

Welcome to UWC

*Friendships across the world
make near neighbours of far horizons*

Wang Bo (Tang Dynasty)



and the United World Colleges movement in Hong Kong

Contact us

Li Po Chun United World College of Hong Kong
10 Lok Wo Sha Lane, Sai Sha Road, Ma On Shan, Sha Tin, New Territories, Hong Kong
Tel + (852) 2640 0441
Fax + (852) 2643 4088
Email office@lpcuwc.edu.hk, admissions@lpcuwc.edu.hk
Website www.lpcuwc.edu.hk

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Principal's welcome

The United World Colleges (UWC) movement is a unique movement that draws together young people from all over the world "to unite people, nations and cultures for peace and a sustainable future." All UWC schools and colleges focus on delivering a "challenging and transformational educational experience" with the distinct aim of making a difference in the world we live.

All students in a UWC engage in the same educational model. At the centre of this model is our "deliberately diverse, engaged community" with students being selected from over 150 different National Committees based on merit irrespective of financial means. This means the majority of our students are on some form of scholarship. Our learning experiences focus on the experiential, believing that it is through lived in encounters where true learning takes place. Our academic programme, the IB Diploma, focuses on practical learning whether it be through engaged debate in the classroom to field-work off campus. The residential experience, with students living with others from very different cultures and backgrounds has a huge impact on their view of the world. We place a huge emphasis on service learning; we challenge students in the outdoors and we look to students being active in matters that are important to them; not least the importance of peace and a sustainable future.

When someone joins a UWC school or college, they are joining so much more than an individual school. They are a member of a movement whose connections and activities go far beyond those made at a school or college. Alumni connect with each other, whether it be at university, at work or returning to their homeland to "make that difference" in the world. The mission is very much at work!

In Peace
Arnett

A handwritten signature in black ink, appearing to read 'In Peace Arnett'.

The UWC mission and values

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

United World College (UWC) schools, colleges and programmes offer a stimulating and transformative educational experience to students of diverse backgrounds. At UWC, diversity extends to differences in socio-economic background, culture, race and religion as well as nationality. Through the education it provides, UWC promotes:

- 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 UWC model

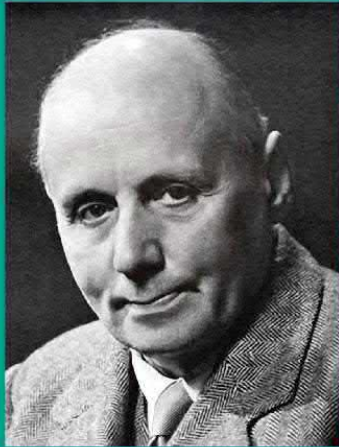


The UWC educational model provides a common framework within which all of our schools and colleges provide our students with a life-defining education. We provide them with a safe and supportive environment, in which they experience and share these values. A student's lifelong commitment to our values means the communities they are part of as alumni, benefit from their UWC education too.

The UWC model is constructed based on the principles that:

- education should take place within a diverse college community
- education requires the active promotion of intercultural understanding founded on shared life experiences as well as co-operative and collaborative living
- a healthy lifestyle is integral to the balanced development of the whole person
- community interaction is placed at the heart of college life
- students are able to engage in continuing, positive action towards issues of sustainability, on both an institutional and individual level
- opportunities for students to practise personal initiative, self-discipline and responsibility, to manage risk and embrace challenge must be provided
- recognition is given to the fact that each individual possesses unique talents and abilities

History of UWC



In the turbulent world of the 21st century, UWC's aims and objectives are as relevant today as they were in the past – perhaps even more so.

The UWC movement was conceived in the 1950s at the height of the Cold War. Two gentlemen, Dr Kurt Hahn and Lord Mountbatten, thought that education could be a powerful force to unite people and nations. Dr Kurt Hahn (pictured, left) a respected educator from Germany believed that much could be done to overcome religious, cultural and racial misunderstanding and avoid conflict if young people from all over the world could be brought together. It was felt that students aged 16 to 18 would be grounded in their own cultures but still impressionable enough to learn from each other.

The first UWC, Atlantic College, opened in 1962 in Wales. The aim was to bring together young people from areas of post-war conflict to act as champions of peace through an education based on shared learning, collaboration and understanding.

