

UWC Robert Bosch College

Pedagogical Concept

Approved by the UWC Robert Bosch College Board

18th July 2014

Established by its shareholders Deutsche Stiftung UWC and Robert Bosch Stiftung, UWC Robert Bosch College will open its doors in Freiburg, Germany, in August 2014.

Within the context of the UWC values, guiding principles and educational model, the International Baccalaureate Diploma mission, learner profile and curriculum, as well as the requirements of Land Baden-Württemberg on German students for the fulfilment of “Schulpflicht”, UWC Robert Bosch College aims to develop a specific focus on sustainability including how sustainability can be supported through technology.

The UWC values, principles and educational model are descriptive rather than a systematic pedagogical concept. At their core is a “deliberately diverse, engaged and motivated community in pursuit of the UWC Mission”. The approach within UWC emphasises student autonomy and personal sense-making. The International Baccalaureate Diploma offers a coherent “liberal” curriculum that is a deliberate compromise between different national emphases on “breadth” and “depth”, not one specifically designed for the opportunities and needs of UWCs and a college with a specific focus on sustainability and technology. There is a tension between “student autonomy and personal sense-making” approach within UWC and the implicit “moral / character education” approach of the IB Learner Profile. The requirements of Land Baden-Württemberg in

respect of German students are designed to keep the subject offering and civic education of those students parallel to those required of students studying for the Abitur in Land Baden-Württemberg.

The formal study of sustainability, including ecological sustainability and how this might be supported through technology, is relatively new and understandings in this area are evolving rapidly. While the focus on sustainability and technology is sincere, genuine and allocated considerable resource within the physical and educational framework of the College, it would be short-sighted for the College to “fix” its particular understanding of sustainability and technology in a manner that is likely to become quickly dated. Moreover, a crucial component of the College’s education in this regard needs to be to create circumstances where people feel impelled towards working for positive change in their own lives and throughout the world. “It is the sin of the soul to force young people into opinions – indoctrination is of the devil – but it is culpable neglect not to impel young people into experiences.” Kurt Hahn, German Educationalist and UWC Founder.

A final consideration in setting the context of the Pedagogical Concept of UWC Robert Bosch College is Kurt Hahn’s philosophy in seeking what might be described as “indirect” or “oblique” approaches to the deepest educational objectives: “...an eminent man challenged me to explain what sailing in a schooner could do for international education. In reply, I said we had at that moment the application before us for a future king of an Arab country to enter Gordonstoun. I happened to have at the school some Jews... If the Arab and one of these Jews were to go out sailing on our schooner... perhaps in a Northeasterly gale, and if they were to become thoroughly seasick together, I would have done something for international education.”

UWC Robert Bosch College is not daunted by the pushes and pulls of differing imperatives. Experiments in international education have always had to marry different national and personal imperatives. Gaining appreciation for the compromises that need to be struck is a helpful preparation for students and teachers in their approach to the complexity of finding global solutions in other contexts.

The object of the Pedagogical Concept is to create “scaffolding” around the educational space that the College represents, space that needs to be filled in anew by each generation of teachers and students.

It further is envisaged that the College will act as a centre for school development and teaching innovation, and that this aspect be developed as soon as possible after the opening of the College and as funding permits.

The pedagogical concept follows project reports, a conference of a Consultative Panel in Freiburg in May 2012, discussions of a group of educational experts visiting UWC Atlantic College in September 2012 and further discussions within the UWC Robert Bosch College Kuratorium.

UWC Robert Bosch College wishes to thank the following for their invaluable input at various points of the consultative process:

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The College has attempted to digest the different views and to integrate these
wherever possible into this document.

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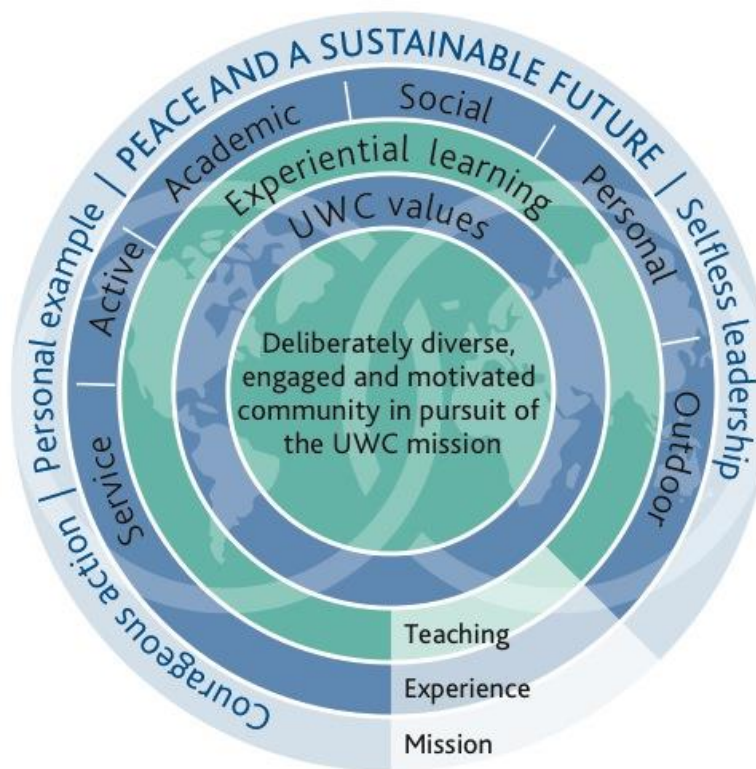
1. United World Colleges

The UWC mission statement: *UWC makes education a force to unite people, nations and cultures for peace and a sustainable future.*

1.1. The UWC Educational Approach

1.1.1. UWC Education Model

UWC Educational Model



UWC Mission

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

UWC Values

International and intercultural understanding | The celebration of difference
Personal responsibility and integrity | Mutual responsibility and respect
Compassion and service | Respect for the environment
A sense of idealism | Personal challenge | Action and personal example

Summary of UWC Educational Model

1. UWC Community: Deliberately diverse, engaged and motivated community in pursuit of the UWC mission

Guiding Principles: *“This education should take place within a diverse community. The selection of students should ensure representation from regions and social groups that reflect the wide range of tensions among and between people.”*

Explanation: *The core of the UWC experience lies within a diverse community of learners who share a common commitment to the mission and values of the UWC movement. Diversity is supported by National Committees in over 140 countries which interview and select students who have made the most of the opportunities they have had and who exhibit qualities that fit with the UWC mission and values. Students are then chosen to join school communities to ensure cultural, racial, gender, socioeconomic, and language diversity in pursuit of a common mission. In this way, each campus reflects a global diversity that enhances connection, sharing, debate, and community living; and, thus encourages opportunities for growth, empathy, and understanding. Faculty and staff actively engage in community life as teachers, tutors, mentors and learners.*

2. UWC Values

Guiding Principles: *“All schools and colleges share the same basic values as outlined in the UWC mission statement – international and intercultural understanding; celebration of difference; personal responsibility and integrity; mutual responsibility and respect; compassion and service; respect for the environment; a sense of idealism; personal challenge; action and personal example.”*

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

“Community interaction is placed at the heart of college life. This requires the full and active participation of all members of the school or college.”

