

# United World College of the Adriatic



3<sup>rd</sup> – 5<sup>th</sup> April 2023

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# 1. Executive summary

## Commendations

**Of all the college's strengths, one is the most significant:**

- i. The students, who are passionate about life, about learning, about the college, about the world and about society: they are an enormous credit to the college, to their families and to themselves.

**The following strengths are also highly noteworthy:**

- ii. The quality of relationships between staff and students is exemplary.
- iii. The *Rettore*, the two deputy heads, senior staff, teachers and admin staff work without reservation to support the students, informally and formally.
- iv. Students are polite, courteous and often charming, going out of their way to stop and talk at length and with great passion, about their love for the college and the impact it is having on their lives. Many underlined that the quality of education provided at UWCAD was far superior to that which they had received in their home country, prior to gaining a place at the College.
- v. The College's policies, practices and procedures provide outstanding levels of promotion for the UWC mission.
- vi. Deliberate diversity is at the core of College life and the school community. This diversity is not just about nationality, but about as many ways as are feasible – socioeconomic background, political status and personal interests, for example.
- vii. The talents, sensitivity and understanding of the best teachers are excellent – whether promoting debate and deep thought as in a Global Politics lesson on *jus in bello*, reviewing a Theory of Knowledge exhibition, discussing the vocabulary used in 'Chronicle of a Death Foretold' by Gabriel Garcia Marquez in multiple languages, or the difference between ethical realism and ethical absolutism, the teachers questioned, prompted, provoked and listened with great skill and a natural sense of humour.
- viii. A strong sense of idealism permeates every aspect of College life.
- ix. Most students engage in a level of service that far exceeds the expectations of the IB Diploma.

## **Recommendations**

The College should focus on further developing these aspects.

**1. Improve the quality of teaching so that all is as good as the best, including by addressing the following:**

- i. Some teachers need support/training on managing debates and discussion on contentious issues, and responding to tensions between peoples/ cultures/beliefs
- ii. Not all lessons are as lively or as briskly paced as they could be: a minority of students do not interact or are left to work independently with little or no teacher input.
- iii. Opportunities for challenge and risk-taking should be provided where appropriate.
- iv. Develop processes for teachers' performance management, which replicate the best practices observed in student mentoring and support, to provide a 360 degree optic and facilitate professional development.

**2. Continue the whole school review and alignment process of all policies and procedures, prioritising the following:**

- i. Safeguarding
- ii. Code of conduct
- iii. Whole year internal assessment calendar and related processes and deadlines
- iv. Curriculum mapping and unit planning

**3. Curriculum**

- i. Coordinate the different aspects of the curriculum as a whole.
- ii. Include in this review, the academic, social, cultural and co-curricular activities.

## 2. Introduction

This report summarises the accreditation process undertaken by the United World College Adriatic (UWCAD). The procedure tests to what extent the College is providing a sound quality of education and care. The school is assessed against 10 standards: evidence for each is gathered, refined and analysed.

If successful, the College is fully accredited for a three year period, with a follow-up visit after 18 months. Significant changes in the school must be notified to Penta (for example change of *Rettore*), and may require an additional visit to verify standards have been maintained.

The accreditation team was led by Dr Mark Evans, with team members Emma Hannon and Karen Hanratty.

The team spent four days in Duino, visiting the College. All teachers and almost all subjects were seen during that period; lessons were observed on Monday and Tuesday of the visit. It was not possible to observe lessons on Wednesday. The accreditors attended a Latin American cultural event, an assembly and a town hall meeting about the code of conduct. A range of creative, sporting and social activities were seen, including an afternoon session for the college foundation. Time was spent in residences. Students and staff were interviewed informally: both groups were generous with their time. Discussions were held with senior leaders and other staff. The secretary-general was interviewed.

UWCAD prepared an assessment of its own view as to how well it met the standards, through consultation amongst the staff. A large number of documents and policies were made available to the team, including some also used for other purposes.