Following the opening of UWC Atlantic College, UWC continued to develop and expand with the aim of promoting a greater understanding between the peoples of the world:



Today, UWC has 15 schools and colleges all over the world, providing opportunities for students aged between 2 and 19 to participate in practical and formal tuition, extensive community service as well as a variety of outdoor and cultural activities. Over 150 national committees work on a voluntary basis to recruit, select and prepare more than 1000 students every year to join various programmes and courses at the schools and colleges of UWC. Across the years, more than 50,000 students from over 180 countries have experienced education at UWC, and the number will continue to rise as UWC remains committed to achieving its vision and mission.

UWC around the world





Li Po Chun United World College of Hong Kong

Located in a vibrant city which lies at the crossroads of Asia, students are given the opportunity to develop a deeper understanding of China and Asia through various activities like China Week and Project Week. Through its Quan Cai programme, students are given the responsibility to initiate and run activities and participate in local community service.



Waterford Kamhlaba UWC of Southern Africa (Swaziland)

In a setting of considerable beauty just outside of Mbabane, this pan-African institution with a global outlook, is committed to understanding and addressing the complex challenges facing Africa and the rest of the world.



UWC Mahindra (India)

Perched on the mountain overlooking the Mula River, students are confronted by India's extreme divisions between rich and poor, urban and rural. Global affairs discussions and classes allow students to address some of these issues, whilst also working with local schools as part of their social service.



UWC South East Asia (Singapore)

The largest UWC, educating students aged 4-19. An intensive Global Concerns programme enables students to get involved with community fieldwork and student-led Initiative for Peace workshops bring together young people from regions of conflict.



UWC Adriatic (Italy)

In 1982 Duino became home to the first UWC outside the English speaking world. Students and village residents live side-by-side, providing a unique opportunity to experience the richness and diversity of historically significant European cultures. All students study the Italian language.



UWC Atlantic College (Wales)

The first UWC (set up in 1962) is based in the dramatic coastal grounds of the 12th Century St Donat's Castle. The college has a strong focus on community service. Students work on the college's farm or in its community art centre, run outdoor pursuits courses for disabled children or work with local schools.



UWC Maastricht (The Netherlands)

The college was founded in 2009 with over 500 students, ranging from the age of 2 to 18. It follows the model of offering the IB Programme within the context of a large school, providing students of other ages the opportunity to gain a UWC experience.



UWC in Mostar (Bosnia and Herzegovina)

Based in the recently-restored Mostar Gymnasium, UWC in Mostar is a part of the innovative UWC-IBO Initiative in Bosnia and Herzegovina which aims to contribute to the post-conflict reconstruction of education in the region.



UWC Red Cross Nordic (Norway)

The college programme celebrates Nordic language, values and principles, and has an emphasis on personal freedom and individual as well as collective responsibilities. The variable seasonal landscape offers a wide range of outdoor pursuits such as skiing and mountaineering.



UWC Dilijan (Armenia)

UWC Dilijan builds upon the movement's legacy of engaging with post-conflict zones to create dialogue and a peaceful future. Students play a significant role in developing community life and have the chance to implement their own ideas for long-term sustainability and development projects.



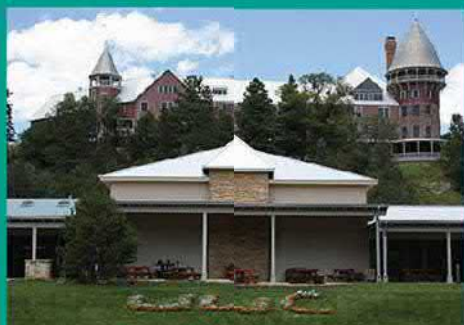
UWC Robert Bosch College (Germany)

The college is located in an environmentally-aware 'green' city, adjacent to the beautiful and historic Black Forest. The school places emphasis on environmental issues and in particular on how technology can contribute to sustainability, ecological development and peace.



Pearson College UWC (Canada)

Found among the ancient forests on Canada's west coast the college's setting lends itself to a strong environmental focus, including the pioneering Race Rocks ecological reserve, and outdoor pursuits like diving, sailing and wilderness expeditions.



UWC USA

Northern New Mexico is a special home for UWC USA, offering a wild space for rigorous outdoor activities, including training in wilderness survival, leadership and expedition. The study of the constructive engagement of conflict is a key feature of the college.