“Opportunities for students to practice personal initiative, self discipline and responsibility, to manage risk and embrace challenge must be provided. Where appropriate, these opportunities are supported by a reassuring adult presence.”

Explanation: *This part of the model, together with the outcomes, speak to the values infused in a UWC education throughout the movement.*

3. Teaching: Experiential Learning

Guiding Principles: *“Requires active promotion of intercultural understanding and the development of genuine concern for others founded on shared life experiences, and cooperative and collaborative living. This includes reflective dialogue on global issues and critical and courageous engagement in the pursuit of peace.”*

“Community interaction is placed at the heart of college life. This requires the full and active participation of all members of the school or college.”

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

“Opportunities for students to practice personal initiative, self discipline and responsibility, to manage risk and embrace challenge must be provided. Where appropriate, these opportunities are supported by a reassuring adult presence.”

Explanation: *Experiential learning is fundamental to UWC. Experiential learning is the process of making meaning from direct experience. Young people are thrust into a dynamic and diverse community. This situation provides a plethora of challenging experiences to inspire a range of emotions and learning opportu-*

nities. These experiences can be challenging, joyful, frustrating, and life-changing. UWC provides a safe and supportive environment from which to learn through direct experience. By living and working together, students develop empathy and make sense of their experiences through such means as reflection, dialogue, trial-and-error, and perspective taking.

Along with living in a diverse community, students have opportunities to initiate and collaborate on areas of passion, interact with the larger community, and take advantage of service, creative, and physical opportunities. All of these programmes provide rich experiences for making meaning and learning.

Experiential Education is a more formal pedagogy that employs a philosophical stance and a variety of methodologies. Teachers and staff intentionally provide opportunities for students to engage in activities, exercises, and events to mindfully make meaning and apply emerging skills and understanding.

4. Experience: Active – Academic – Social – Personal – Outdoor – Service

Guiding Principles: *“Recognition is given to the fact that each individual possesses unique talents and abilities. Programmes should exist in each college which enable all selected students to fulfill their potential.”*

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

Explanation: *Within the context of the experiential process are the actual experiences shared within the UWC community. These are both formal and informal activities, programmes, and situations that challenge students on a variety of levels. Formal experiences balance high expectations within the context of a rigorous academic programme, along with a rich and varied co-curricular programme in which students engage in creative, physical, and service learning both offered by others and initiated by students.*

Students are also informally challenged through interactions in an intercultural and diverse environment in their residence life and social activities. These challenges encourage sharing, dialogue, conflict transformation, and reflection to encourage seeing the world from a variety of perspectives.

5. Mission and Outcomes: Peace and a Sustainable Future
Courageous Action • Personal Example • Selfless Leadership

Guiding Principles: *“Underpinning these principles is the pursuit of peace and justice as the founding aim of UWC.”*

“UWC schools and colleges offer 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 person; that is, its task is to encourage an integrated development of human potential across a range of different dimensions, including the intellectual, moral, aesthetic, emotional, social, spiritual and physical.”

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

Explanation: *By bringing together a diverse and motivated student body, immersing them in a global community experience based on the UWC values, and challenging them formally and informally, students grow in their abilities to be active global citizens.*

The holistic UWC experience leads to learning skills, competencies, and outcomes toward the UWC mission to make "education a force to unite people, nations and cultures for peace and a sustainable future."

Approved by the UWC International Board, 2014

1.2. A deliberately diverse, engaged and motivated community

1.2.1. The selection of students and teachers

Given that a “deliberately diverse, engaged and motivated community in pursuit of the UWC Mission” sits at the centre of the UWC Education Model, the methodology of selecting students to attend UWC Robert Bosch College is part of the Pedagogical Concept.

It is a fundamental premise of UWC Robert Bosch College that each student will be selected through a UWC National Committee, with the only exception being up to 5 students per year group who for good reason (such as being refugees) are ineligible or otherwise unable to apply through a UWC National Committee in which case these students will be selected directly by the College or through cooperation with a National Committee, using the same criteria as for other students.

In each year group of 100 students, 25 places will be offered to students selected through Deutsche Stiftung UWC. Part of the educational thinking in having one in four students from Germany is that this provides the opportunity for each residential student room, which houses four students, to have a German student, as a bridge for non-German students with local language and culture.

A hierarchy of principles will apply in the identification of UWC National Committees through which the annual 75 international places will be offered:

- Students will represent a wide diversity of national origins, ideally covering all inhabited continents;
- Focus will be given to selecting students from nations and communities facing rapid change and/or distress related to the sustainability part of the UWC mission, e.g. students from the BRICS group of nations insofar as the capacity of National Committees and Selection Contacts permits;
- Focus will be given to selecting students from nations and communities facing challenges and/or conflict due to scarcity of natural resources or from parts of the world that are considered “environmental hotspots”;
- Places will be offered to National Committees in Germany’s neighbouring countries, depending on the size of the country sometimes on a bi-annual basis,

- Places will be offered to National Committees in those parts of the world that face peace and conflict challenges,
- Initially, places will be offered to National Committees in countries in which there exist UWCs, and
- The balance of places will be awarded in conjunction with the UWC International Office's requests for further places to be awarded to particular National Committees.

From time to time the UWC Robert Bosch College Board will review the nature of the “deliberately diverse” community, refining the criteria for the overall balance within the community, for instance ensuring that sufficient students come from democratic countries with deep respect for human rights and that sufficient come from countries facing environmental challenges (without these categories being mutually exclusive).

The teaching staff represents a more limited opportunity to create a deliberately diverse community. The Rektor will keep the overall diversity of the teaching staff as an important criterion in individual teacher appointments.