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## School context

Students	Number in					
	IBDP Years		Secondary		Primary	
	Boys	Girls	Boys	girls	boys	girls
	64	122	0	0	0	0
Sub-total	186		0		0	
Total	186					

% direct entry	0
# of alumni	3,223

Staff	Number (FTE)
Teaching staff (including those with leadership roles)	27.5
Support staff (including those with leadership roles)	23.1

IB Diploma results	Number of candidates	Average score of diplomas awarded	Average score per candidate	Number of 30 points and below	Number of 31 points and above	Number of 40 points and above
	92	35.1	34.9	21	71	12

The UWC Adriatic is situated in the Friuli-Venezia Giulia region of Italy, an area that has strong links to the Germanic, the Latin and the Slav cultures. By entering this arena of ethnic and historical complexity, the United World Colleges embraced an educational role of highly charged political meaning. The regional and national authorities welcomed the College here in 1978.

UWC Adriatic was instituted by law in 1978 and set up by the Region of Friuli Venezia Giulia in 1982. Legally, the College is registered as a non-profit cultural organisation with a social purpose (ONLUS). Unlike many other UWCs, UWCAD is integrated into a village, making the College an integral part of the local community.

The village of Duino was within the territory of the Austro-Hungarian Empire prior to World War 1, and is only two kilometres from the border with Slovenia. Up to and during the 1914-18 World War, it was part of the Austro-Hungarian Empire, passing thereafter to Italy. After the end of the Second World War, Duino remained under the control of the Allied Armies until 1954. It now has a mixed Italo-Slovene population.

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The key bodies of the College are:

- i. The President, who is appointed by the Friuli-Venezia Giulia Regional Government upon proposal by the Regional Minister of Education, after obtaining the consent of The United World Colleges (International) Limited. S/he is the legal representative of the College and convenes and chairs the Council of Administration meetings, handles relations with the United World Colleges (International) Limited, with the other Colleges within the organisation, with the National Committees for the United World Colleges worldwide, as well as with Governments interested in the operation and development of UWC Adriatic.
- ii. The *Rettore*, who is responsible for running the College in conformity with the policies and rulings set out by the Board of Directors and for maintaining the standards and fulfilling the mission of the UWC Movement. S/he is designated by UWC International and appointed by the President subject to approval by the Board of Directors
- iii. The Board of Directors, which is convened by the President at least once a year. Meetings may also be convened whenever the President considers it necessary or when a request is made by one third of its members or by the Board of Auditors.
- iv. There are 18 members of the Board:
  - a. the President
  - b. three appointed by the Regional Council of Friuli Venezia Giulia
  - c. the Director General for cultural and economic promotion and innovation of the Italian Ministry of Foreign Affairs
  - d. one appointed by the Italian Ministry of Education, University and Research
  - e. one appointed by the Government Commissioner in Friuli Venezia Giulia
  - f. the Rector of the University of Trieste
  - g. the Rector of the University of Udine
  - h. the President of the Province of Trieste
  - i. the Mayor of Duino
  - j. the Regional Director of Labour, Vocational Training, Education, Equal Opportunities, Youth Policies and Research of Friuli Venezia Giulia
  - k. the Executive Director of UWC International
  - l. two members appointed by UWC International
  - m. one member appointed by the Board according to Art. 8 of the Statutes (Honorary Chairman of Illycaffè; President of the Ernesto Illy Foundation)
  - n. two members appointed by the Board according to Art. 8 of the Statutes (expert in international affairs)
- v. The Board of Auditors, that checks the administrative acts, ascertains the proper holding of accounting records, issues reports indicating the estimated budget and final balance figures, and undertakes cash audits. The composition of the board reflects the three main stakeholders who set up the College, i.e. one is appointed by the President of the Friuli-Venezia Giulia Regional Government, one appointed by the Italian Ministry

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of Foreign Affairs and one is an auditor appointed by United World Colleges  
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### 3. Standards

## 1 International and intercultural understanding

Deliberate diversity is at the core of the UWC education model: this is very apparent at UWCAD. This diversity is not just about nationality, but about as many ways as are feasible – socioeconomic background, political status and personal interests, for example.

