



UWC 2030

**Strengthening
our movement and
scaling our impact**

EDUCATING FOR PEACE AND A SUSTAINABLE FUTURE

October 2024

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Executive summary

The mission of the United World Colleges (UWC) is to make education a force to unite people, nations, and cultures for peace and a sustainable future. This mission remains critical in a world increasingly fraught with political, social, environmental and economic challenges. Our commitment to diversity, intercultural understanding and holistic personal development is more relevant now than ever.

As the UWC movement looks towards 2030, this strategic direction focuses on harnessing our legacy and mission to address emerging global challenges, whilst seizing each opportunity for transformative impact. This strategy is rooted in UWC's core values of peace, sustainability and the belief in education as a unifying force, giving a common framework and shared direction for the entire UWC movement.

Developing the strategy

This strategy was developed through a highly consultative and collaborative process over a 15-month period, engaging many members of the UWC community. The core of the strategic planning exercise involved all members of the UWC International Board and UWC International Council. This was complemented by the contributions of more than 1,000 people who participated in the UWC International Congress 2024 including students, alumni, school teachers and staff, national committees (NCs), volunteers, donors, partners and friends of UWC.

Revisiting the *UWC 2018 & Beyond* strategy

In the [UWC 2018 & Beyond](#) strategy, the UWC movement looked inward to identify the critical levers that needed to be activated in order to deliver effectively on three core priorities: **Seek**, **Educate** and **Inspire**. The strategy concentrated on enhancing the capacity of NCs; restoring trust, responsibility and autonomy to the heart of the student experience and inspiring the UWC community to act in accordance with the UWC mission. The strategy focused on strengthening financial transparency, mutual responsibility and accountability, ensuring robust governance and by creating efficient, effective and inspiring communications to reinforce these functions.

Some key successes from the strategy include the following:

1. Establishing and growing the Interim International Selection Programme (IISP), now known as the Global Selection Programme (GSP), in order to better attract and support full fee-paying students and families, who require an accelerated admissions timeline.
2. Supporting NCs through a National Committee Fund, managed by the UWC International Office in close cooperation with the Committee of the National Committees (CNC) and overseen by the UWC International Board.
3. Developing and launching the UWC Hub as an actively used online tool to connect and inspire action across the UWC community, with more than 10,500 UWC community members enrolled.
4. Ensuring UWC International conducts robust financial reporting and data sharing across schools/colleges and NCs, to provide greater transparency.
5. Conducting a five-year longitudinal impact study with the Harvard Graduate School of Education (Project Zero), to measure the impact of a UWC education on alumni's values, careers and communities. This led to a better understanding of those elements of a UWC education which have the greatest impact on students becoming agents of positive change.

New context requires a refreshed strategy

The [*UWC 2018 & Beyond*](#) draws inspiration from UWC's historic approach and builds on the priorities established in the *UWC 2018 & Beyond* strategy. It reflects the strength of 60+ years of educational innovation and leadership through our 18 schools/colleges, NCs in 157 countries and territories, as well as multiple short courses. It builds on the strength of an extremely committed group of volunteers, staff, donors and partners, alongside a very unique bond between UWC alumni and the UWC movement.

The strategy recognises the challenges of sustaining UWC's mission and values-centred educational experience that offers opportunity and hope to young people in a challenging global financial landscape. It equally recognises the opportunity to better organise and engage UWC's growing global community, to work more collaboratively with partner organisations and to grow purposefully to reach parts of the world where we are most needed but least represented. UWC will continue to invest in the structures and scholarship support that make our unique brand of education possible, in ways that meet the needs of the time and with clarity of purpose.

Aim of the strategy

Building on the incredible strengths and assets of the UWC movement, the aim of the **UWC 2030 strategy** is to strengthen the UWC movement and scale our impact. This is to ensure that the UWC movement is better positioned to advance our mission to make education a force to unite people, nations and cultures for peace and a sustainable future.

This will be achieved by focusing on the following priorities:

1. Seek

Increase accessibility to a UWC education for promising young people globally, ensuring a diverse student body through enhanced scholarship programmes and outreach efforts.

By 2030, thousands more young people, who demonstrate potential and promise, will have access to a UWC educational experience. This is especially relevant in those areas of world currently under-served and locations which would benefit the most from access to a UWC education.

2. Educate

Deliver consistently transformational and future-oriented educational experiences that equip students with the dispositions, knowledge, skills, and values necessary to innovate and lead in a rapidly changing world.

By 2030, more than 15,000 young people will have experienced a transformational, values-oriented, future-focused and wellbeing-centric UWC educational experience, supported by a strong network of educators and leaders.

3. Connect

Strengthen the connections within the UWC community, including alumni, volunteers and partners, to leverage collective resources and expertise for greater impact.

By 2030, all members of the UWC movement will have access to curated and organised platforms, opportunities and networks for sustained engagement and collective action.

4. Amplify

Expand UWC's educational reach and influence through innovative programmes, partnerships and thought leadership, positioning UWC as a leading voice in global education.

By 2030, UWC will be widely recognised as a leading educational movement contributing towards shaping the future of education globally, through active sharing of educational methodologies and impactful partnerships.

To achieve these strategic priorities, we will focus on the following critical enablers:

I. Financial capital

Securing sustainable funding through a robust endowment fund and diverse fundraising efforts to support scholarships, infrastructure and programme innovation.

II. Human capital and partnerships

Investing in leadership development, staff recruitment and volunteer support to build a resilient and capable community that drives UWC's mission forward.

III. Collaborative leadership and effective governance

Fostering effective governance structures across UWC schools/colleges and NCs to ensure cohesive implementation of the strategic plan.

IV. Communications and marketing

Strengthening UWC's brand and visibility to attract diverse students, raise funds, recruit staff and volunteers, whilst establishing UWC as a thought leader in global education.

V. Technology, tools and platforms

Leveraging digital tools and Artificial Intelligence (AI) to enhance learning, marketing, admissions, alumni engagement and governance, ensuring UWC remains at the forefront of educational innovation.

The **UWC 2030 strategy** is a bold roadmap designed to navigate the complexities of a rapidly evolving world. By staying true to our mission and values, and by leveraging our global network and resources, UWC is poised to make a significant impact in shaping a more peaceful, sustainable, just and equitable future.



I. UWC's legacy, mission and values

Founded in 1962, UWC is a global education movement with a single mission: **to make education a force to unite people, nations and cultures for peace and a sustainable future**. When the first United World College (UWC), Atlantic College, opened in Wales, it was hailed by *The Times* as “the most exciting experiment in education, since the Second World War”.¹

At the height of the Cold War, the founders of the UWC movement sought to bring young people together from different nations to act as champions of peace through an education based on shared learning, collaboration and understanding. By doing so, they aimed to inspire young people to challenge cynicism with courage and compassion, influencing them positively to work individually and collectively, to make the world a better place.

While much has changed since the 1960s, there are still many complex political, religious, social, environmental and economic challenges that exist in the world. In an increasingly fractured society, it is more important than ever that we bring passionate and promising young people together to channel their energy, passion, voices and viewpoints, to help to build a more peaceful world.

