual education classes.

A social-emotional Learning and Mindfulness team has met weekly to develop and coordinate the programme. Its main task was to ensure that the curriculum was relevant and addressed the social-emotional needs of the students enrolled in school and to ensure that the homeroom teachers in charge of the delivery were confident and knowledgeable with the materials provided.

Mindfulness Highlights

"To seek to realise our highest human potential, cultivate genuine happiness and take mindful and compassionate action." UWC Thailand was founded with the principles and values of mindfulness.

2018/2019

- Early Childhood - grade 12 experiences continued to be embedded into the curriculum and way of being at UWC Thailand.
- Preschool 'Playing Attention' unit and Introduction to the Kindness curriculum was created.
- Teachers offered inspiring mindfulness sessions across the grades and throughout the year.
- A visit from Matthieu Ricard, a former scientist who became a monk, highlighted the importance of self-compassion.

Our new Mindfulness Centre was opened by Dr. B. Alan Wallace, an author, teacher, and lecturer who studied Physics, the Philosophy of Science, and Buddhism.

- Offerings of yoga, mindfulness sessions, and workshops in the Mindfulness Centre began in order to heighten self-awareness, wake up from habits, and grow a mindful way of life for the community.

2019/2020

- Mental Health and Wellbeing Week was celebrated school-wide.
- Nursery to grade 12 curriculum developed more in-depth and related to the Social Emotional Learning curriculum.
- Daily 'Morning Meetings' based on the Responsive Classroom model began.
- Primary Years Programme units were planned with a mindfulness lens.
- Primary Years Programme scope and sequence was created and introduced.
- Professional Development opportunities for staff included a focus on Morning Meetings, Mindful Communication, and personal practice.

'Mindful Moments' became a part of daily life.

- Class council meetings began.
- Self-Awareness cards for Primary Years Programme, Middle Years Programme, and Diploma Programme students were developed, easing facilitation of mindful learning reflections.

2020/2021

- Mindfulness Ambassadors offered authentic sharing by students of their passion for mindful practices with the community.
- Mindfulness Based Stress Reduction training strengthened self-practice for staff and deepened awareness of stresses in the moment.
- Wellbeing sessions for Teaching Assistants began.
- Emphasis was placed on teaching mindfully and the importance of self-practice.
- Successful parent workshops supported mindful practices at home.

Collaboration with the outdoor education and service-learning programmes, embedded mindfulness curricularly.

- Opportunities for mindful practices were adapted to online learning.



A visit from Matthieu Ricard, a former scientist who became a monk, highlighted the importance of self-compassion.



SHORT-TERM GOALS

With successful completion of the strategic plan that spanned from 2016 to 2020, the UWC Thailand staff focused the 2020-2021 academic school year on whole school work in three important areas:

- Diversity, Equity and Inclusion (DEI)
- Sustainability
- Wellbeing

With the challenges faced as a school during the 2020-2021 school year, these three strategic focuses helped solidify the school's strength. This engagement supported community stakeholders in relevant and applicable stop-gap goals as the new strategic plan was written and produced, to be initiated in the 2021-2022 school year.



EP 16. MULTICULTURALISM



UWC Thailand Wellness Wheel





OUTDOOR EDUCATION

UWC Thailand's Outdoor Education Programme has grown and flourished with each passing year, becoming ever more intertwined with the curriculum and finding new and exciting ways to encourage transformative learning experiences.

Early Years

The introduction of a renewed Outdoor Education Programme into UWC Thailand's nursery, preschool and kindergarten classes, aimed to embrace the outdoors as an inspirational learning environment. Focusing on each child's learning and creating connections with nature rather than aiming to generate specific outcomes. This has allowed students to explore, enjoy and develop a sense of wonder of the natural world, as they take several field trips over the course of the academic year.