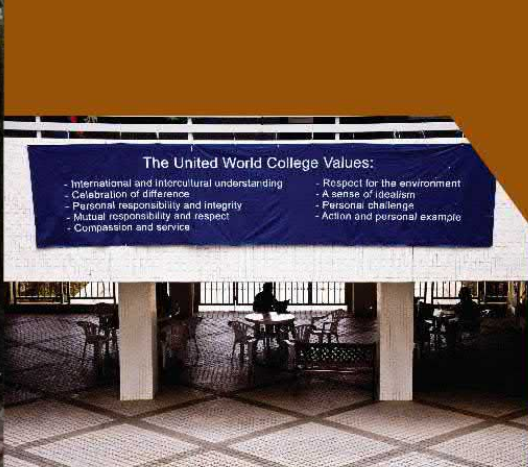
UWC Costa Rica

The first UWC to offer a bilingual IB programme, with subjects taught both in Spanish and English. The college is surrounded by a well-preserved natural environment and hence the focus of many of its service and educational activities is related to nature.



UWC Changshu (China)

The newest UWC is located in the 3,000 year old city of Changshu, recognised nationally for its rich cultural heritage and beautiful natural scenery. The college focuses on Chinese language and culture, enabling students to take part in youth leadership and environmental stewardship programmes.



The United World College Values:

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

Introducing LPCUWC

Li Po Chun United World College of Hong Kong (LPCUWC) is one of the 15 colleges that share the value and philosophy of the UWC movement and the mission of UWC. It is a vibrant community consisting of more than 250 students, representing over 80 different nationalities.

The college opened to its first students in September 1992, and was formally opened by HRH the Prince of Wales on 6 November 1992. The birth of the college, however, can be traced back to 1978 when Dr Lee Quo-Wei GBM JP (Sir Q W Lee), then Chairman of the Hong Kong Selection Committee, was recruiting Hong Kong students to study in the overseas colleges of UWC. Sir Q W strongly believed that the UWC movement had an important role to play in China and worked hard to establish a UWC college in Hong Kong, at the time, a key window to China. The UWC college was to allow students from all over the world to learn more about Chinese culture, history and its people through various activities and trips. Impressed by the high calibre of UWC graduates, Sir Q W Lee initiated the idea of establishing a UWC college in Hong Kong together with Mr Li Shiu Tsang MBE JP, whose family had set up the Li Po Chun Charitable Trust. The concept was strongly supported by Sir David Wilson, then Governor of Hong Kong, and Mr David Sutcliffe, then Principal of UWC Atlantic College. Not long after, the present site of LPCUWC in Ma On Shan was gifted to the college by the Government of Hong Kong on a fifty-year lease.



Principal Arnett Edwards (second from left) and the LPCUWC teaching staff



This plaque was unveiled by
 His Royal Highness The Prince of Wales
 President of the International Council of
 United World Colleges
 to commemorate the Official Opening of
 Li Po Chun United World College of Hong Kong
 on 6th November 1992

香港李嘉誠聯合世界
 書院於一九九二年十
 一月六日舉行開幕典
 禮，全聯合世界書院
 國際委員會會長
 威爾斯親王親臨主持
 禮，並親筆題此紀念
 牌。

We have a diverse team of 28 dedicated and enthusiastic teachers from all over the world. Arnett Edwards took up the role of Principal of LPCUWC in 2011 and serves as part of the Board of Directors of LPCUWC, currently chaired by Anthony Tong BBS.

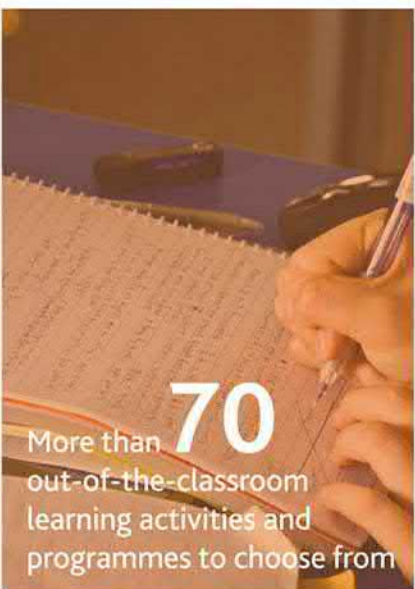
Over **20** years of delivering world-class experiential education