Over the last 60 years, the UWC movement has grown from a single institution into a global network of schools/colleges and educational programmes, educating more than 12,000 people on an annual basis. This is supported by an extensive network of NCs in more than 157 countries and territories, as well as partners and supporters. UWC's impact is evident in the journeys of the young people who graduate from our schools/colleges and participate in our short courses. This is further amplified by our approach to education innovation and leadership through curriculum development, teacher training and community service, as well as through the multi-sectoral, individual and collective influence of our global network.

¹[History of the UWC movement](#)

The UWC movement's unifying mission and set of values will continue to guide our strategic direction, as the movement grows and evolves to meet the needs of the world in 2030. All members of the UWC movement commit to the following values which are critical to our work and unique identity:

I. International and intercultural understanding

We are committed to building communities that are free from prejudice and intolerance, irrespective of gender, socioeconomic, cultural, racial, religious or national backgrounds.

II. Personal responsibility and integrity

Personal responsibility, accountability and integrity are at the heart of the UWC experience. We expect the people we work with and educate to behave in a similar way.

III. Compassion and service

Our actions and language communicate compassion and commitment to communities, to make the world a better place, whether this is demonstrated at personal, local, regional or national level.

IV. A sense of idealism

We inspire our members to believe that it is possible to make a difference and work with others who share that belief.

V. Personal challenge

We are committed to learning through doing. By taking the initiative and embracing challenges, we learn about ourselves and those around us, developing a sense of responsibility for others.

VI. The celebration of difference

We consciously create supportive environments where differences are valued and recognised for the strength they bring to communities.

VII. Mutual responsibility and respect

We believe in collaboration and mutual supporting, acknowledging that mutual respect underpins the smooth functioning of any encounter or team.

VIII. Respect for the environment

We recognise our interdependence with the environment and actively seek solutions that will contribute to a sustainable future. Our choices, words and actions demonstrate our strong commitment to sustainability.

IX. Action and personal example

We believe in the importance of acting on your beliefs and making your voice heard so that your actions stand out.

II. UWC’s theory of impact, educational model and principles

UWC’s Theory of impact

Deliberately diverse young people with potential and promise

We deliberately seek young people from diverse backgrounds, who demonstrate great potential and promise to make a difference in communities around the world.



Values-oriented and mission-driven experiential education

We offer unique educational experiences that enable young people to develop the dispositions and sense of agency to take actions for peace and a sustainable future.



Lifelong connections to the UWC mission, each other and opportunities

We foster lifelong connections to the UWC mission and values, enabling our community to forge strong bonds with each other and to pursue transformational opportunities.



Individual and collective impact

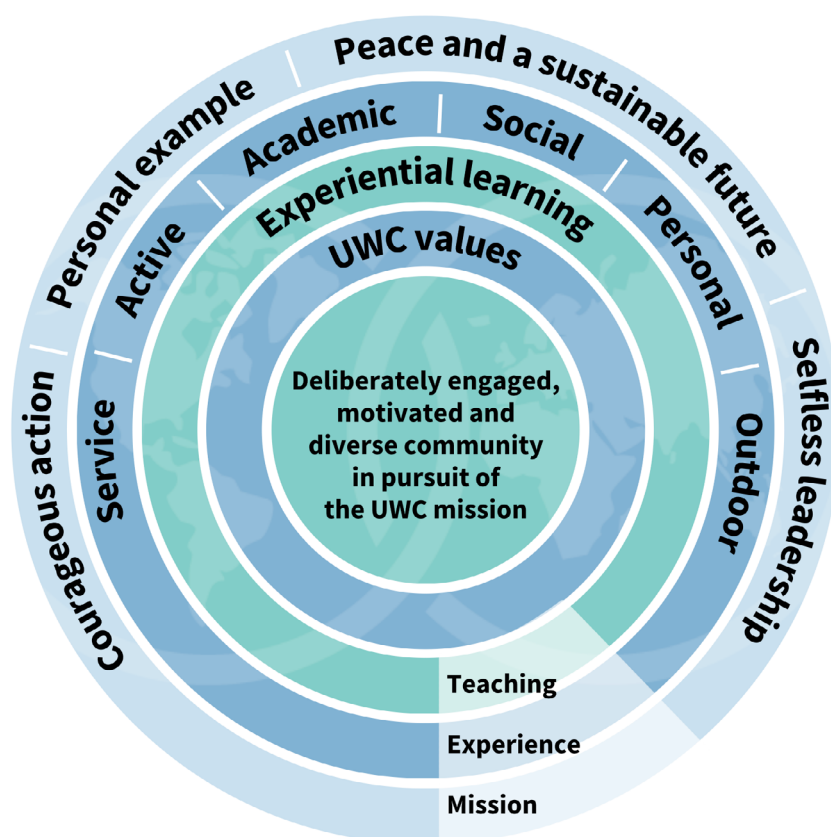
We inspire all members of the UWC movement to live purposefully and to make a more tangible difference through their lives, building a more peaceful, sustainable and just future for all.

Young people with great potential and promise from diverse backgrounds around the world are brought together in communities to live, learn and serve together. By living in such deliberately diverse communities, they gain better understanding of, empathy with and compassion for their peers.

They are supported individually and collectively to develop the dispositions, knowledge, skills, competencies, networks and sense of agency to live purposefully. This empowers them to make a tangible difference in and through their lives, thereby building a more peaceful, sustainable and just future for all.

UWC makes this possible through educational programmes delivered at our 18 schools/ colleges and multiple short courses, supported by NCs operating in more than 157 countries and territories around the world.

UWC's educational model



A UWC education offers life-defining experiences for young people, enabling them to discover the possibility of change through courageous action, personal example and selfless leadership. This education enshrines a commitment to the balanced development of the whole. This integrated approach reflects the development of human potential across a range of different dimensions, including the intellectual, moral, aesthetic, emotional, social, spiritual and physical.

The UWC educational model is built on a set of seven principles that aim to help students reach their full potential - academically, morally, socially and emotionally:

1. Education should take place within a diverse school/college community. Students should be selected from regions and social groups that reflect the wide range of diversities among and between people.
2. Education requires active engagement to develop greater intercultural understanding and the development of genuine concern for others, founded on shared life experiences and collaborative living. This includes discussing and actively engaging with global issues in the pursuit of peace in practical ways.
3. Physical fitness and a healthy lifestyle are integral to developing a balanced person and expanding our potential.
4. Community interaction is at the heart of UWC academic life. This requires the full and active participation of all members of the UWC school/college.

5. Students should be able to take positive action around issues of peace, sustainability and social justice on both an institutional and individual level.
6. Students must have opportunities to practice personal initiative, self-discipline and responsibility, so that they can manage risk and embrace challenges. Where appropriate, these opportunities need to be supported by a reassuring adult presence.
7. Recognition is given to the fact that individuals possess unique talents and abilities. Programmes should exist in each school/college which help students fulfil their unique potential.