Our early years programme aims to facilitate child-led activities, furthering ideas based on their developing interests in these wild settings by observing and reviewing each session spent in nature. Through strong collaboration with homeroom teachers, the programme has integrated with each grade level's current theme, allowing students to make connections beyond the walls of the classroom.

It is hoped that by taking part in these activities students will build confidence, independence and resilience in the face of new challenges. This approach to outdoor learning centres around each child's involvement at a pace that both supports and also challenges them.

Primary School

A comprehensive new programme has been introduced to UWC Thailand's primary school, that engages each grade level with a 4 to 6 week-long outdoor education unit throughout the school year. Some of the activities covered are hiking, wilderness living, cycling, sailing and kayaking. Through these topics, students will continue to develop self-confidence, resilience, communication, teamwork and leadership skills to name but a few.

Whilst engaging with these activities students will also learn the skills needed to participate fully with the Outdoor Education unit as we continue to make connections to the theme being covered in class. Additionally, there has been a continued shift to integrate more outdoor learning opportunities with several grade levels making weekly trips to the national parks on our school's doorstep.

Secondary School (Middle Years)

Just as in primary school, the Middle Years students also have implemented a 4 to 6 week-long Outdoor Education unit throughout the school year. The programme has been designed as an interdisciplinary unit that bridges connections with both Physical Health Education and Experiential Learning classes. Topics covered are climbing, hiking, orienteering, wilderness living, mountain biking, sailing, kayaking and camp-craft.

The programme has been purposefully developed to share many commonalities with the Primary Years Programme as we have sought to create a continuous pathway of development as students progress through the school.



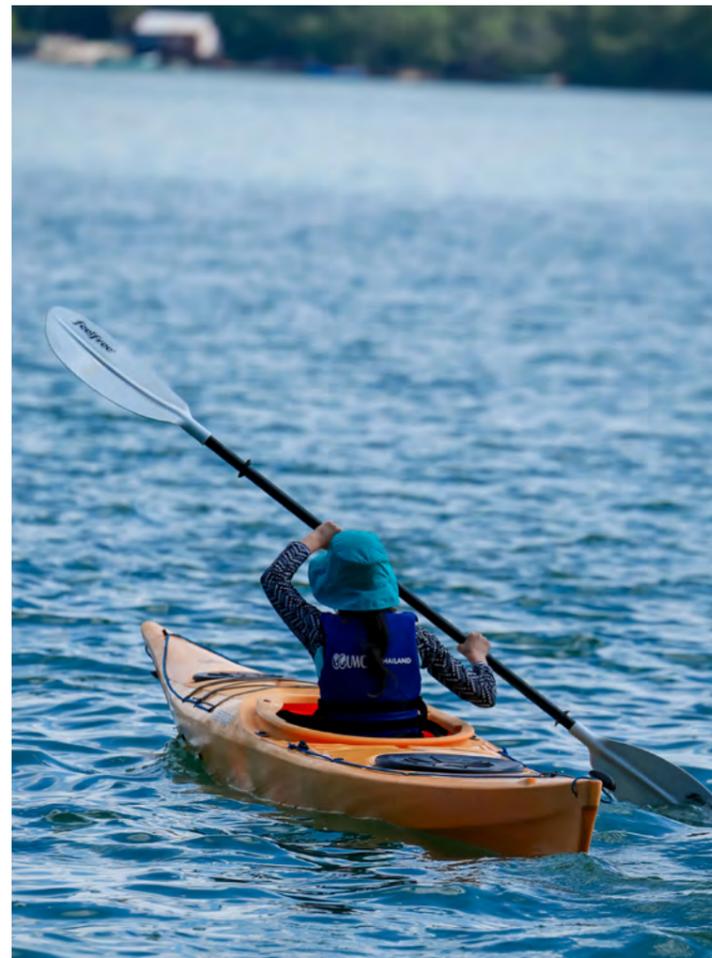
Secondary School (Diploma Years)

Unlike the Primary and Middle Years Programme, the Diploma Years Programme has been developed to take place once a month throughout the first semester. This provides an excellent opportunity for the students to build bonds beyond the classroom and, for those who are new to Thailand, to learn more about the country, its culture, its wild spaces and natural habitats.