1.2.2. Maximizing the possibilities of the deliberately diverse community in pursuit of the UWC Mission

Including in discussions and actions around peace and sustainability, there is deep historic and current potential for conflict over competing needs and priorities. Contact Theory (from Gordon Allport, 1954) suggests that interaction between members of conflicting groups can reduce the hostility and prejudice between them. One of the main purposes of UWC Robert Bosch College in creating a deliberately diverse community is to impel students into countless situations which allow for interactions. Moreover, each year UWC Robert Bosch College seeks to recreate a context where:

- Potentially and actually conflicting groups are in pursuit of common goals – from the prosaic of achieving the International Baccalaureate Diploma to the Mission goal of making education a force to unite people, nations and cultures for peace and a sustainable future,
- conflicting groups have equal status within the College,
- the College creates opportunities through a myriad of activities and residential situations to deep meaningful relationships to form, and

- the College creates institutional support and fosters social norms for the closer cooperation of the groups concerned (from Sherif and Hardy, 1961, correspondence with Hawley-Weld, 2013).

1.3. Further Background: UWC Movement at a Glance

Currently there are 12 UWCs in different parts of the world, increasing to 14 in September 2014. UWCs operate under different size and financial models: from the whole-school and primarily “day” school model to residential schools for roughly 200 students generally between 16 and 19 years’ old, representing the last two years of secondary education – the model under which UWC Robert Bosch has been established. Typically at the residential 200 student two-year model schools, students from generally over 70 different nations between the ages of 16 to 19 live and learn together. The students are selected through UWC National (Selection) Committees (there are National Committees in over 140 countries), on “merit” – what they have made of the opportunities life has provided them rather than how many opportunities they have received, together with their commitment to the ideals underpinning UWC– and always in the case of UWC Robert Bosch College without any reference to their parents’ ability to contribute towards the costs of this education.

For the last two years of secondary education currently UWC students in all colleges pursue the two-year International Baccalaureate (IB) Diploma, a globally recognized pre-tertiary qualification.

The colleges are located in Bosnia-Herzegovina, Canada, Costa Rica, Hong Kong, India, Italy, Netherlands, Norway, Singapore, Swaziland, the USA and Wales and, from September 2014 onwards, in Germany and Armenia.

More than 50.000 students have graduated from a UWC. About 90% attended a university programme and more than half went on to earn a post-graduate degree.

Besides this pre-tertiary education, UWC offers Short Courses. These take the UWC experience to a broader audience in a three week summer programme. Promising scholarship applicants who were not admitted to UWC are invited to participate.

Atlantic College was founded in 1962 with the vision of bringing together young people whose experience was of the political conflict of the Cold War era. German education-
alist Kurt Hahn and British Air Marshal Sir Laurence Darvall jointly designed the school
concept. UWC Atlantic College in Wales celebrated its 50 year anniversary in 2012.

2. The UWC Robert Bosch College approach to Sustainability and Technology

UWC Robert Bosch College is firmly based on the UWC Mission and educational ap-
proach. It supports the full ambit of the UWC Mission, with a particular focus and ex-
ploration on aspects of sustainability and technology. There is a history of particular
UWCs having a particular focus on an aspect of the Mission Statement (eg UWC Wa-
terford Kamhlaba on Apartheid and Racism, UWC Adriatic on the countries on either
side of what was known as the Iron Curtain, UWC USA on the constructive engage-
ment with conflict) without that being the only area open for interest, exploration and
action by students and teachers.

The topics around sustainability and technology are of critical importance for the well-
being and indeed future existence of society. These topics also fit excellently into the
approach of the “green” City of Freiburg, the Albert-Ludwigs-University Freiburg (ALU)
and various prominent research institutes in Freiburg. ALU is in the process of forming
together with the five Fraunhofer institutes and other research institutions outside the
university a research focus area on sustainability science: “Leistungszentrum Nachhal-
tigkeit”, that is planned to develop into a national institution: “Nationales Leistung-
szentrum Nachhaltigkeit” in 2015/16. The close link between academics, science, in-
dustry and engaged citizens is one of many factors contributing to the success of the
green city model.

2.1. Recommendations of the UWC Robert Bosch College Kuratorium Action Group “Sustainability”

The UWC Robert Bosch College Kuratorium Action Group “Sustainability” tasked itself
with developing suggestions to be interpreted and developed as appropriate by the
school leadership, professional staff and students:

A first task with each year group will be to discuss and define the meaning of the broad term sustainability in light of current understandings and the lived experiences of students and teachers from around the world. A central question of sustainability certainly is the challenge how to change our way of living in order to secure the survival of mankind, as well as of the multitude of living organisms on earth, in centuries to come. The way our current human population is living on earth is non-sustainable, with respect to energy use, resource use, including water and land use and production and consumption of food, and the changes we are forcing upon our ecosystems. Among these, the energy issue might be considered most urgent, as in addition to limitations of scarce fossil and nuclear resources we have the problem that our energy-use related emissions of climate gases such as CO₂ are threatening our long-term survival by the dangers of catastrophic climate change. Altogether, the transition to a sustainable way of living is a central and unavoidable task for mankind, the need for a transformation of our energy system being only a first, extremely urgent step.

A central task of the UWC Robert Bosch College approach with respect to the topic of sustainability will be to emphasize the multi-dimensional nature of this topic:

1. The transformation to sustainability requires to develop a wide range of technologies. Most of the needed technologies are already well-known, but many have to be developed further to higher efficiency and lower cost. For the example of a sustainable energy system, this means to increase energy efficiency in buildings, transport and industrial production, accompanied by the rapid replacement of fossil and nuclear energy through renewable energy of all kinds. The renewables, however, also need to be critically assessed in terms of life cycle foot prints and optimal solutions.
2. This technology-driven transformation to a sustainable way of living has to be accompanied by a society-driven development of soft skills, among them the acceptance by society of sometimes costly changes of technologies, the development of attractive financing models for this transformation, setting the right legal framework, and establishing ethical guidelines in order to let nobody fall on the wayside of this complex process.
3. Consumption related behavioral change is also part of sustainability. Students and teachers at UWC Robert Bosch College will explore how to bring that about including through incentives, acceptable controls, information and education.

A task of the UWC curriculum will be to provide awareness for these technological, societal, environmental and economic aspects of the global transformation process to sustainability. It needs to be understood that there are difficult tradeoffs between actions over time, and these will be discussed in real world contexts with examples. Theoretical foundations including the economics of sustainability will be developed as part of the curriculum.