Commitment to peace and sustainability

The ultimate goal of the UWC movement is to contribute towards building a more peaceful, sustainable and just world, primarily through the power of education.

Peace

For more than 60 years, UWC has contributed towards shaping peace and social justice in the world by fostering cross-cultural exchange among young people and adults. This has primarily been achieved by deliberately bringing students together from diverse backgrounds (largely enabled by the provision of needs-based financial assistance), including young people from conflict-affected regions and refugees. The provision of tandem peace scholarships² for young people, who would otherwise be unlikely to engage with each other due to historical conflicts, has been a signature of the UWC movement.

Through UWC's short courses and across UWC's schools/colleges, there are multiple peace-focused educational programmes. These have been designed to teach peacebuilding by simulating peacebuilding activities, cultivating empathy, practising active mediation, stimulating personal action for peace and much more. UWC has also supported the development of schools/colleges and the delivery of short courses in post-conflict regions and locations where peace is fragile (e.g. Bosnia-Herzegovina, Armenia and Cyprus). UWC continues to work with partners such as the European Commission, UNHCR and the Red Cross movement to further advance educational opportunities for young people and training opportunities for educators. As we build toward 2030, we are committed to sustaining and growing these efforts to be an even greater force for peace in the world.

Sustainability

The UWC movement has been deeply committed to sustainability in various forms since its founding years, with a significant focus on environmental, social and human sustainability (individually and communally). The location of UWC schools/colleges has always been undertaken with particular emphasis on the environment, prioritising proximity to nature for the purposes

²Examples of tandem scholarships are joint scholarships for Israeli and Palestinian students to study together

of learning, wellbeing and contributions to conservation. Today, all UWC schools/colleges have developed their own [sustainability programmes and commitments](#) which demonstrate leadership, both at an educational and operational level.

UWC will continue with our commitment to becoming a more influential movement, renowned for education about sustainability, by deepening our efforts on teaching, learning, practice and operations. At the same time, we are committed to pursuing the long-term financial sustainability of the UWC educational model and investing deeply in practices that reinforce human sustainability for our students, educators, staff and volunteers across the UWC movement.

Commitment to needs-based financial assistance

The UWC movement maintains its long-held belief that access to a transformational education experience should not be determined by an individual's access to financial support. Since our inception, the UWC movement has been able to facilitate needs-based assistance to eligible students, thanks to the generous support of philanthropists, foundations, corporations, a small number of governments and multilateral entities, as well as a growing number of alumni, friends and families. This ongoing funding is fundamental to sustain our ability to select deliberately diverse student bodies. The incredible support from our funders allows UWC to deliver high quality educational programmes; to provide holistic support to all students, faculty and staff; to maintain UWC's school/college campuses; to advance educational innovation across the UWC movement. We will continue to strengthen our capacity for detailed financial needs analysis, develop coordinated fundraising campaigns and enhanced financial management, in order to ensure proper stewardship of the generous donations from our supporters.

Growing the UWC endowment

In the [UWC 2018 & Beyond](#) strategy, the UWC movement committed to “building a UWC-wide endowment fund for scholarships”. In 2023, the UWC International Board approved the establishment of the UWC Endowment Fund (“the Fund”) to secure our ability to fund scholarships for students from financially-constrained backgrounds. The Fund is a permanent pool of assets that will be invested with the aim of generating a return of at least 7% per annum over the long term and an annual income distribution of 3-5%. This return will provide a steady income stream for participating schools/colleges, NCs and the UWC International Office, while seeking to ensure that the value of the underlying capital remains intact.

The Fund is open to all UWC entities on a voluntary basis and operates on a not-for-profit (and therefore low-cost) basis, supported by a strong governance framework. Our priority is to take advantage of this opportunity by securing investments of 300m USD into the Fund by the end of 2026. The medium-term target is 500m USD and 2bn USD over the long-term. The success of the Fund will place the UWC movement on a much stronger financial footing, thereby allowing schools/colleges to plan for the longer term, whilst helping NCs to attract and select more students from financially diverse backgrounds. As a result, it will contribute significantly towards making UWC financially sustainable.

III. The world in 2030

In May 2020, at the height of the COVID-19 pandemic, the United Nations Educational, Scientific and Cultural Organization (UNESCO) commissioned a public survey to discover which challenges were perceived to be of greatest significance around the world and to identify solutions which were deemed necessary in this decade. Featuring the perspectives of 15,000 people globally, *The World in 2030*³ report, identified climate change and loss of biodiversity as the greatest concerns amongst the respondents, followed by violence, conflict, discrimination and inequality.

As we look ahead to 2030, we are both mindful of these prevailing areas of global concern and energised by the boundless opportunities for transformation. We are also emboldened by the abundant examples of catalytic action modelled by selfless leaders, including many in the UWC community.

Dominant areas of concern

It is abundantly clear that the global climate is changing both dramatically and dangerously. The Intergovernmental Panel on Climate Change (IPCC) has stressed the importance of curbing carbon emissions to limit global warming to no more than 1.5°C above pre-industrial levels⁴. By 2030, it is expected that we will already be at or approaching the 1.5°C mark with potentially devastating consequences⁵, including large-scale drought, prolonged famine, heat stress, loss of entire ecosystems and habitable land, with at least 100 million people condemned to extreme poverty.

At the same time, the International Crisis Group reports that war has been on the rise since 2012 after a decline in the 1990s and early 2000s, with diplomatic efforts failing to end fighting and more leaders pursuing their ends militarily⁶. Other concerning trends include an almost complete departure from multilateralism towards multipolarity in international relations. In addition, there is growing inequality between countries, alongside the increasing breakdown in social cohesion and more polarisation across both civil society and politics in many regions.

³ [The World in 2030 public survey report](#)

⁴ [IPCC report on global warming](#)

⁵ The UN [says](#) that the world is dangerously close to the 1.5 degree threshold

⁶ [International Crisis Group report on conflicts to watch in 2024](#)

Opportunities for transformation

In spite of multiple concerns in the world, there is a convergence of technological, environmental and social innovations that hold the potential to drive significant positive change by 2030. Firstly, continued advancements in AI and machine learning are expected to transform various industries by enhancing efficiency, enabling predictive analytics and fostering innovation. At the same time, shifts in societal priorities around energy consumption with a focus on renewable energy sources will continue to reduce our dependency on fossil fuels, mitigate climate change and promote energy security. Turning to the medical and healthcare sectors, further innovations in vaccines, diagnostics and disease prevention strategies will enhance global health security whilst combatting emerging infectious diseases.

In the education sector, the growth of educational technology will democratise access to education and enable personalised learning. In tandem, the emphasis on developing future-fit skills, such as digital literacy, critical thinking and emotional intelligence, will prepare the future workforce for a rapidly changing job market.