Students get to take on exciting adventures such as kayaking through mangrove forests, searching for edible plants in the jungle and climbing on the iconic Railay Beach rock faces in Krabi.

In addition to all of the above mentioned, students from grade 1 to 12 have the opportunity to go on multi-day overnight camps and expeditions including; an exciting overnight on-campus camping trip for our 'first timers' in grade one to nine-day kayaking expeditions around the island for grade 9 students.

The variety of activities, settings and opportunities that are offered to our students ensures that UWC Thailand's Outdoor Education Programme is one of the most comprehensive in the world.



“There exists within everyone a grand passion, an outlandish thirst for adventure, a desire to live boldly and vividly through the journey of life.” ~Kurt Hahn



STARTING STRONG AND GETTING STRONGER EVERY DAY

At UWC Thailand our main aim is to help every student determine their own definition of success and to support them to achieve this in any way we can.

Primary Years Programme

Over the course of the past three years, the primary school has been working to bring the Primary Years Programme enhancements to life. These enhancements are the guiding principles of the Primary Years Programme, and they focus on three key areas:

- The Learner
- Learning and Teaching
- The Learning Community

The Learner

Emphasis on student action:

- Mini-exhibitions - each grade level, from kindergarten to grade 5, has had at least one opportunity to present to the wider school community through an exhibition platform. The goal is to **give each grade level the chance to share and engage in at least 2 mini-exhibitions each year.**

Learning and Teaching

Conceptual approaches to learning and teaching:

- Mathematics units, focusing specifically on Number
- Development of a thorough Science curriculum.

The Learning Community

Flexible, responsive and welcoming:

- We knocked down walls in various classrooms to provide more free-flowing, open spaces which allowed for greater collaboration as well as options for working spaces for students.
- We made significant changes to our courtyard spaces in lower primary and upper primary to make them more natural and inviting for students to use.



Middle Years Programme

Over the past three years the Middle Years Programme has made impressive strides towards the overall consolidation and delivery of the curriculum:

- Full subject reviews addressing both horizontal and vertical alignment.
- The explicit delivery of the Approaches to Teaching and Learning (ATL) skills.
- Delivery of conceptual teaching.
- Ability to create opportunities for student agency.

Continuity between Primary and Middle Years in Math and Science

Grade 5 teachers have been involved to ensure the continuity between the Primary Years Programme and the Middle Years Programme.

Interdisciplinary Teaching and Learning Reflected our Mission and Vision

During 20/21 the curriculum development focus shifted and was more geared towards ensuring that the UWC Thailand mission and philosophy were brought alive in our teaching and learning.



Other developments within the Middle Years Programme

- The adaptation and growth of the Mother Tongue programme, starting with grades 8 to 10 but since 20/21, involving grades 6 and 7:
 - A strong connection to our Self-Study Self-Taught subject in the Diploma Programme
- Personalised Learning Track for students in grades 9 and 10:
 - Students replace either Design, Art or Physical Health and Education (only under specific conditions) with a subject of their own making. This has allowed students to learn:
 - Animation
 - Theology
 - Sports Science
 - Additional Languages
- Connection of Physical Health and Education to Experiential Learning
 - Facilitating students being off campus for a prolonged period of time during the school day.





International Baccalaureate (IB) Diploma Programme

In 2021, scholarships totalling **USD\$1,131,465** were accepted by our students.

In 2020, scholarships totalling **USD\$1,348,179** were awarded to graduates.

In 2019, the graduates earned **USD\$1,448,815** in scholarships.

We are extremely proud of our IB Diploma Programme scores, but ensure that we celebrate the individual students and their successes rather than comparing numbers across different graduating classes. We believe our holistic mission and values approach to education enhances the learning journey of our students, and ultimately is a major factor in supporting UWC Thailand students to achieve excellent IB Diploma Programme scores, competitive across Thailand, and Asia.