Figure 1: **Which of the paths is sustainable? (Source: Joachim v. Braun)**

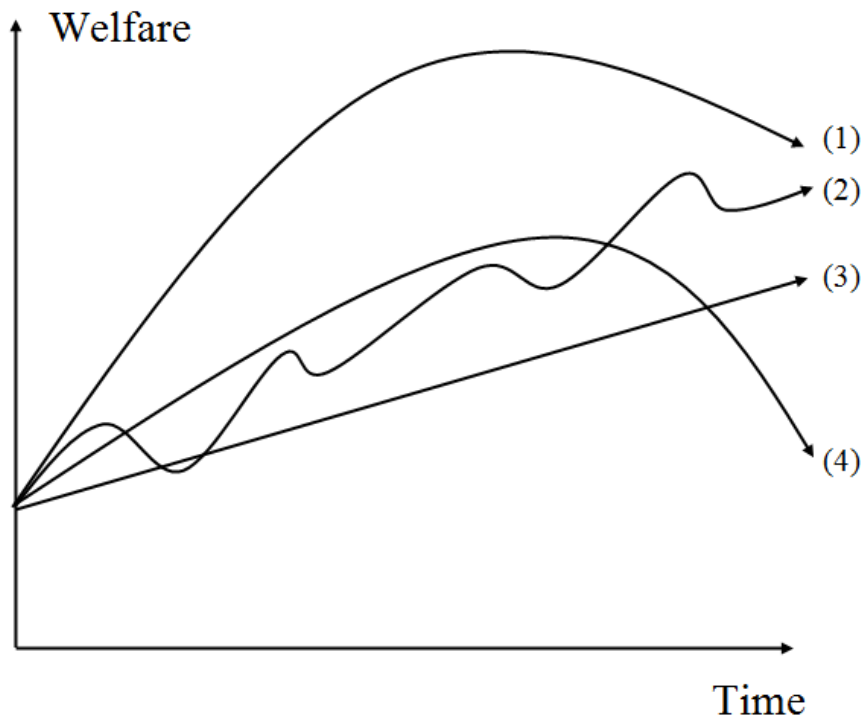


Table 1: Spectrum of views on sustainability and economic implications

$$\text{Human Welfare} = f \{ \text{natural capital } (C_n), \text{ man-made capital } (C_m) \}$$

A spectrum of views: conditions of sustainability

	very strong	strong	Weak	very weak
Paradigm	$C_n = \text{const.}$ "deep ecologists"	$C_n = \text{const.}$ cautious approach	$C_n + C_m = \text{const.}$ "London school"	$C_n + C_m = \text{const.}$ "growth optimists"
Substitutability between C_n & C_m	no	very limited	Limited	complete
Action required	limit human activity to a minimum	conserve as much as possible (environm. standards)	set market incentives for conservation (e.g., taxes)	none; confidence in backstop technology
Economic valuation of C_n	Refused	limited	cost-benefit analysis adjusted for ecological concerns	standard cost-benefit analysis
Discount rate (DR)	$DR \leq 0$	$DR \approx 0$	$0 < DR < \text{interest rate}$	$0 < DR \approx \text{interest rate}$

It is understood that sustainability often starts on the small, private scale at home and in professional life, and the invitation regarding sustainability to students (within the Student Handbook) indeed starts at this point. Sustainability at UWC Robert Bosch College will use the sustainable organization of life, use of recyclable materials, energy efficiency and renewable energy provision, only as small, first steps towards the discussion of the gigantic task of the transformation to sustainability for the whole world.

2.2. Teacher with a strong background in sustainability

The various curricula of the different subjects of the International Baccalaureate Diploma provide differing scope for the academic exploration of issues related to sustainability. UWC Robert Bosch College will have on its teaching staff a person with a strongly appropriate background and time release to:

- a) Develop a formal curriculum on sustainability, with the view to applying to the International Baccalaureate to pilot this as one of the six taught subjects (permission is likely only to be considered once UWC Robert Bosch College is well-established as an "IB World School"),
- b) Assist all teachers in the "greening" of their subject curricula, wherever appropriate,
- c) Develop with the Director of Studies a formal extra-curricular programme that addresses the key areas suggested above that at this stage cannot be covered for most students of students in the IB subject curricula,

- d) Support as needed the “Creativity, Activity, Service” (CAS) Coordinator in the planning and execution of the CAS programme with strong ties to sustainability,
- e) Encourage (and where appropriate supervise) students in the writing of their research essay (“Extended Essay”) in areas related to sustainability,
- f) Assist the Management in determining what measurements of daily life at the College might best assist the community’s understanding of immediate sustainability factors, such as food, waste and energy consumption,
- g) Advise the College on best practice, and
- h) Membership of the Learning Experience Committee (see para. 6.3)

2.3. Strong engagement with students around sustainability

UWC Robert Bosch College will seek the active participation of students in decisions regarding the College’s approach to sustainability, including through each student learning to assess their own carbon footprint and the establishment of a “Trade-off Committee” One of the several areas of consideration for the community will be its approach to transport in and around Freiburg, with the College making available bicycles and access to public transport for such transportation wherever possible, including for formal College projects such as Service Projects.

2.4. Further engagement around sustainability

UWC Robert Bosch College furthermore has appointed a member of the teaching staff with time release in 2014/15 for wilderness education as well as several members of staff willing to lead hikes and the like. UWC Robert Bosch College anticipates that students and staff growing in their love and awe of the natural environment might provide an impetus towards members of the community being impelled to action in light of their academic understandings related to sustainability.

Members of the Kuratorium Action Group Sustainability have offered to engage UWC Robert Bosch College students at both the university and research institute level, through projects, open days and invitations to special lectures and round-table discussions with people eminent in these fields. Three examples are the annual meeting of Environmental Laureates in Freiburg under the auspices of the European Environmental Foundation, the “Solar Summit” organized together by the Fraunhofer Institutes and the ALU devoted specifically to discuss results of sustainability research, and the “International Conference of Young Scientists”.

3. Diversity, Peace and Sustainability

The most important attribute of the UWC Robert Bosch College community is that it be deliberately diverse: diverse in nationality, in culture, in socio-economic background, in lived experience (including diverse physical environments from rain forests to industrialized environments to deserts). UWC Robert Bosch College is a place where different realities are shared and can be understood, for it is particularly in the context of a growing understanding of different realities that global challenges to peace and sustainability can start to be addressed.

As a school located in an industrial county and one of the wealthiest countries in the world, it is important that UWC Robert Bosch College includes many students from different parts of the world, including those parts of the world that face particular environmental sustainability challenges and countries that are rapidly industrializing often at great environmental cost. This is for several reasons: so that those from wealthier parts of the world might gain from the perspectives and insights and understand better the opportunities and constraints facing citizens in other parts of the world including in approaches to sustainability challenges, and for students from these societies to have an opportunity to experience directly a society that has and is making great advances including in technological innovations to address sustainability challenges. Just as students from the Global South will learn to look at their own societies also through the eyes of students from the Global North, the reverse also is true.