This core idea is evident in the allocation of students to residences and to rooms. Students learn to live with others who do not share their nationality, gender orientation, sexual orientation, political perspectives, economic status or language. This creates opportunities to learn from listening and to respect everyone. It is a journey not a destination, but it is the central process of UWCAD: it is what the College is really about.

Diversity is also considered when grouping students for co-curricular activities. For example, social service projects involve working with people with different cultural and linguistic differences. Students are routinely exposed to and interact with people who are marginalised in society (refugees or migrants) or economically disadvantaged.

The College's anti-racism, diversity, equality and inclusion (ARDEI) action plan highlights this commitment. Some curriculum subjects lend themselves to this particularly well, such as B language discussions and choice of texts studied in A languages. CAS activities, the wellbeing programme, outdoor and sustainability activities, cultural and other visits further the College's links with the local community.

Community interaction is at the heart of College life with full and active participation by most students and teachers. The Latin America cultural evening for example involved many as performers and many more as the audience. Students and most teachers do community service, which provides opportunities to experience and discuss real-world examples of the impact of global issues. There are regular residence meetings and events such as meals, workouts, dances, orienteering, table tennis tournaments, collective observing of sunsets, tutor meetings and residence functions such as brunch, Christmas party and Eid celebrations.

All the College's programmes and practices encourage and develop mutual understanding of the school community. There are frequent debates in lessons, out of class and/or as a whole community.

## 2 Celebration of difference

The programme and practices at UWCAD dynamically facilitate the inclusion of a diversity of perspectives. This is supported by the collective vision of United World Colleges and the IB core mission. This leads to a clear collective understanding of the fundamental aspects of humanity. The College has also made a commitment to develop this through the Anti-Racism, Diversity, Equity, and Inclusion (ARDEI) action plan. This plan has been devised to bring about structural and educational changes to address inequality, while also building cultures, practice and programmes in which diversity, equity and justice are interwoven into the inclusivity of the College.

Within the IBDP, there is ample opportunity for the inclusion of a diverse range of perspectives, especially in Group 1 and Group 3 subjects, although this was evident across many other subjects. Teachers are encouraged to be mindful of material, content, and texts they choose. During the visit there were several examples of this, showing how well the teachers know their students.

In a Global Politics lesson, concerning human rights, the students were encouraged to share examples from their own countries' constitutions. This discussion raised questions about many sensitive topics, from indigenous rights to NATO membership. Students felt confident to respond to each other in a respectful way, and each of them could use their own experiences to engage with and understand the views of others.

Collaborative relationships in lessons facilitate positive and meaningful student interaction and debate. Teachers utilise the diversity within their classrooms to ensure that alternative perspectives are offered. They skilfully use the students as resources to encourage a variety of perspectives. This was evident during a Philosophy lesson, where students were discussing cultural ethics and norms related to time. Students avidly discussed how the definition of being on time differs across cultures. They were all able to share their own perspectives, while also considering those of others.

Outside the curriculum, there are numerous opportunities to both consider other perspectives and promote knowledge and understanding of democracy, respect for freedom of expression and other human rights. The monthly 'Orizzonti' talks, which cover a range of subjects of global importance, allow the community to consider their privilege but also their responsibility. Focus months and focus days shine a light on issues that affect both the local and global community. These have included Peace One Day, Sustainability Month and Black History Month. On some Sunday evenings, a student presents a Focus session - an hour-long presentation about a current or historical issue - often related to their country.

There are several student-led groups, such as the Political Council and the Sustainability Council, which allow students to discuss and raise awareness of issues. Freedom of expression is a key tenet of UWCAD and can be seen in all interactions within the community both inside and outside lessons.