6 sports teams representing LPCUWC in Hong Kong competitions



Experienced staff from over **13** countries



More than **70** out-of-the-classroom learning activities and programmes to choose from

250+ students from **80+** nationalities currently enrolled



- Angola
- Argentina
- Armenia
- Australia
- Austria
- Bahamas
- Bangladesh
- Belgium
- Belize
- Bolivia

- Bosnia and Herzegovina
- Botswana
- Brazil
- Burundi
- Cameroon
- Canada
- China
- Colombia
- Congo
- Costa Rica

- Croatia
- Czech Republic
- Denmark
- East Timor
- Ecuador
- El Salvador
- Ethiopia
- Finland
- France
- Germany
- Greece
- Greenland
- Guatemala
- Hong Kong
- India
- Indonesia
- Iran
- Israel
- Jamaica
- Japan
- Kosovo
- Lebanon

- Macedonia
- Malawi
- Malaysia
- Maldives
- Mexico
- Moldova
- Mongolia
- Montenegro
- Morocco
- Myanmar
- Namibia
- Nepal
- Netherlands
- New Zealand
- Nigeria
- Norway
- Pakistan
- Palestine
- Panama
- Philippines
- Portugal
- Russia

- Senegal
- Serbia
- Sierra Leone
- Singapore
- Slovakia
- Somalia
- South Korea
- South Sudan
- Spain
- Swaziland
- Sweden
- Tajikistan
- Thailand
- Timor
- Turkey
- United Kingdom
- United States of America
- Zambia
- Zimbabwe

The transformational learning experience

The three pillars that make up the holistic LPCUWC experience are:

Academic
(IB Diploma)

Education Outside
the Classroom

Student welfare



Education Outside the Classroom

At Li Po Chun United World College of Hong Kong, we place as much value on practical and experiential learning as we do traditional academic education. As part of the Education Outside the Classroom component, the "Quan Cai" (whole person development) programme is an integral part of students' learning experience that aims to develop students into individuals with an international awareness as well as personal qualities and skills that are needed for this ever-changing era. It provides opportunities for students to take part in a variety of activities under the following four categories:

Community Service

Service projects targeted at Hong Kong and other parts of the world

Creativity

Activities that concentrate on the arts or creative thinking

Campus Service

Activities that help to support the running of the campus

Action

Activities focusing on students' physical well being



Students have classes in the morning, then during the afternoons and weekends, are engaged in a wide range of activities. These are often student-led and can include the following:

- **Outdoor pursuits**, a newly developing programme collaborating with Outward Bound (Hong Kong) and Outdoor Education Asia, offering exciting outdoor activities such as kayaking, hiking, camping and rock climbing.
- **China Week and Project Week**, during which students establish new relationships outside the college, and develop independence and leadership by proposing, leading and participating in various activities such as teaching English at rural villages in China, eco-farming in Japan, learning Chinese opera in Taiwan, or marine conservation in Malaysia.
- **Cultural Evenings**, through which students gain a better understanding and develop appreciation of different cultures around the world by directly organising programmes to showcase their own cultures, as well as participating in those of others, such as Chinese, North American, Middle East, South and Central Asia and Asia Pacific Cultural Evenings.
- **Educational peace programmes in Asia**. Two key programmes are the Sino-Japan Youth Conference (SJYC) and Initiative for Peace (IFP), that aim to engage students in mutual understanding and respect and develop their conflict resolution and leadership skills.
- **Sports activities**, such as basketball, football, kayak polo, rowing, rugby, dance, yoga, swimming and squash.

A total of more than 70 activities are offered at the college, including 10 sports teams, 22 community support activities, and 30 others that are affiliated or connected to groups or organisations in the wider community. In Year One of their studies, students are to choose one activity from each of the four components above; in Year Two, they will take part in a total of two activities, focusing on Community Service and Student Leadership positions. Students are well supported by their tutor and staff supervisors throughout the activities.

Among the different components of the Quan Cai programme, emphasis is given to the programme of community service which helps to raise students' awareness of the roles they can take in achieving peace and sustainability. By participating in service projects, students integrate into the local and global communities and share their knowledge, cultures, skills and experience with others, particularly those that are underprivileged. They also take part in activities that allow them to explore their relationship with nature and seek solutions to better the environment.