Moreover, given its difficult history in the first half of the 20th Century and the subsequent partition and then reunification between western and eastern Germany, Germany provides a powerful context for students to begin to appreciate what might be achieved in a society that has embraced democracy, a human-rights tradition and a notion of solidarity.

4. Learning at UWC Robert Bosch College

Students' learning is at the heart of all educational processes.

4.1. Transformational Learning

UWC Robert Bosch College has as its philosophical approach to student learning the notion of learning as transformation, an approach that focusses on student autonomy and personal sense making, allowing students to develop a personal sense of the good life through interaction with others. Adding to need for personal sense-making, the College, through its community composition and full programme, presents a series of “dis-orientating dilemmas” to the students and staff.

“According to the transformative model, learning is not a process of transmission, like the transmission of money from one bank account to another (Freire 1972). Learning as transformation is the process of internalising knowledge through a dialogue between the individual and the social world. Learning takes place when the world of the students interacts with the wider world. Just as the rubbing of one’s hands creates friction, so does the interaction of an individual with the social environment “create” learning. It is the task of the transformative educator to offer students diverse opportunities to interact with (or act in) the social world. In this process, the student will encounter the knowledge, norms and values society holds as valuable. Yet, the sense-making activity, the interpretation of the encounters, is an autonomous process which belongs to the learner. Wardekker argues that in “this activity of making sense, cognitive, moral and affective dimensions become one” (Wardekker 2001). He continues by explaining: This interpretation differs from person to person; and these differences are one source of change in the activity itself. Thus, the concept of transformation does not only mean that knowledge is transformed into personal sense. It also means that learners engaging in this process of sense-making are transformed themselves: by transforming their outlook on the world they are changing their identities.”

(Lodewijk van Oord, Moral Education and the International Baccalaureate learner profile, 2012)

4.2. Bildung

Furthermore, UWC Robert Bosch College will operate within the context of the German tradition of “Bildung”. This concept is concerned with the education of the individual in its entirety. On the one hand education is a life-long educational process, and a condition and reachable educational ideal on the other. Working with a highly diverse student body, multiple learning experiences will be the key concern. This will enhance both academic and personal development at the College.

Within the context of experiential education and learning, students’ needs, abilities and interests will function as starting point for educational experiences (*bildende Erfahrungen*) inside and outside the classrooms. The student voice will therefore play an integral role in all teaching and learning processes, from the formal curriculum to communal life.

4.3. Approaches to Teaching, Approaches to Learning

The placing of “Approaches to Teaching” and “Approaches to Learning” near the centre of the IB visualization of the IB Diploma programme is suggestive of multiple approaches to teaching and learning being a necessary aspect of the programme. Teachers at UWC Robert Bosch College, through collective planning, will ensure a range of different approaches to facilitate the following types of learning:

4.3.1. Authentic Learning

Authentic learning focuses on authentic context that reflects the way knowledge will be used in real-life. It is continuously gained through personal and communal experiences. Students will actively engage with different perspectives, be encouraged to take responsibility for their actions and increasingly the actions of the College community, and be provided with opportunity within appropriate contexts to reflect on their experiences. A specific example: the College envisages setting students a “summer task” to explore a sustainability situation or issue in their home communities in light of what they have come to learn about sustainability in their first year at the College, to be reported on after returning to the College at the beginning of their 2nd year. This home study is most likely to foster significant subsequent discussion within the College and could possibly expand the transformative UWC experience to the student’s communities in their home countries.

4.3.2. Solution-Oriented Learning

UWC Robert Bosch College students will be challenged with complex, multifaceted and realistic problems in order to develop effective problem solving skills, action-driven learning, effective collaboration skills and intrinsic motivation. Teachers should engage students in processes helping them to identify what they already know (including what they might not be aware of that they do know!), what they need to know, and how and where to access new information necessary for problem-solving. Students will develop and use analytical skills to conceptualize the experience and will develop decision making and problem solving skills in order to apply the new ideas gained from the experience. A specific example: it is envisaged that solution-oriented learning at UWC Robert Bosch College will be especially relevant for the “Group 4” interdisciplinary natural science projects, which might also gain from cooperation with German MINT schools.

4.3.3. Project-Based Learning

Project work offers even more complex tasks based on open-ended driving questions or challenging problems which need to be solved collaboratively by students. The core idea of project-based learning is that real-world problems will capture students’ interest and provoke serious thinking as the students acquire and apply new knowledge in a problem-solving context. IB requirements such as Extended Essays and guided coursework will provide opportunities to fully explore project-based learning and can be geared towards environmental and technological themes. As students make personal meaning of their project-based learning it is likely that project findings will form the knowledge base for social development (gesellschaftliche Entwicklung) across cultures.

4.3.4. Transdisciplinary Learning

Transdisciplinary learning will enable both teachers and students at UWC Robert Bosch College to connect and substantiate their learning experiences through exploring vivid and relevant links across the curriculum. Learning beyond subject boundaries provides students with the opportunity to experience deep, challenging and meaningful learning. Transdisciplinary understanding will encourage and enable students at UWC Robert Bosch College to raise new questions, to find new explanations of the world and conceive solutions that would not be possible through uni-disciplinary approaches.

4.3.5. Intercultural Learning

With its culturally diverse school community, the UWC Robert Bosch College will provide a rich learning environment. By living and learning in a multicultural setting, students will be continuously interacting with students with different norms and values. Learning to understand and decode these, students are most likely to develop the skills, values and attitudes that constitute intercultural competence. They will learn to adapt and act appropriately and effectively in various cultural contexts.

Students will be encouraged to use their experiences and newly acquired knowledge to build an increasingly culturally sensitive community. With intercultural awareness as core component, the UWC Robert Bosch College community will facilitate respect for and dialogue about cultures. This also will form a basis for students exploring their personal cultural identity.

4.3.6. Global Learning

Students' personal sense-making within the deliberately diverse, motivated and engaged community at UWC Robert Bosch College and the broad curriculum is most likely to strengthen respect for human rights as well as promote understanding, tolerance and friendship across nations, races and cultures, which the College considers critical for the furthering of peace and a sustainable future.

Global solutions do not only require international understanding and multiculturalism, but international-mindedness, collaboration and support. Learning in a multicultural and international setting will help students to develop an understanding that they are not only citizens of a particular country, but also members of a global society striving for peace and prosperity.