Class Year	2021	2020	2019	2018	2017
Class Size	47	46	58	43	18

Students taking the Full IB Diploma	45	43	55	41	17
Students taking IB Courses	2	3	2	2	1
UWC Thailand High School Diploma	47 (100%)	46 (100%)	58 (100%)	43 (100%)	18 (100%)
Arrowsmith Certificate of Completion		1	2		1
World Academy of Sports 3-Year Diploma Track	1	1	1		

UWC Thailand IB Diploma Pass Rate	100%	95.24%	89.10%	86.50%	76.50%
UWC Thailand Average Score	35.2	35	35	35	34
Global Average Score	33.2	31.34	29.65	29.76	29.87
Scholarships Offered	2,226,887	4,142,816	3,669,332	2,894,125	1,149,884
Scholarships Accepted	1,131,465	1,348,179	1,448,815	1,509,135	541,539

GRADUATION PATHWAYS

UWC Thailand encourages our students to forge their own future and provides multiple pathways for our students to graduate. Graduation pathways at UWC Thailand, include:



Full IB Diploma

Includes awarding of a UWC Thailand High School Diploma



Full IB Diploma over three years through the World Academy of Sport

Includes awarding of a UWC Thailand High School Diploma



IB Courses Track

Includes awarding of a UWC Thailand High School Diploma



Arrowsmith Certificate of Completion

Includes awarding of a UWC Thailand Modified Programmes Diploma



Since 2017, UWC Thailand graduates have been accepted at the following schools:

Canada

Acadia University
Brock University
Concordia University
McGill University
University of British Columbia
University of Toronto
University of Waterloo
Vancouver Island University
York University

Netherlands

Erasmus University College
Leiden University
University of Amsterdam
University of Gronigen
University of Maastricht
Utrecht University
Vrije University Amsterdam

United Kingdom

Aberystwyth University
Anglia Ruskin University
Aston University
Bangor University
Cardiff University
Coventry University
Durham University
Edinburgh Napier University
Exeter College
Imperial College London
King's College London
Kingston University
Lancaster University
London Metropolitan University
London School of Economics
Newcastle University
Nottingham Trent University
Oxford Brookes University
Queen Mary University of London

Richmond, The American International University in London
Royal Holloway, University of London
SOAS University of London (The School of Oriental and African Studies)
Solent University, Southampton
Swansea University
Trinity College
Truro and Penwith College
University Centre Sparsholt
University College London
University of Bath
University of Birmingham
University of Brighton
University of Bristol
University of Cambridge
University of Dundee
University of East Anglia
University of Edinburgh
University of Exeter
University of Gloucestershire
University of Greenwich
University of Leeds
University of Lincoln
University of Liverpool
University of Loughborough
University of Manchester
University of Northampton
University of Nottingham
University of Plymouth
University of Reading
University of Southampton
University of St Andrews
University of Stirling
University of Warwick
University of West London
University of Westminster
University of York

United States

Agnes Scott College
Amherst College
Arizona State University
Auburn University
Bard College
Bates College
Bennington College
Boise State University
Boston University
Bowdoin College
Brandeis University
Brown University
California Institute of the Arts
Carleton College
Case Western Reserve University
Claremont McKenna College
Clark University
Colby College
Colgate University
College of Idaho
College of the Atlantic
College of Wooster
Colorado State University Pueblo
Concordia College
Connecticut College
Cornell University
Denison University
Drexel University
Duke University
Earlham College
Emerson College
Emmanuel College
Emory University
Franklin and Marshall College
George Washington University
Georgetown University
Gettysburg College
Hampshire College
Iowa State University
Ithaca College
John Carroll University