Being at LPC has truly been a privilege. Dragon Dance has been one of the highlights of my LPC experience so far. It is a unique activity that has taught me the real meaning of team spirit, and has also allowed me to experience traditional Chinese culture.

Farhan Haque, Bangladesh (student 2014-16)

Bearing my own risk is one of the most important skills I learnt being at the helm of the school's souvenir production. And thanks to the freedom and space LPC gave me to develop my own passion, I am becoming a responsible and passionate global citizen.

Winnie Yip, Hong Kong (student 2013-15)



Flagship programmes

Some of our flagship Quan Cai programmes include **Coral Monitoring** which focuses on monitoring the major coral communities at Hoi Ha Wan Marine Park and sharing data collected with WWF and other organisations; **Initiative for Peace**, an activity that involves the training of participating students (LPCUWC and other schools or regions) in conflict management and resolution; and **Sino-Japanese Youth Conference**, which brings together students from China, Hong Kong and Japan to promote dialogue, mutual understanding and celebration of difference.

My LPC experience wouldn't be complete without Coral Monitoring, which has had a significant impact on me. From a non-swimmer to a scuba diver, I have overcome my fear of water and challenged myself. It inspires me to protect the ocean and to raise people's awareness of marine conservation.

Jocelyn Mah, Hong Kong (student 2013-15)

I was very lucky to become a member of the Coral Monitoring team. I became more concerned about the environmental problems in Hong Kong and tried to raise awareness through community activities with my teammates.

Nancy Hui, Hong Kong (student 2012-14)

My chance to become a future world leader begun when I got the chance to be a leader of Initiative for Peace. UWC gives huge importance to leadership skills, something that makes it more special.

Altin Kukaj, Kosovo (student 2013-15)

The most memorable experience for me must be my commitment to the Sino-Japan Youth Conference. As the regional coordinator, I have learned a lot and realised how I can contribute to future peace as an individual.

Bok Wai, Hong Kong (student 2013-15)



Academic curriculum

The two-year academic programme at LPCUWC is shaped by the broad, coherent and rigorous Internal Baccalaureate (IB) Diploma, which is a comprehensive two-year pre-university programme designed to meet the standards of university requirements worldwide. The curriculum focuses on developing in students an international mindedness that will enable them to pursue global engagements in the future. Students holding the IB Diploma are accepted at over 2,750 universities in more than 75 countries.

Student welfare

One of the goals of LPCUWC is to create a community in which different cultures, beliefs and faiths are respected. Living on campus is, therefore, a significant part of the learning experience, as it allows students to get along with others who have different needs and values.

All students study and live with their fellow schoolmates on campus during the school year. The students live in the campus residences, each of which accommodates house tutors, their families and about 60 students. Each student shares a four-bed room with three other students. For diversity purposes, two second-year and two first-year students, with two from Hong Kong and two from different overseas regions, will be allocated to the same room as far as possible. Through living and studying together, students learn to respect, cooperate, compromise, and act with integrity and responsibility. They also learn the significance of international and intercultural understanding, and develop into independent, considerate and responsible individuals as they reside together without their parents.

Apart from students, all full time teachers of the college also board on campus. In the roles of student tutors, they provide guidance and care for students staying in the residences, and as supervisors of extra-curricular programmes, they are deeply involved in students' services and activities. For the students, most of whom are leaving home for the first time, the tutors and tutor groups are important lines of support. They are the second home for the students, ensuring that they always have a place to share the joy and challenges and to seek advice and guidance regarding college life.

College facilities



College facilities

Situated in a beautiful setting in Ma On Shan, and overlooking the waters of Starfish Bay and Tolo Harbour, the school campus is less than 10 minutes' walk from Wu Kai Sha MTR station, making its location very convenient. The campus includes four residential blocks for staff and students, a sports hall, assembly hall, swimming pool, tennis courts, basketball court, canteen, library, classrooms and laboratories, all of which help facilitate learning, teaching and living on campus.

Classrooms are purposely designed to be small in size to ensure the best interaction among teachers and students and to create an engaging atmosphere in which students will actively participate in classroom activities. Wi-fi access is available across campus to keep our staff and students connected to the world.