5. The IB Diploma

UWC Robert Bosch College has partnered with the International Baccalaureate (IB) to offer an academic programme that allows students an opportunity to earn a diploma that is accepted by universities in most countries.

5.1. IB Mission Statement

“The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.” (www.ibo.org)

UWCs in general and UWC Robert Bosch College in particular move beyond the concept that “other people, with their differences, can also be right” to include the possibility that we, as individuals and communities, might also be wrong.

5.2. IB Learner Profile

“The aim of all IB programmes is to develop internationally-minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

Inquirers: *We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.*

Knowledgeable: *We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.*

Thinkers: *We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.*

Communicators: *We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.*

Principled: *We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.*

Open-minded: *We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.*

Caring: *we show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and the world around us.*

Risk-Takers: *We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.*

Balanced: *We understand the importance of balancing different aspects of our lives – intellectual, physical and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and the world in which we live.*

Reflective: *We thoroughly consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.*

The IB Learner Profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.” (www.ibo.org)

UWC Robert Bosch College will create contexts where attributes that lead to international-mindedness might be developed through students creating personal meaning for themselves out of their experiences.

5.3. The Structure of the IB Diploma

The IB Diploma is a deliberate compromise between the specialization required in some national systems and the breadth provided in others. All students study 6 subjects from 5 to 6 different academic areas. All courses are studied for two years. In their second year, students will study three subjects at Higher Level and three subjects at Standard Level.

The academic programme also includes a course in Theory of Knowledge, an Extended Essay, and participation in the co-curricular Creativity Activity Service programme.



More details can be found at <http://www.ibo.org>

For its first year, UWC Robert Bosch College intends offering the following subjects (for some subjects, if there is sufficient demand):

Studies in Language and Literature

English A Language and Literature, English A Literature, German A Language and Literature, Spanish A Language and Literature (if sufficient demand), a range of school supported languages

Language Acquisition

German B, German ab initio, French B

Individuals and Societies

History, Geography, Economics, Social and Cultural Anthropology, Environmental Systems and Societies

Sciences

Physics, Chemistry, Biology, Environmental Systems and Societies

Mathematics

Mathematics, Mathematics Studies

The Arts

Visual Arts, Theatre, Music

The course descriptions and initial course outlines can be found at <http://www.uwcrobertboschcollege.de/academics>. These course outlines have been prepared by the College teachers before their taking up of office, for the primary purpose of the College's IB Authorization, and without the benefit of significant collaborative planning particularly around the focal point of sustainability and technology, and will be further developed during the orientation period.

The language of instruction at UWC Robert Bosch College will be English. However, German will be compulsory at least as a foreign language course (either as part of the Diploma or as a further course, details are outlined in the UWC Robert Bosch College

Language Policy). This is designed to facilitate students' interaction in the local community, including in CAS.

In general, teachers across all subjects will be expected to reflect as appropriate on sustainability and the multi-faceted intersection between the environmental, social and economic aspects of sustainability. Horizontal and vertical articulation of the focus on sustainability and technology will be enhanced through regular planning sessions, special focus days and "Pow Wow" sessions.

For the three core requirements of the IB, the *Extended Essay* (EE), *Theory of Knowledge* (TOK) and *Creativity, Activity, Service* (CAS), students will be encouraged where possible to explore topics related to shaping a more sustainable future.

5.4. Creativity, Action and Service (CAS) at UWC Robert Bosch College

The Creativity, Activity and Service programme is a core requirement of the IB Diploma. Full commitment to the CAS programme is central to both the successful completion of the IB and contribution to the community. UWC Robert Bosch College considers student participation, engagement and initiative in activities as valuable as the time and energy put into academics.

Through engagement in the CAS programme, students will develop organizational and leadership skills as well as their ability for creative expression, meet a variety of physical and emotional challenges, appreciate the beauty of the local environment, practice teamwork and cooperation and form an enduring commitment to the principles of service in their own lives.

Some UWCs have a particularly structured and prescriptive approach to CAS requirements. Rather, at this stage UWC Robert Bosch College will allow both the student body as a whole and individual students to take an active role in shaping their collective and individual activities to meet their goals. Every core element is envisaged as a year-long commitment. During their time at UWC Robert Bosch College, students will be engaged in the both social service and environmental projects together with experts from the city of Freiburg and beyond.

Students will work with their Personal Tutors to create a balanced and challenging programme. Each student will identify personal challenges and pursue them through three core activities of their choice per year (one creative, one activity and one service core element).

Students are encouraged to take initiative to lead and participate in additional activities throughout the year. At regular times throughout the year students will reflect on their progress towards their goals, and discuss their CAS experiences with their Personal Tutor.

The quality of experience is most important.

In addition to weekly core elements, the CAS programme consists of four Project Weeks within two years.

5.4.1. Service – Social, Environmental Service and College Service

Following the Hahnian tradition, all UWCs share a high emphasis on the experience of students being in service to society, starting with the local community, and including those who are in need – Kurt Hahn’s call to action being: “You are needed”.

UWC Robert Bosch College, with its focus on sustainability, offers a wide range of services in the field of environmental work. The Service Programme will have enormous significance in the life of the College.

It is through service that College students apply their ideals to everyday life; it is the beginning of “making the world a better place” by offering help to others regardless of differences, it is where students further discover and explore their sense of “agency”.

Social and Environmental Services include:

- Work with multicultural groups of children in local kindergartens and primary schools through offering creative, cultural and sports activities, circus group, language training in reading circles to support refugees

- Assistance to persons with mental or physical disabilities through offering activities in the educational program such as percussion group, English for beginners, nature-exploring etc.
- Supporting a local football project for immigrant girls from different local schools.
- Offering companionship to the elderly by visiting local institutions and providing activities for them: playing games, baking, singing etc.
- Assistance to children and teenagers from immigrant backgrounds in a homework club of a local institution.
- Working with the local group of volunteers in the Kartaus garden: sowing, planting, care, harvesting, processing natural product.
- Leading a food-recycling-project within a local institution that cares for homeless people and those who find themselves in difficult life situations.
- Learning about life-cycles, food production and resources by your hands-on engagement at a local farm: clearing and cleaning stables, care and maintenance of animals, farming, treatment of crops, cultivation.
- Learning and teaching about renewable energy by supporting a local team that brings these topics into primary and other schools.

In addition to their service core element, each student will take on a campus job, in which he or she takes responsibility and helps in the running of an aspect of college life. Campus jobs include unlocking school buildings in the morning and locking them at night, supervising the library, supporting the IT manager, peer-counselling and taking responsibility as a first-aider.