Johns Hopkins University
Kalamazoo College
Kenyon College
Lake Forest College
Lehigh University
Lewis & Clark College
Luther College
Macalester College
Manhattanville College
Marlboro College
Massachusetts College of Art and Design
Methodist University
Michigan State University
Middlebury College
Minerva Schools at KGI
Montana State University
New York University
Northeastern University
Northwestern University
Oberlin College
Oregon State University
Parsons School of Design
Pitzer College
Point Loma Nazarene University
Pomona College
Pratt Institute
Princeton University
Randolph-Macon College
Rhode Island School of Design
Rice University
Ringling College of Art and Design
Rochester Institute of Technology
Saint Louis University
Savannah College of Art and Design
School of the Art Institute of Chicago
Simon Fraser University
Skidmore College
St. John's College (MD)
St. Lawrence University
St. Olaf College

Stanford University
SUNY Buffalo
Swarthmore College
Syracuse University
Texas A&M University
The New School
Trinity College
Tufts University
University at Buffalo
University of Arizona
University of California, Berkeley
University of California, Davis
University of California, Los Angeles
University of California, Merced
University of California, Riverside
University of California, San Diego
University of California, Santa Barbara
University of Florida
University of Illinois – Urbana-Champaign
University of Mary
University of Montana
University of North Carolina at Chapel Hill
University of Oklahoma
University of Oregon
University of Pennsylvania
University of Richmond
University of Rochester
University of South Florida
University of Texas at San Antonio
University of Tulsa
University of Washington
Vanderbilt University
Vassar College
Wartburg College
Washington and Lee University
Wellesley College
Wesleyan University
Western Michigan University

Westminster College
Whitman College
Williams College
Worcester Polytechnic Institute
Yale University

Rest of the World

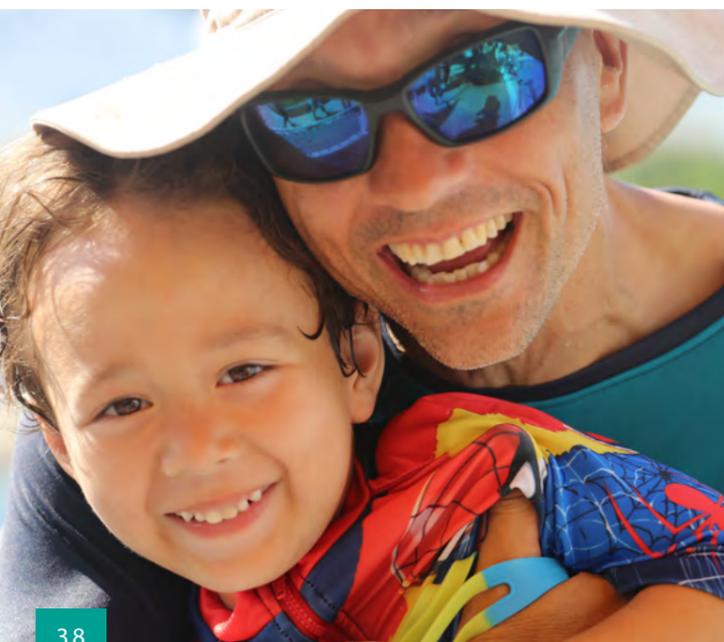
Charles University
City University of Hong Kong
Franklin University Switzerland
Hong Kong Polytechnic University
IE University
Jacobs University
Lund University
Nagoya University – Global 30 International Programmes
National University of Ireland
Northwestern University in Qatar
NYU Abu Dhabi
NYU Shanghai
Polytechnic University of Turin
Sciences Po
Tel Aviv University
Thammasat University
Trinity College Dublin
Università Bocconi
Università Cattolica del Sacro Cuore
University of Hong Kong
University of Navarra
University of Padua
UNSW Sydney
Yale- NUS College



TEACHERS AND STAFF: STRENGTH AND LOSS

Over the 2018/19 school year, UWC Thailand solidified the diversity, quantity and quality of its teaching and support staff, as we worked to further reflect our student body and our mission as a UWC. At the end of the 2019/20 school year, due to the impact of COVID-19 in Phuket and the world, we experienced a drop in enrolment of nearly 25%. This meant we moved from two to one section per grade level across different divisions of the school.