One of the most impactful aspects of LPCUWC is the myriad of cultures represented here. May it be cultural conflicts or cultural appreciation, I have learnt to look at things from different perspectives.
Angus Wang, China (student 2014-16)

Even though the diversity is huge in LPC, cultural or individual wise, we have something in common: the passion to change the world. We "walk the talk" early on, organising camps and conferences that deal with peace initiation, going to places to provide education for others, and genuinely caring about everyone around us.
Eugene Chan, Hong Kong (student 2013-15)

I have grown so much since the first day I stepped foot onto this campus; Li Po Chun truly is a place where students from different cultures and backgrounds come together to broaden their understanding, experience, travel, and is a place where I have learnt not only to learn, but to listen, talk and doubt. Being around people like this is what truly inspires me.
Annie Kang, South Korea (student 2014-16)

Alumni

LPCUWC's alumni continue to embrace and live out the UWC mission and values long after graduation from the college. Most go on to study higher education in Hong Kong or abroad, with some taking gap years or setting up their own non-profit organisations. Throughout the years, students of LPCUWC have graduated from notable and renowned universities around the world, including Oxford and Cambridge in the UK, Ivy League Universities in the USA, and the various universities in Hong Kong. With the quality education experience that the college provides, our graduates will undoubtedly continue to make meaningful and important contributions to the Hong Kong society as well as the global community and play a leading role in achieving peace and sustainability.

We currently have alumni based all around the world, many of whom work for, or in collaboration with, UWC. Many of our alumni are also rising to be leaders in their prospective fields. The growing network of college graduates and former staff worldwide provides a continuing link with the UWC movement, a reinforcement of its vision of a better world and a means of continuing to translate this into action.



Gloria Yu, LPCUWC
2008-10
Designer and founder of Yunotme

... I was given the space to start challenging [the status quo], with inspiration and encouragement from both teachers and peers. LPCUWC is a place where I learned about ideals and the incredible young people that are willing to live and work towards them. This college has taught me to be me, but be better and kinder. And I think that still remains the most important lesson I have learnt to date.

Andrew Lau, LPCUWC
2004-06
Television news anchor for TVB

... if there is one thing the school has taught me, it is the importance of keeping an open mind, because you never know what the future holds or where life will take you. The exposure to different cultures at LPCUWC has helped me to connect with people from all over the world, even when language fails.



Ken Yeung, UWC-USA
1982-84
CEO and Executive Director of TOM Group Limited

The UWC teaching that no one is more superior than others and that we are all unique with our own strength and weakness has made me always think about how to maximise each individual's strength in the workplace and community. The UWC service mindset also makes me always think of leadership in terms of servicing the team rather than commanding, encouraging team work and open communication.

Dr Fung Hong, Pearson College
1974-76
Former Hospital Chief of the Prince of Wales Hospital

The first thing I learned was how to respect people with different beliefs and values. The second thing I learned was the humanitarian spirit that showered every subject I studied and the work we did in our daily lives. The third thing I learned was to think differently and always look for ways to make a difference. I met my wife Iris at the Pearson College. Our two daughters, Elizabeth and Cindy, attended the Mahindra College in India and the Adriatic College in Italy respectively. The UWC value runs in the blood of the family. It's a value that transcends time and generations.



Peter Sands, Pearson College UWC
1978-80
Group Chief Executive of Standard Chartered PLC

What changed for me as a result of my time at UWC was the sense of opportunity. I learnt that I needed to take a more proactive role in shaping my world, shaping what I did. Being surrounded by wonderfully talented students from all parts of the world was a powerful catalyst. What UWC did for me was to open my mind to what was do-able; to what I could achieve.

Joyce Samoutou, Atlantic College
1993-95
Founding Director of New Sight Eye Care Congo

It helped me understand what it is to be both a thermometer and a thermostat – to be sensitive and respectful, yet confident to stand up for what I believe in. Unlike most international schools, it is non-profit and draws students from wide-ranging demographics. If it had not been for my scholarship, I would never have been able to enjoy the privilege of growing with, and learning from, 360 amazing students from over 80 countries. And for that, I am eternally grateful.





UWCGO – UWC Graduates Organisation

"To be a force for good by making good use of their UWC experience in Hong Kong" – the UWCGO mission

Hong Kong has been represented at UWCs overseas for over 35 years, and an impressive number of UWC graduates currently work or study in Hong Kong. They are in a wide range of professions, from medicine, law, NGOs, academia, and performing arts to the media. They all share a goal to be a force for good by making use of their UWC experience. Apart from bringing the UWC spirit to their profession, UWC graduates in Hong Kong are active citizens of the community, and many of them participate in voluntary services in their spare time.