5.4.2. Creativity and Activity– Creative/Aesthetic and Physical Activities

Each student is required to have at least one weekly physical activity and engage in creative activities on either a regular weekly basis and or by contributing substantially to the college programme of performances and exhibitions. Students are welcome to take additional activities beyond these requirements, as well as to start up their own activities. Students are not expected to have prior experience in any activity and are encouraged to try something new.

For the first year, regular **creative activities** include:

- Musical activities including choir and instrument lessons in cooperation with the Jazz & Rock School
- Explore theatre, classical music and opera in the city of Freiburg
- Creative activities in cooperation with the youth-art-school
- Film Club
- Theatre Group
- Literature/Book Club
- Creative Writing
- Student Newspaper
- Cooking
- Technology Club
- Sustainability Forum
- Model United Nations

Physical activities are meant to take full advantage of UWC Robert Bosch College's location adjacent to the Black Forest and close to Rhine valley. Hence, land and water activities are offered in addition to traditional sports. These activities include:

- Climbing together with local teenagers (indoors as well as outdoors)
- Hiking, Orienteering, Cross-country and Downhill Skiing
- Kayaking, Sailing during spring, summer and fall
- Jogging
- Swimming
- Yoga
- Basketball, Volleyball, Football etc. in the local sports club right across the Dreisam River
- Martial Arts
- Dance
- Fitness

5.4.3. Project Week (a UWC Robert Bosch College requirement, not a formal IB requirement)

Once per term, UWC Robert Bosch College will facilitate students in designing, planning and carrying out off campus projects for four days. Project Week is a way of

promoting the ideals and mission of the UWC movement in a hands-on manner. These projects allow students to exercise their leadership skills in the areas of humanitarian service, creative expression and physical challenge. During this week, which will take place every fall and spring, students are expected to carry out a project they have helped to organize outside of the College, with the only limitations being those of distance, safety and financial resources.

Projects should aim at investigating global problems in local communities, giving particular attention to creativity, service and leadership. Precise guidelines about the possible destinations of the projects and the availability of financial support from the College will be issued.

To ensure that all students have the ability to participate in the full range of projects and to honour the mission of the College, a modest spending limit and a restriction of a 100km travel radius are expected. Projects can be done independently, in the Freiburg area or further afield, by partnering with community organizations with whom the College has established ties, or by forming new ones. Project Week is not an opportunity for a flight to another part of the world—there is much to be explored in this region of Europe.

Typically from the 2nd year onwards, first year students will be encouraged to participate in their first Project Week by committing to a project that has been organized by a second year student or a faculty member.

Although Project Week is a specific College requirement, it places this within the overall IB CAS programme. Accordingly, successful participation in Project Weeks (with the attendant reflection) is a graduation requirement.

6. Quality Development

6.1. Learning School

UWC Robert Bosch College considers itself a “learning school”. Peter Senge (The Art and Practice of the Learning Organization, 1990) described learning schools as places where “*people continually expand their capacity to create the results they truly desire,*

where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together.“ UWC Robert Bosch College will use participative forms of leadership and democratic management to achieve these ends. For instance, collaboration and cooperation among teachers will promote UWC Robert Bosch College being a “learning school”. Collaboration and cooperation is supported at a physical level by teacher meeting and working rooms in the different IB subject groups, a conducive staff room for the whole faculty, and organizationally by a careful schedule of teacher meetings. By setting goals, organizing, implementing and evaluating self-initiated progress, teachers will be able to address opportunities and challenges to create more and more closely the results they truly desire.

6.2. College Internal and External Evaluation

Since UWC Robert Bosch College views itself as a learning school, an effective evaluation system is essential to ensure that the College’s full programme continues to improve and that improvements are embedded (but not in such a manner as to preclude further improvement or agency by future generations of students and teachers). UWC Robert Bosch College has an outstanding opportunity to gain from giving careful consideration to the criteria of the “Deutsche Schulpreis” and from the practices of award winning schools.

UWC Robert Bosch College will conduct both internal and external evaluations on a regular basis.

As a condition of Membership of UWC, UWC Robert Bosch College will be appraised on a regular basis by an independent body approved by the UWC International Board. The appraisal is required to include a comprehensive self-appraisal and a visit by an independent group of professionals including to measure the evidence on which the self-appraisal is based. The primary objective of the appraisal is that of College improvement. This will provide UWC Robert Bosch College with a mechanism to receive regular independent, international and professional evaluation of its quality with further recommendations (including internally-generated recommendations, externally validated) for the College’s ongoing development and improvement.

The International Baccalaureate requires all IB World Schools to undergo a five-yearly evaluation of the implementation of the IB programme.

UWC Robert Bosch College also will carry out ongoing internal evaluation to ensure the quality of the overall learning experience, teaching, communal life and school development. Among others methodologies, UWC Robert Bosch College will use the 360 Degree Review methodology. Once a year, each member of the faculty, administration and student will participate in a review process that accounts for all formal relationships within the college. This 360 degree review process should further stimulate the information flow needed for the kind of “organic learning” the UWC Robert Bosch College community strives to achieve.

6.3. Learning Experience Committee

UWC Robert Bosch College aims for an integrated education of the students in order to ensure the quality of the educational process and learning aspects described in chapter 4. For the purpose of achieving this integration on an ongoing basis, the Consultative Panel recommended the appointment of a “Head of Learning Experience”. Currently the UWC Robert Bosch College budget does not provide for this further position. The Rektor, Deputy Director / Director of Student Life, the Director of Studies / IB Coordinator and the designated Sustainability Teacher will form a Learning Experience Committee that will meet on a regular basis. It is responsible for guiding and managing the College towards the integration of the formal academic programme, the co-curricular programme, school culture, and the school’s focus on sustainability and technology. This will ensure that the objectives of the full curriculum will be closely linked, meeting the UWC Robert Bosch College mission and learning objectives.

This is a separate committee to that of the Management Team.

7. Pastoral Care at UWC Robert Bosch College

UWC Robert Bosch College aims at creating a safe, happy and nurturing environment for both students and teachers through a Pastoral Care System.