This, combined with the need for other cost cutting measures, meant that we needed to cut 11 teaching positions and a total of another 18 positions from our administration and support staff. Additionally, our staff took substantial pay cuts in solidarity with the school. These challenging, yet necessary steps, helped keep our school afloat during these very difficult times.



EVENTS:

A COMING TOGETHER!



UWC THAILAND FINANCIALS

Prior to the legal and financial restructuring of the school in 2020, UWC Thailand's financial status was best described every year by our auditors when they stated there was "material uncertainty related to [UWC Thailand being a] going concern". In other words, our auditors were unclear at the end of every year whether the school would be able to continue operating because the school had significantly more liabilities than assets and was losing money annually. Only through the annual benevolence of our founder, Klaus Hebben, was UWC Thailand able to keep its doors open.

One significant goal of Project Independence was to address these issues and put the school on a stronger financial foundation. The major changes took four forms and can be seen in the 2019-2021 annual accounts accompanying this report.

First, new benefactors of the school provided USD\$6,700,000 million in loans to Banyapura Limited, the company which holds the school licence for UWC Thailand. Five million dollars of this was used to purchase the school land and some school buildings from Thanyapura. This resulted in a saving of approximately USD\$500,000 of annual rent payments, as these assets can now be made available to the school free of charge. The remainder of the loan is being held in reserve to support UWC Thailand's operations until it becomes cash-flow positive. 20 million Thai Bhat has been drawn down by UWC Thailand from Banyapura Limited and is shown on UWC Thailand's balance sheet as of the end of the 2021 financial year. The balance of the loan is held at Banyapura Limited and thus is not shown on the UWC Thailand accounts.

Second, approximately 622,000,000 million Thai Bhat (USD\$18,700,000) in past loans to the school from various entities related to Mr. Hebben were forgiven or otherwise discharged. This is reflected in the 2020 accounts.

Third, about 250,000,000 Thai Bhat (USD\$7,500,000) of school buildings were donated to UWC Thailand by entities Mr. Hebben controlled. This is reflected in the 2021 accounts.

Fourth, we reassessed the cost base of the school and made appropriate changes to help bring costs in line with revenue.

The end result of these four steps has brought about a remarkable change to UWC Thailand's financial profile. *This is demonstrated by our auditors no longer having concerns in relation to UWC Thailand being a going concern, or being able to continue operating.* We have a considerable equity base and are well on our way to cash flow breakeven.

Under this new structure, we now have the foundation to build the long-term financial stability of UWC Thailand. Nonetheless, much work is still needed in the coming years to solidify the financial standing of the school and provide the facilities needed to fulfil our mission and deliver a transformative educational experience for all of our students.