Inspiring examples of catalytic and selfless action

Across the world, many individuals and organisations are developing solutions that address our greatest challenges and develop new opportunities, especially in ways that catalyse greater progress. Within the UWC movement, initiatives like the Climate Action Leadership Diploma at Pearson College UWC and the Systems Transformation Pathway at UWC Atlantic and UWC South East Asia, are introducing new ways of learning. They are equipping young people with the values, knowledge, skills and orientation required to drive transformational change on some of the most important issues of our time. There are other inspiring initiatives such as the development of a whole-campus sustainability framework at UWC Costa Rica, which focuses on the construction of a new green campus and the conservation of a nature reserve on its premises. Likewise, Waterford Kamhlaba UWC of Southern Africa is leading on clean energy production through an expansive solar farm as part of efforts to be completely carbon neutral by 2030. These and many more initiatives across UWC schools/colleges offer great promise for the future.

Our UWC graduates and those who have participated in our UWC short courses are continually inspired by the pioneering and leading efforts of UWC alumni working at a grassroots level across the world, as well as in positions of influence in governments, businesses, academia, the charitable sector and beyond. Today, UWC alumni are taking public sector roles and advancing policies that reflect human-centric and planet-focused values. They are active in the private sector, developing innovative commercial solutions that prioritise the delivery of broad-based economic growth over private gain. They are active in the creative industries breaking boundaries through human expression and leveraging their platforms to inspire hope in others. In academia and research, they are pioneering new frontiers of learning and research to shape our understanding of our past, present and future. Across the social and humanitarian sectors and beyond, our alumni are creating strong institutions, acting courageously in the face of numerous crises, helping societies recover from disaster and organising communities to address humanity's greatest challenges.

The role of the UWC movement

The respondents to the UNESCO survey, more than half of whom were under the age of 35, identified education as a crucial solution to almost every challenge⁷. This is clearly aligned to the UWC mission to make education a force to unite people, nations and cultures for peace and a sustainable future.

As we shape the direction and activities of the UWC movement, we will continue to nurture young people, so that they build the dispositions, mindsets and sense of agency required to make a difference in society, both individually and collectively. We will do this by re-committing to the UWC mission, values, educational model and educational model and principles, translating the UWC theory of impact into existing and new educational programmes or partnerships.

We will continue to place young people at the centre of all our activities, maintaining our principles of trust, autonomy and agency, ensuring that they are fully supported in communities to thrive individually and collectively. We will develop a generation of conscious global citizens and selfless leaders with intellect, idealism, compassion, courage and creativity to deal with complex problems. It is our solemn belief that through the transformational impact of a UWC education, they will be inspired to translate the UWC mission into broader society in authentic ways, thereby shaping a peaceful, sustainable and just world.

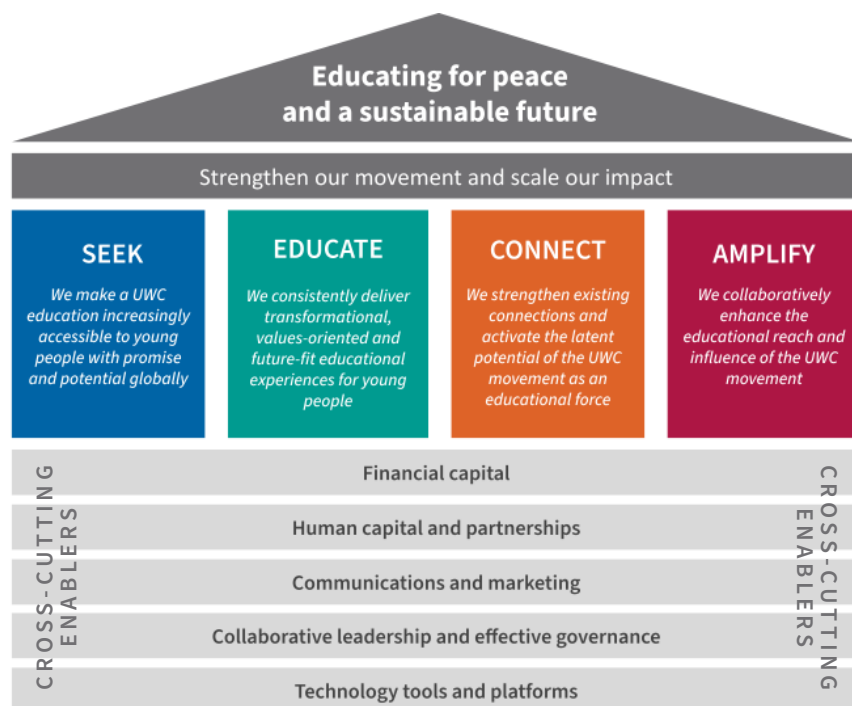
⁷[The World in 2030 public survey report](#)

IV. UWC 2030: Strategic priorities

Overview of the strategy

The **UWC 2030 strategy** focuses on four pillars or priority areas. Two of these priorities are derived from the **UWC 2018 & Beyond** strategy - **Seek** and **Educate**. It remains critical to the fulfilment of the UWC mission to broaden access to our unique UWC education, especially in parts of the world where it is most needed. It is also important to continually re-examine the educational experience that UWC offers to young people in light of the world’s evolving needs, while staying true to the core purpose and founding beliefs of UWC.

In response to stakeholder feedback, the third pillar from the *UWC 2018 & Beyond* strategy, Inspire, has been expanded into two new pillars - **Connect and **Amplify**. This is to ensure that we prioritise both organising the ever-expanding UWC community for greater impact, as well as extending the reach and influence of the UWC movement globally.**



Supporting these priorities are five cross-cutting enablers through which we will reach our objectives:

- I. Financial capital
- II. Human capital and partnerships
- III. Marketing and communications
- IV. Collaborative leadership and effective governance
- V. Technology, tools & platforms

Together, the key priorities and the supporting enablers form the *UWC 2030 strategy*. Within each priority area, our goal is to simultaneously strengthen the core (i.e. improve existing capabilities) and stimulate progress (i.e. build new capabilities).

PRIORITY 1

Seek

Make a UWC education increasingly accessible globally, for young people with promise and potential.

AIM By 2030, thousands more young people, who demonstrate potential and promise, will have access to a UWC educational experience. This is especially relevant in those areas of world currently under-served and locations which would benefit the most from access to a UWC education.

At the heart of UWC’s distinctive model of education is a “deliberately diverse, engaged and motivated community in pursuit of the UWC mission.” This unique feature of the UWC education is enabled by the collaborative work of NCs operating in more than 157 countries and territories worldwide, admissions staff at UWC schools/colleges and the Global Selection Programme (GSP). With the range of applicant selection routes into a UWC school/college, this commitment to deliberate diversity is underpinned by the belief that learning in a diverse environment helps to broaden the mind and build compassion, social competence and intercultural understanding.

UWC actively seeks and receives applications from students who represent a wide range of ethnic, cultural, national, religious, linguistic, gender, racial and socio-economic backgrounds, all of whom demonstrate great potential and promise. As of 2024, the annual UWC selections cycle involves the participation of more than 4,000 volunteers. Across all selection routes, more than 30,000 people apply to UWC each year, with students joining UWC schools (kindergarten, primary, middle and secondary school), from as young as two years old, with IB programmes available in our schools/ colleges between the ages of 16-18.