Pastoral Care as Support: UWC Robert Bosch College is a place where students should feel safe, recognized, appreciated and supported according to their individual needs. This includes that they should feel capable of and sufficiently supported in fulfilling the academic requirements of the IB. Within the framework of Pastoral Care as Support, the College will employ a professional Counsellor well versed in intercultural work, whose responsibility under the overall leadership of the Director of Student Life

will be to “hold” the student body, source or provide the necessary College-wide training, initiate, as well as to provide annual training and support a body student of “Peer Supporters). Each student will be allocated a Personal Tutor, whose responsibility will be to provide oversight and support of both the student’s academic, co-curricular and general welfare. Each student will be required to meet with his or her Personal Tutor at least on a weekly basis. Likewise, each student will have a House Parent (the title for those teachers responsible for the individual student residences is not yet fixed). Every evening, either a House Parent or a Personal Tutor will be responsible for visiting each Student Residence, on the principle that the College wishes each student to have at least eye contact with a responsible adult each evening. Deliberately, the College is constructing a pastoral care system where there is a person with primary responsibility for each student (the Personal Tutor) supported by a framework where the student has regular access to a wide range of adults with a pastoral orientation.

Pastoral Care as Education: UWC Robert Bosch College is a place where students should experience and learn from a model of constructive interpersonal and group relationships, life-balance and management of conflicts, enabling them to be agents for peace and a sustainable future. Included in Pastoral Care as Education, all students and teachers will receive training in listening skills and in Conflict Resolution skills.

Pastoral Care for Staff: UWC Robert Bosch College provides a safe and constructive work environment for its staff in order for them to fulfill their educational responsibilities within a professional and supportive community framework. Staff will have easy access to the Rektor, to other senior Members of staff together with access to the School Counselor. Moreover, staff will be involved in the regular review of various policies, including the student and staff protection policy, and training in the implementation of this and allied policies. Staff also will receive training in listening and conflict resolution skills.

Pastoral Care at UWC Robert Bosch College has to take into account recent revelations in Germany: in 2010 a high number of sexual abuse cases were revealed to have occurred at a famous “reformpädagogische” (progressive teaching) boarding school and at several religious boarding schools over a period of years. The UWC Robert Bosch College pastoral care system is designed to minimize the risk of these types of cases from repeating themselves at this College. This includes the design of the Stu-

dent Residences as physically separate from the Residential Staff houses. It also includes all staff members being required to submit police clearances in this regard. Apart from an internal system of contact persons and reporting requirements for staff who have a suspicion that harassment or worse might be occurring between students or from teacher to student, the Student Staff Protection includes an independent contact from outside of the College community who can be reached if necessary.

8. Special Roles of UWC Robert Bosch College

8.1. Community Interaction

With its focus on sustainability and technology within an international school context, its deliberately diverse student and teacher body and innovative educational approach, UWC Robert Bosch College will draw attention from within and beyond Freiburg. The College aspires that students, staff, and the college community as a whole will contribute as much to Freiburg and the German educational community as they will learn from it.

Through engagement in various projects, students will establish direct relationships within different parts of the Freiburg community. This interaction will have an impact on the people they meet and an impact on the students' personal development. It is a unique way of getting involved with German society.

UWC Robert Bosch College will aim to incorporate the community through public events such as concerts and other performance arts at the historic Kartaus. Within the Co-Curricular programme there will be a strong regional focus with a wide range of opportunities for contribution from social, technological and environmental institutions and companies. UWC Robert Bosch College also wants to explore possible cooperation with MINT schools in Baden-Württemberg. Furthermore, as an institution aiming to become an international benchmark for green school development and innovative teaching methods, it will attract people who are engaged in the field of education on a regional, national and international level to take part in personal pedagogical development.

8.2. Centre for School Development and Teaching Innovation

UWC Robert Bosch College finds itself at an intersection between innovative, best practice in Germany (through the Robert Bosch Stiftung, the Deutsche Schulpreis and its challenging criteria), trends in international education (through UWC and the International Baccalaureate) and exploration on how schooling can best educate around the most important issues facing global society – peace and sustainability – and critically, how to impel students into changed lives through personal sense-making rather than through indoctrination or a totalitarian approach. There is much to be learned from the experiences of other teachers and school leaders. It also is hoped that there is much to be offered more widely through sharing the UWC Robert Bosch College evolving experience. Accordingly, UWC Robert Bosch College plans to create an extra-mural Centre for School Development and Teaching Innovation soon as possible after the opening of the College and as funding permits. This Centre would aim to provide a platform for ongoing discourse between UWC teachers, IB school teachers and amongst national and local educational institutions. This platform could also be used to develop specific collaborative projects. Furthermore, UWC has identified a particular need for the development of the next generation of UWC college leaders around the Movement, a need that the Centre could facilitate given the currently-unparalleled broad UWC experience of the UWC Robert Bosch College senior leadership and teaching staff.

UWC Robert Bosch College will not only be a unique alternative to the conventional school system and other private schools in Germany, it will also offer exposure to this society to the ideas and visions of UWC and to a community that makes education a force to unite people, nations and cultures for peace and a sustainable future. Within UWC, UWC Robert Bosch College offers a uniquely idealistic approach to the UWC Mission, the first UWC to be conceived and purpose-built around the focus point of sustainability and technology, access to the work of Robert Bosch Stiftung with its wide-ranging support and innovative approach to education across society, and a return to the country from which its Founder Kurt Hahn, established the basis for his educational thinking.

Laurence Nodder

Rektor

14th July 2014

Appendix:

Background: the full document “Guiding Principles of UWC Schools and Colleges”

These principles draw their inspiration from Kurt Hahn’s pioneering work in founding the UWC movement. Though set within the context of Hahn’s original thought, these principles reflect the intervening 50 years experience and more recent advances in educational thinking. Underpinning these principles is the pursuit of peace and justice as the founding aim of UWC.

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

The following, then, are the basic principles from which is derived the practice of education at UWC schools and colleges:

- 1. That this education should take place within a diverse college community. The selection of students should ensure representation from regions and social groups that reflect the wide range of tensions among and between peoples.*
- 2. That this education requires active promotion of intercultural understanding and the development of genuine concern for others founded on shared life experiences, and cooperative and collaborative living. This includes reflective dialogue on global issues and critical and courageous engagement in the pursuit of peace.*
- 3. That physical fitness and a healthy lifestyle are integral to the balanced development of the whole person. Unhealthy lifestyles limit human potential and hinder progress in all dimensions of development.*

4. *That community interaction is placed at the heart of college life. This requires the full and active participation of all members of the school or college.*
5. *That students are able to engage in continuing, positive action towards issues of sustainability, on both an institutional and individual level.*
6. *That opportunities for students to practice personal initiative, self-discipline and responsibility, to manage risk and embrace challenge must be provided. Where appropriate, these opportunities are supported by a reassuring adult presence.*
7. *That recognition is given to the fact that each individual possesses unique talents and abilities. Programmes should exist in each college, which enable all selected students to fulfill their potential.*

Approved by the UWC International Board October 2010