STATEMENT OF FINANCIAL POSITION

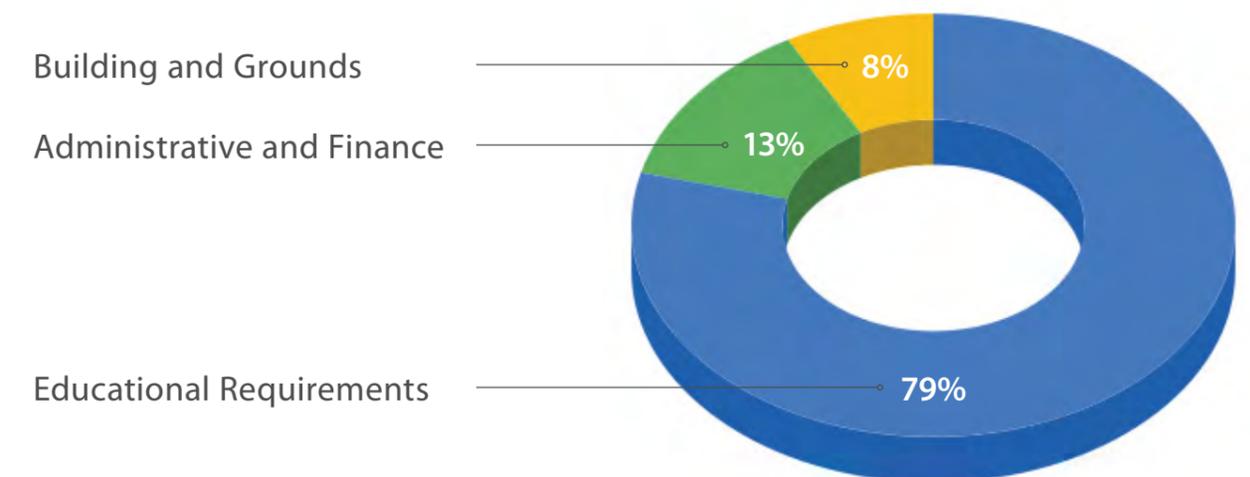
2021

ASSETS		
Total Current Assets	THB	93,487,624.00
Total Non-current Assets	THB	284,004,261.00
	THB	377,491,885.00

LIABILITIES & OWNER'S EQUITY		
Total Current Liabilities	THB	100,128,171.00
Total Non-current Liabilities	THB	52,574,310.00
Total Owner's Equity	THB	224,789,403.31
	THB	377,491,884.31

STATEMENT OF EXPENSES

2021



To view more detailed financial information, scan this QR code and you will be redirected to our website.

MESSAGE FROM THE HEAD OF SCHOOL



Jason McBride
2017-2021 Head of School

Supported by



Kanok Chupak
School Director



Jonathan Field
Secondary Principal



Kurtis Peterson
Primary Principal



Andrew Rafferty
Director of
Residential Life

For all the challenges that the world faced in 2020-21, UWC Thailand and the island of Phuket were pretty fortunate through the first eight months of the school year as we were able to be on campus nearly 100% of the time. April's rise in COVID-19 cases changed that by taking us off campus, into online learning, cancelling IB exams and sending many of our boarding students home quite quickly. At the time of writing this, we are still not sure if we will be able to return to campus in May or June, but whether we can or not, Dr. Tedros' words are good guidance for us all; "Be safe, be smart, be kind".

I wrote last year that character isn't built by adversity, but revealed through it and if through this particular crisis we find ourselves to be safe, smart and kind, then we can hope to find the world all the better for it. There have been so many instances throughout the past 18 months of the COVID-19 crisis that I've thought to myself that if the world had more IB students then we would be better off. Want to fight back against fake news? Then you better be a critical thinker who knows how to verify sources. Want to know which advice to follow to keep yourself and your family safe? Then you better know how to weigh up the facts while taking into consideration a wide variety of perspectives. Want to make sure that you are taking care of yourself, loved ones, friends and neighbors? Then you better prioritize social-emotional learning, mindfulness and elements of the Learner Profile including caring and reflection.

In many ways, an IB education was built to crisis and future-proof the young people in our care, giving them the knowledge, skills, attitudes and dispositions needed to tackle anything they come across. Combine that with a mission that encourages them to apply those elements to help create a more peaceful and sustainable planet and we might just be on to something!

Having been with UWC Thailand for the past four years, I cannot count the number of times that I have been impressed by how our students, staff and parents bring our mission to life. Nowhere is a perfect community, but the sense of acceptance and belonging generated by this collection of people gives me hope that if we just stay safe, smart and kind in the next year or so, that we can get through this pandemic better than when we started.

Proudly,
Jason McBride
2017-2021 Head of School
UWC Thailand



**"Be safe,
be smart,
be kind."**

~Dr. Tedros Adhanom
Ghebreyesus,
Director General,
World Health
Organization





Education Like No Other

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