To achieve this aim, we commit to the following objectives and actions:

1. Promotion

We will significantly extend how we promote our UWC education to potential candidates, including those from underrepresented backgrounds:

- 1.1.** By strengthening our existing NCs and establishing new NCs or regional NC clusters in currently underserved/unserved countries, territories and groups.
- 1.2.** By working with local youth organisations/networks to diversify and strengthen our reach to historically under-represented population segments, including climate-threatened communities and conflict-affected regions.
- 1.3.** By further building our promotional approach and messaging to promote greater gender parity at schools/colleges, particularly bridging the gap between the number of female and male students.
- 1.4.** By investing in the use of shared services and resources (e.g. PR, marketing collateral) to more efficiently reach our target audiences.

2. **Capacity**

We will enhance our ability to select incoming students efficiently to advance UWC's objectives of deliberate diversity and financial sustainability:

- 2.1. Re-evaluate/redesign UWC's annual admissions cycle and processes to better support volunteer wellbeing and schools' financial sustainability, leveraging technology to automate administrative tasks and reduce complexity.
- 2.2. Establish an application pathway with scholarship funding for students in countries where there is no NC.
- 2.3. Establish regional administrative centres to provide greater coordination and support for NCs.
- 2.4. Support NCs in the nascent and early stages of the NC development model, towards becoming established and self-sufficient (e.g. through greater peer mentoring and increasing direct transfer of funds to NCs).
- 2.5. Develop and implement a volunteer recognition programme to demonstrate recognition and appreciation of our volunteers.

3. **Financing**

We will ensure that the UWC education model continues to be financially sustainable through strong fundraising and financial management:

- 3.1. Launch a major fundraising campaign to grow the UWC endowment to 300m USD by 2026⁸ to ensure sustainable scholarship provision.
- 3.2. Building on the achievements of the UWC Refugee Initiative, launch additional thematic fundraising initiatives for scholarship programmes (e.g. for students from climate-threatened communities).
- 3.3. Reactivate and promote tandem peace scholarships for students from opposing sides in conflict-affected regions to study alongside each other at UWC.
- 3.4. Run coordinated and targeted marketing campaigns to enhance visibility to prospective students and their families with significant financial means.
- 3.5. Strengthen capacity for financial needs analysis for all students admitted through NCs to ensure true needs-based financial assistance.
- 3.6. Pursue an optimal student body mix via NCs and GSP to ensure each admitted cohort supports the financial sustainability of the schools/colleges .

4. **Expansion**

We will grow our UWC network, including the addition of new schools/colleges and short courses in countries and communities where they are most needed:

- 4.1. Explore the addition of new UWC schools/colleges by 2030 with a particular focus on countries in Latin/South America, Africa, the Middle East and Oceania/the Pacific.
- 4.2. Increase access to UWC short courses by pursuing targeted growth in the number of short courses offered (including online short courses), the number of participants per course and their geographical spread, with the intent of offering a UWC academic pathway for young people who cannot attend a school or college.
- 4.3. Affirm that existing UWC schools/colleges can pursue growth in school capacities where possible (e.g. building campus extensions or extending provisions to younger years).

⁸Exact targets to be defined by the UWC International Board and all schools/colleges participating in the UWC endowment

PRIORITY 1

Indicative key outcomes

Priority area	2024 baseline	2030 target
Tandem peace scholarships	Inconsistent approach	Annual set of tandem peace scholarships clearly established and offers consistently made by schools/colleges and delivered by national committees
UWC Endowment Fund	40m USD invested	+300m USD invested
Thematic funding initiatives	UWC Refugee Initiative in existence with ad-hoc special appeals e.g. UWC for Afghan Youth appeal	Climate Action Leadership scholarship established along with other new thematic initiatives
Co-ordinated, targeted marketing campaigns	GSP pilot marketing campaign launched in 2024	Annual set of targeted marketing campaigns organised consistently
National Committee presence	44 UN-recognised countries and territories with no NC presence	<ul style="list-style-type: none"> • New NCs or NC clusters established or in progress • Application pathway established with available funding for areas with no NC
New schools/colleges	No new schools/colleges since 2019. Under-representation in Latin America, Africa, Middle East and Oceania/Pacific	New schools/colleges launched or in development or in-progress in Latin America, Africa, Middle East and Oceania/Pacific
Short courses	22 shorts courses annually, with 800 participants	<ul style="list-style-type: none"> • 44+ short courses annually • 1,000 participants engaged annually

Educate

Consistently deliver transformational, values-oriented and future-fit educational experiences for young people.

AIM By 2030, more than 15,000 young people annually will have a transformational, values-oriented, future-focused and wellbeing-centric UWC educational experience, supported by a strong network of educators and leaders.

Since its inception, UWC has embraced an approach that combines the need for high academic standards with the growth of human understanding, empathy, compassion and moral courage. Consistent with the UWC educational model, our school/college communities give trust, inspire responsibility, grant age-appropriate student autonomy and provide support in pastoral care. We recognise that learning does not occur exclusively through the formal, taught curriculum, but also through authentic interactions in intentionally-designed communities, alongside service beyond these communities.

Historically, UWC has also played a leading role in developing innovative educational ideas and approaches to learning. Today, UWC schools/colleges are yet again involved in piloting new curriculums and pedagogies at the intersection of peace, sustainability and experiential learning. Collectively, we will endeavour to continue to make a UWC education exceptional and a positively transformative experience for all our students. It should equip them with the dispositions, competencies, skills and willingness to embrace responsibility in order to lead transformation in line with the UWC mission.

To achieve this aim, we commit to the following objectives and actions:

1. Curriculum innovation

We will support initiatives to develop future-focused curriculums and pedagogies to transform learning within the UWC movement and beyond:

- 1.1. Re-evaluate the UWC educational model so that it guides all educational programmes and incorporates appropriate contemporary pedagogies (e.g. project-based learning) and emerging technologies (e.g. AI), in meeting existing and future needs.
- 1.2. Support UWC schools/colleges in reviewing the implementation of the International Baccalaureate (IB) framework in a UWC context, in order to explore opportunities to further embed the cultivation of competencies and leadership skills, both in the younger years and during the IBDP/CP years.
- 1.3. Support UWC schools/colleges and short courses in teaching and learning with, through and about AI. This will enable students to critically engage with emerging technologies, in and beyond the taught curriculum.
- 1.4. Support bold curriculum innovation pilots (e.g. the Systems Transformation Pathway

and Climate Action Leadership Diploma), aligned to our mission-driven areas of educational leadership. These will offer new ways of learning and have the potential to be scaled across the UWC movement and beyond.