UWC Graduates Organisation (Hong Kong) Ltd (UWCGO) is the main UWC graduate organisation in Hong Kong. It organises activities for alumni from all colleges, classes and nationalities to meet and socialise. All UWC graduates can become members upon graduation. Members of UWCGO also help to support student initiatives at LPCUWC.

In 2008, it helped establish United World College Hong Kong Committee Limited (UWC HK Committee), a registered charity in Hong Kong which UWC graduates also play a key role in.



UWC HK Committee

One of the most unique features of UWC is the role played by the national committees. Although virtually all these national committees are run by volunteers, they undertake the important task of promoting UWC and selecting students to represent their country or region to attend UWC across the world. For over 50 years, this system has functioned admirably and provided the most outstanding young people to experience the unique UWC education.

In Hong Kong, the first national committee was led by the late Sir Kenneth Ping-fan Fung, who was also well known for his dedication to youth development and education in Hong Kong. He was instrumental in bringing in the support of HSBC and the Hong Kong Jockey Club who very generously provided scholarships for many students from Hong Kong to attend the various UWCs around the world for many years. He also introduced Sir Q W Lee to the movement, who subsequently became the Chairman of the Selection Committee in 1978. Under Sir Q W, the selection became more structured and formalised under, firstly, the Education Department, and latterly, under the Home Affairs Bureau, where it still remains today. When Sir Q W was about to retire, he supported the formal establishment of a UWC national committee in Hong Kong as a local charity, thus leading to the formation of United World Colleges Hong Kong Committee Ltd (UWC HK Committee) in 2008 as a registered charity. The board comprised of members from LPCUWC, UWCGO, and other independent members.

UWC HK Committee has started an endowment fund, and continues to promote the UWC movement to schools and the general public, and raise scholarships for Hong Kong students to attend UWC around the world. To this day, the committee continues to be run by volunteers to ensure that almost all of the money raised is used towards scholarships. All scholarships are awarded on merit only, with the level of scholarship determined by the financial need of the student.





Scholarships

It is the belief of UWC that education is for all, and that no one should be deprived of any opportunity to receive quality education due to their financial circumstances. In view of this, the UWC Scholarship Scheme offers scholarships and fee remission to students of LPCUWC who have been selected for admission based on personal merit, irrespective of race, religious, political or financial backgrounds. In 2014, we had 28 students receiving full scholarships and 77 students on partial scholarships, from Hong Kong and around the world.

Attending a United World college, especially Li Po Chun United World College has been more than a dream for me. I can clearly feel the positive changes that have happened to me, whether in terms of personality, academics, life skills, social or leadership skills. I wish and hope that more and people would benefit from this incredible experience, as I do.

Anila Bano, Pakistan (student 2014-16)

As a child born in a suburban area, surrounded by criminals, and exposed to violence, nothing would be expected from me. Now I know how the world looks like, and I know that so many have suffered more than I ever did. At LPCUWC I learnt that people have different personalities and different views of the world, and that we should respect their opinion in the same way that we want ours to be respected.

Alexandre Yano, Angola (student 2013-15)

Getting a full scholarship from the United World Colleges movement has definitely been an eye-opening factor that has widened my horizons and allowed me to be part of so many beautiful opportunities... Surely, this is one of the unforgettable highlights of my life.

Ibrahim Nshimirimana, Burundi (student 2013-15)

Before LPC, I would never have thought that I could form such strong connections with people who I only knew for a year and came from entirely different worlds. Yet such is the beauty of the UWC movement because I have been able to form friendships that I believe will last long after we graduate.

Munya Munyati, Zimbabwe (student 2013-15)

Support us

Scholarships are the most powerful tool in ensuring diversity at LPCUWC.

We are a registered charitable non-profit organisation and rely on the generosity of donations from individuals, trusts, foundations, companies and governments to realise our mission of embracing diversity and inclusiveness. Some of our Quan Cai programmes also count on external sources of funding to operate as they may involve inviting and accommodating students from overseas, or require specific equipment or resources.

Please email fundraising@lpcuwc.edu.hk if you are interested in becoming one of our partners or donors.

For more information on how you can support us, visit: www.lpcuwc.edu.hk/giving/make-a-donation