2. Educating for peace, social justice and sustainability

We will strengthen existing and develop new programmes that instil a deep understanding of peace, social justice and environmental stewardship in UWC schools/colleges and short courses:

- 2.1. Develop and deliver peacebuilding, mediation and conflict resolution programmes through UWC schools/colleges and short courses.
- 2.2. Develop a baseline for carbon measurement for all UWC schools/colleges, supporting each school/college to develop and communicate their sustainability targets.
- 2.3. Support UWC schools/colleges to integrate sustainability principles into the curriculum, campus operations and student life, as well as across the UWC movement.
- 2.4. Strengthen service programming across UWC schools/colleges, enabling students to engage constructively with peers at non-UWC schools.
- 2.5. Expand offerings of UWC short courses on peace, social justice, conflict resolution, sustainability and climate action.

3. Mission-driven personal leadership development for students

We will frame the overall UWC learning journey as part of an individualised personal leadership development journey, informed through active community interaction:

- 3.1. Develop a personal leadership development framework for a UWC student journey, including the definition of key competencies for all UWC graduates. This will contextualise the formal and informal experiences as learning opportunities with practical applications.
- 3.2. Expand existing opportunities for innovation and entrepreneurial thinking through dedicated programmes and incubators. This will support and enhance student-led initiatives, in order to tackle local and global challenges in authentic, context-specific ways.
- 3.3. Create opportunities for virtual student exchanges across UWC schools/colleges to enable shared learning and collaboration, fostering shared commitment to the UWC mission.

4. Educator capacity building and leadership development

We will invest in UWC educators and leaders, as individuals and as a network. We want to create capacity building that supports curriculum innovation, but also fosters shared learning across the UWC schools/colleges network:

- 4.1. Strengthen existing and establish new cross-UWC educator communities of practice for shared learning and economies of scale.
- 4.2. Introduce a teacher exchange programme encompassing multi-year rotations at various UWC schools/colleges, with bilateral exchanges to enable cross-pollination of learning and experiences.
- 4.3. Establish a leadership development programme to strengthen senior and middle leadership at UWC schools/colleges, creating pathways for emerging leaders to progress to leadership roles within the UWC movement.

5. **Wellbeing-centric designed education**

We will design educational programmes and support for student and staff wellbeing and belonging. We will establish standards of appropriate student and staff assistance, in order to:

- 5.1. Develop guiding principles and share examples of good practices for wellbeing support and sense of belonging, incorporating research-based insights on adolescent development, recognising neurodiversity and other emergent needs of young people.
- 5.2. Create an ecosystem approach to wellbeing by thoughtfully engaging families and NCs, alongside staff at UWC schools/colleges.
- 5.3. Promote physical and health education, as well as mindfulness practices, at UWC schools/colleges for students and staff.
- 5.4. Support UWC schools/colleges to implement inclusive teaching practices and support systems for students with diverse needs.
- 5.5. Build on ongoing efforts to provide improved mental health support to students and staff across UWC schools/colleges.

6. **Post-graduation pathways**

We will prospect additional opportunities for funded university places in different continents and promoting alternative career pathways for UWC graduates:

- 6.1. Identify and establish funded scholarship partnerships with universities in various continents as additional pathways for UWC graduates.
- 6.2. Identify and establish partnerships with post-secondary organisations/institutions offering alternative (non-university) pathways for UWC graduates.

Indicative key outcomes

Priority area	2024 baseline	2030 target
Curriculum innovation	Curriculum innovation is largely led by individual schools/colleges.	<ul style="list-style-type: none"> Coordinated, collaborative approach to curriculum innovation across the UWC movement. UWC has played a leading role in the development of the revised IB Diploma Programme.
UWC educational model	UWC educational model occasionally guides educational programming at schools/colleges and short courses, with limited use for individualised student development.	<ul style="list-style-type: none"> UWC educational model is revised and guides the development of all educational programming at schools/colleges and for short courses. Competency framework developed and used by schools/colleges for individualised student leadership development.
Educating for peace and sustainability	Individual schools/colleges have place-based programmes for peace and sustainability.	<ul style="list-style-type: none"> UWC-wide approach to educating for peace and sustainability codified. All UWC schools/colleges have completed carbon measurement benchmarking and defined sustainability targets.
Cross-UWC educator communities of practice	UWC educator communities of practice are organised in decentralised forums.	<ul style="list-style-type: none"> UWC educators are connected and actively engaged with access to shared learning platforms. Educator exchange programme is actively managed to serve the needs of UWC schools/colleges.
Leadership development	Initial iteration of bespoke leadership development programme discontinued.	Leadership development programme for UWC Heads of schools/colleges is managed consistently with a healthy pipeline of emerging leaders.
Post-graduation pathways	Limited partnerships offering funded scholarships in universities outside the USA.	Funded scholarship partnerships established with universities across three continents, offering twice as many funded places as 2024.

PRIORITY 3

Connect

Strengthen existing connections and activate the latent potential of the UWC movement.

AIM By 2030, all members of the UWC movement will have access to curated and organised platforms, opportunities and networks for sustained engagement and collective action.

Inspired by the UWC mission and its values, members of the global UWC community have forged very strong bonds with each other and the UWC movement over time. Indeed, many UWC alumni have gone on to establish projects and ventures that make a tangible difference in the world.

From establishing new schools/colleges and NCs to peacebuilding organisations, environmental advocacy initiatives, refugee support programmes and much more, the UWC community continually finds new ways to “live the mission” in their own contexts. We encourage and support the global UWC community to build even stronger connections with each other and to the UWC mission. This will leverage existing support within the UWC movement to incubate new ideas to further underpin our mission.

We will activate the latent potential of the UWC movement by ensuring that all who join; students, staff, faculty and parents, are all welcomed into the UWC network. We want the entire movement to be connected and empowered to contribute towards the delivery of the UWC mission.

To achieve this aim, we commit to the following objectives and actions:

1. Invitation

We will expand membership of and support for the UWC network beyond school/college alumni to be deliberately inclusive to all who contribute to the UWC movement:

- 1.1. Create a UWC global community, opt-in centralised database, for all who seek to be engaged with the UWC movement on an ongoing basis, including short course alumni, parents, teachers, staff and volunteers.
- 1.2. Maximise adoption of the UWC Hub across all stakeholder groups including UWC schools/colleges.
- 1.3. Build an online audience portal to enable segmented targeted communications with stakeholder groups across the UWC movement.

2. Activation

We will establish the UWC network as an anchoring structure for UWC community engagement:

- 2.1. Enrol every UWC graduate who is transitioning from a UWC school/college or short course onto the UWC Hub, utilising this as the central platform for alumni engagement according to expressed interests.
- 2.2. Establish volunteer-led UWC city hubs in key cities with significant concentrations of UWC alumni, with designated lead volunteers who engage with UWC International (and NCs as appropriate) on strategic activities/initiatives.
- 2.3. Organise UWC community challenges to encourage individual and collaborative actions, aligned with the UWC mission (e.g. an annual UWC prize for climate action/UWC service challenge).
- 2.4. Establish a UWC-wide “initiative for peace”, creating opportunities for UWC community members to learn practical skills for peacebuilding on contemporary global challenges, through simulation and active involvement.

3. **Contribution**

We will re-activate the UWC Pledge to enable community members to give *‘time, treasure and talent’* to the UWC movement:

- 3.1. Work with UWC schools/colleges to revitalise the UWC Pledge in each graduating class to ‘pay forward’ the benefit of a UWC education.
- 3.2. Expand the UWC Pledge on an opt-in basis to the broader active UWC global community to invite contributions of *‘time, treasure and talent’* to support the UWC movement.

4. **Collaboration**

We will create an ecosystem of collaborative opportunities and a support infrastructure for the UWC community:

- 4.1. Establish mission-aligned UWC thematic communities in key sectors to foster shared learning, career opportunities or direct action, with participation from UWC alumni, parents and supporters (e.g. UWC for healthcare, UWC for sustainable cities etc).
- 4.2. Reactivate UWCx as an incubator for initiatives launched by UWC community members, aligned with the UWC mission, providing curated support (e.g. networking opportunities, brand visibility, leadership coaching /mentorship).
- 4.3. Conduct an annual/biennial UWC alumni engagement survey to understand and quantify the breadth, depth and reach of the UWC network, in order to identify additional opportunities for support and engagement.

PRIORITY 3

Indicative key outcomes

Priority area	2024 baseline	2030 target
Centralised database of the UWC global community	Local (e.g. school-level) databases exist, but no centralised database	<ul style="list-style-type: none"> Comprehensive centralised database exists and is regularly updated as new members join the UWC global community Database is leveraged for community engagement, fundraising, support etc
UWC city chapters	Some organised city hubs (e.g. New York, San Francisco), and many decentralised groups, mostly organised by year of graduation	At least 30 formally recognised UWC city hubs with connections to UWC International
UWC Pledge	UWC Pledge exists but not consistently followed up after graduation	<ul style="list-style-type: none"> 95%+⁹ of all UWC students sign up annually, prior to graduation At least 50% of new graduates activate their first contribution of 'time, treasure, or talent' within two years of UWC graduation
UWC thematic communities	No mission-aligned UWC thematic communities exist	At least 10 UWC thematic communities created
UWCx	UWCx has been dormant since the first set of projects were endorsed in 2019/2020	UWCx is an active incubator of community-driven initiatives, endorsing projects annually and fostering connections within the UWC movement
UWC Hub	More than 10,500 members of the UWC community are registered, with usage is inconsistent.	<ul style="list-style-type: none"> Access to the UWC Hub is expanded to include all members of the UWC community. At least two schools/colleges manage their alumni engagement through the UWC Hub.

⁹Anticipating that some students may prefer to opt-out

PRIORITY 4

Amplify

Collaboratively expand the educational reach and influence of the UWC movement

AIM By 2030, UWC will be widely recognised as a leading educational movement, actively contributing towards shaping the future of education globally, through active sharing of educational methodologies and impactful partnerships.

Members of the UWC movement often say that “the world needs UWC now - more than ever before.” Through partnerships with like-minded educational organisations, governments, multilateral entities and other mission-aligned partners, we will continue to deliver transformational programmes and showcase the power of education as a force to unite people, nations and cultures for a peaceful, sustainable future.

We will expand the reach and influence of the UWC movement, becoming a more visible platform for peace-based education. We will collaborate with like-minded external organisations, leverage available public platforms, global forums and strengthen UWC’s leadership role in the global education discourse. We will demonstrate thought leadership by sharing elements of the UWC educational model and practices with other educational organisations. We will evidence our impact through stories that inspire others to take actions that make a positive difference.

To achieve this aim, we commit to the following objectives and actions:

1. Partnership with purpose

We will strengthen existing partnerships and forge new collaborations (aligned with the UN Sustainable Development Goals) with global and local organisations to advance peace, social justice and sustainability:

- 1.1. Strengthen and expand partnerships with global organisations (e.g., the Red Cross movement, UNHCR, European Commission, Teach for All) to co-develop and co-implement programmes and expand UWC’s reach to young people.
- 1.2. Partner with local communities where schools/colleges and NCs are located for the delivery of educational programmes, service learning, environmental conservation, teacher training and more.
- 1.3. Recognise and promote existing partnerships, whilst establishing new collaborations with leading universities to strengthen the evidence base for UWC’s educational model, as well as conducting joint research projects.
- 1.4. Work closer with educational partner organisations to recognise and extend the impact of UWC alumni.

2. **Sharing to uplift**

We will expand our educational influence globally beyond UWC schools/colleges and short courses through the IB, as well as locally through collaborations with other educational institutions:

- 2.1. Contribute actively in various pilots and working groups led by the IB to shape the future of the IB Diploma Programme.
- 2.2. Pursue opportunities to influence the direction and narrative of the future of education globally through engagement with influential education organisations and networks.
- 2.3. Develop and promote a series of publications and multimedia content on “the UWC way” encompassing, but not limited to:
 - 2.3.1. UWC’s approach to educating for peace
 - 2.3.2. UWC’s approach to educating for sustainable development
 - 2.3.3. UWC’s approach to service learning
 - 2.3.4. UWC’s approach to partnering with local communities
- 2.4. Host regular (quarterly) UWC impact talks to amplify UWC’s thought leadership on education, peace, sustainability and social justice.

3. **Elevating our visibility**

We will thoughtfully promote the UWC mission and educational model through global forums and platforms, enhancing UWC’s visibility as a future-focused educational leadership organisation:

- 3.1. Publish and widely distribute an annual UWC impact report to celebrate the impact of UWC alumni, schools/colleges, short courses, NCs and the collective UWC movement on key focus areas.
- 3.2. Showcase UWC’s educational methodology, our impact at global conferences and communities of educational, peace and sustainability practitioners to inspire new initiatives.
- 3.3. Deliberately explore multimedia opportunities for enhanced storytelling around/about the UWC educational model, alumni and impact.

Indicative key outcomes

Priority area	2024 baseline	2030 target
Partnerships with mission-aligned organisations	Reactive approach to partnership development outside of funding partnerships	<ul style="list-style-type: none"> Partnerships developed and actively managed with peace-based, climate-focused and educational organisations Partnerships with local organisations recognised, tracked and promoted
Showcase UWC's impact	Inconsistent sharing of impact stories	<ul style="list-style-type: none"> Annual UWC impact report published with key impact categories defined Active collaboration with key partners to collect and publicise impact stories Annual schedule of external events defined with broad representation from key UWC leaders The UWC Way codified, organised and published
Impactful storytelling	Regular storytelling to internal audiences, curated through UWC International and individual entities	<ul style="list-style-type: none"> Active cross-sharing of UWC impact stories to multiple internal and external audiences Active leveraging of external platforms for distribution of UWC stories to new audiences
UWC events	Events are held regularly by schools/colleges and sporadically by UWC International reaching existing audiences	<ul style="list-style-type: none"> Regular schedule of UWC International-hosted impact talks targeting new audiences Events are co-hosted with partner organisations to demonstrate thought leadership and reach new audiences.

V. **Cross-cutting enablers**

Making the 2030 strategy happen

In order to pursue our strategic priorities of **Seek**, **Educate**, **Connect** and **Amplify**, the following cross-cutting enablers need to be significantly strengthened through the collaborative efforts of all UWC entities:

1. Financial capital

Financial capital is the backbone of UWC's strategic direction for 2030, enabling us to offer scholarships, develop and maintain capital infrastructure, drive educational innovation and sustain comprehensive educational programming.

These elements are crucial for ensuring that the UWC movement continues to provide high-quality, accessible education that aligns with our mission of fostering global understanding, peace, social justice and sustainability. Robust financial health ensures that UWC can adapt to future challenges and opportunities, maintaining our leadership in international education.

To achieve our objectives, we will prioritise the following actions:

- 1.1. Develop greater capacity for coordinated UWC movement-wide fundraising led by UWC International, in order to meet the annual Dare-to-Dream challenge and other annual funding priorities.
- 1.2. Grow the UWC Endowment Fund to support UWC entities in an ongoing, financially sustainable manner, funding:
 - 1.2.1. Needs-based financial assistance for students at schools/colleges and participants on UWC short courses
 - 1.2.2. Strategic initiatives (e.g. curriculum development) at schools/colleges
 - 1.2.3. School/college and UWC International operating costs
- 1.3. Sustain investment in the NC Fund to enhance NC capacity building for promotion, selections, fundraising and improved NC organisational health.
- 1.4. Develop a UWC movement-wide case for support and shared messaging to enable schools/colleges to increase fundraising outcomes for annual scholarship appeals and capital fundraising.
- 1.5. Sustain ongoing efforts for data collection and rigorous analysis of schools/colleges' financial and operating models to support UWC-movement wide financial sustainability.

2. Human capital and partnerships

In a rapidly changing educational landscape, effective school leaders are crucial for driving the UWC mission, fostering a culture of excellence, adopting innovative pedagogies and navigating numerous challenges. Similarly, NC volunteers play a vital role in the admissions processes, providing student and family support, fostering community engagement and supporting various UWC activities. The quality of support available to school/college leaders, staff and volunteers directly correlates to the success of the UWC movement. By investing in human capital and partnerships, we will ensure that UWC has the necessary expertise, commitment and resources to fulfil our mission.

To achieve our objectives, we will prioritise the following actions:

- 2.1. Develop a leadership programme to support UWC Heads and plan for succession at schools/colleges.
- 2.2. Invest in reducing volunteer workload through tools and initiatives that simplify administrative processes.
- 2.3. Recruit, train and support educators and staff across UWC schools/colleges, who are aligned with the UWC mission, values and principles.
- 2.4. Establish partnerships with mission-aligned organisations to enable the growth of short courses, attracting more diverse applications for UWC schools/colleges.

3. Communications and marketing

High quality communications and marketing are critical for enabling the UWC movement to achieve our strategic ambitions. By employing targeted and strategic communications, UWC can attract a deliberately diverse student population and increase fundraising. It plays a key role in driving forward our UWC brand visibility and demonstrating thought leadership, as well as recruiting and retaining both staff and volunteers.

To achieve our objectives, we will prioritise the following actions:

- 3.1. Reinforce a UWC global brand framework supported by brand guidelines, key messages, robust marketing data management and crisis communications guidance for use by all UWC entities.
- 3.2. Develop coordinated and targeted marketing campaigns to expand UWC's reach, particularly to families with significant financial means, leading to more diverse applicant pools.
- 3.3. Build strong relationships with key global and national media outlets, as well as exploring the use of professional PR to disseminate UWC stories of impact to new audiences.

4. Collaborative leadership and effective governance

The UWC movement is composed of schools/colleges and NCs with varying leadership and governance structures. UWC International provides leadership, oversight and support at the heart of the movement.

*Developing effective and collaborative governance across the UWC movement is pivotal to the successful implementation of this **2030 strategy**. There are many opportunities to leverage*

unified direction-setting, centralised coordination, enhanced communication and shared technologies. In addition, with a focus on cross-institutional initiatives, collective fundraising, inclusive decision-making, professional development and joint monitoring, UWC can create a cohesive and powerful approach to streamlining our operations and amplifying our impact to promote global peace and sustainability through education.

To achieve our objectives, we will prioritise the following actions:

- 4.1. Refresh the Memorandum of Understanding (MOU) between UWC International and UWC schools/colleges, and NCs.
- 4.2. Re-evaluate the effectiveness of the UWC International governance framework, following the 2021 governance review and provide relevant guidance for the governance of UWC entities.
- 4.3. Reactivate the self-evaluation and accreditation programme for UWC schools/colleges to foster shared learning, promoting high levels of educational standards.
- 4.4. Streamline annual data collection by UWC schools/ colleges, NCs - supported by focused data analysis and sharing facilitated by UWC International.
- 4.5. Develop a comprehensive UWC sustainability strategy to clearly define the UWC movement's ambitions to educate for sustainability, operate more sustainably and establish a pathway to becoming net zero.

5. **Technology, tools and platforms**

*Digital technologies and AI can be great enablers of efficiency for the UWC movement in the delivery of the **UWC 2030 strategy**. From personalised learning experiences, professional development for teachers, targeted marketing campaigns to efficient admissions processes and robust alumni engagement, technology can drive innovation and efficiency. Moreover, digital tools can improve student support and streamline governance, ensuring UWC remains a leader in global education.*

To achieve our objectives, we will prioritise the following actions:

- 5.1. Develop online learning platforms that offer virtual classrooms, interactive lessons, and multimedia resources to enhance student learning outcomes. We want to use AI to power adaptive learning systems to tailor educational content to individual student needs.
- 5.2. Employ AI and data analytics to better understand audience demographics, in order to create targeted marketing campaigns that engage specific audiences through personalised content and recommendations.
- 5.3. Implement AI tools to streamline the annual application review process through NCs and the GSP, including initial screening and sorting of applications based on predefined criteria.
- 5.4. Offer broad access to centralised Customer Relationship Management (CRM) systems for all NCs to manage and track interactions with applicants, ensuring timely and personalised communications.
- 5.5. Invest in shared, centralised databases to enable end-to-end engagement with the UWC community.

Implementing the strategy

This strategic direction was approved by the UWC International Board at its June 2024 meeting. Following this, the first three year action plan (2025-2027) and a monitoring and evaluation framework will be developed for approval by the Board (in consultation with the UWC International Council) in November 2024.

The UWC International Office will subsequently work with individual UWC entities to translate this strategic direction into their own tailored action plans to support the overall implementation of this strategy, taking into account specific legal, historic and cultural circumstances. The UWC International Board recognises that UWC schools/colleges and NCs have varying strategic planning cycles.

This strategy does not aim to standardise either local practices or the appropriate interpretation of the UWC mission and its values in the specific national context of each UWC entity. It ensures a common strategic direction and shared principles for the UWC movement, whilst underpinning the diversity of various UWC entities and programmes. The UWC International board will monitor the implementation of the **UWC 2030 strategy** in collaboration with the UWC International office.



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