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Respect for freedom of expression was seen clearly in the student-led townhall reviewing the Code of Conduct. Well over 60 students, along with the teacher senior leadership team, attended the event, and everyone present respected each other's right to speak, even though views differed greatly. Diverse voices were heard, and after the meeting students were given the opportunity to engage further in the review and revision of the code of conduct. There are several student leadership roles within the College which allow students to engage with democracy through elections. This is also taught implicitly through how discussions are managed in the classroom, and through focus groups, which are student-led.

There is a tangible culture of students being encouraged to share their opinions and views. This is done in multiple ways, including during town halls, residence meetings, and through course and teacher evaluations completed annually. Students are encouraged in lessons to challenge teachers' viewpoints, and this was evident in several lessons.

Tolerance and understanding abound between all members of the community. This is supported and encouraged in several ways. There are of course events and days which highlight this, but on a day-to-day level, students living in shared rooms, studying, eating, and relaxing together, ensures that they come to accept and understand difference.

### 3 Personal responsibility and integrity

There are numerous opportunities for students to practise personal initiative. A well-developed peer support programme for IB subjects allows students to help other students. Student agency in deciding on IA and EE topics is very much respected by the teachers. Students in IB History spoke about how they were able to choose historical events for their IA which personally resonated with them, and how this had been encouraged by their teacher.

Inquiry based pedagogy is encouraged and is something that the College is hoping to develop more in the future. It was clear in lessons that students are encouraged to actively contribute by sharing insights from their own context.

Many co-curricular focus discussions, project week activities and CAS activities emerge from the students' own initiative. These have included the war in Ukraine, Diwali, Black Hair, and Latin America. Project and Focus Weeks are very impressive. The Latin America Focus Week ended with an incredible show, entirely coordinated by the students, encompassing political, cultural, and linguistic elements.

Personal initiative is also supported through the many student councils. These include the Feminist Council, Sustainability Council, Wellbeing Council and Political Council. In assembly each council had the chance to share their recent successes and promote new initiatives and projects to the school community. Within the residences, there are clear roles decided early in the academic year, and students can take initiative about which roles they would like to undertake. One student explained that she was busy planning a residence lunch as a way of building closer relationships between first and second years.

CAS activities can also be shaped by students' skills and expertise. These have included Latin American dance and Hip Hop.

Equally, many opportunities exist for students to practise self-discipline and responsibility. The context of UWCAD means that students are expected to manage themselves. This includes not only academic deadlines, but also managing waking up on time, cleaning their rooms, washing their clothes, and carefully considering their commitments. Wellbeing education is integral to college life and students are empowered to make safe decisions. The wellbeing programme, which is fully student led, focuses on changing mindsets. Where there are concerns about a student who may not be attending all classes or meeting deadlines, there is a clear support system in place.

Students are expected to always be responsible and respectful with not just the college community, but the wider local community. Many students travel by bus to weekly projects and engage in CAS activities within Duino and beyond.

Students are expected to communicate travel plans with their tutors. During one tutor time, the students completed a travel form and discussed their plans with the tutor. In

the residences, there is an expectation that clean up rotas will be followed, and this was evident during resident visits. Students can use local facilities, residence days rooms or the school library outside school hours for completion of work or discussions.

Students understand their responsibility to adopt safe practices and a healthy lifestyle. The College works hard to support students to make safe and healthy choices. This includes timetabled wellbeing sessions, which happen weekly throughout term 1, which cover topics such as sex education and consent. The wellbeing programme also provides education on communal living. There is also a student peer support team who are trained to provide psychological first aid.

Personal tutors and residence tutors meet with students weekly and discuss any issues which may have arisen. Attendance to lessons is monitored and discussed during these times. Absence is challenged in a constructive way, and linked back to the core values of United World Colleges, respect for self and others.

The school psychologist and pastoral deputy head work closely together to design and deliver the 'College Life' programme which is offered at the start of term 1. This supports safe and healthy lifestyles. Topics discussed during this two-week induction include boundaries and a healthy community, introduction to local culture, sustainability focus and online safety and safeguarding. The College code of conduct outlines how breaches of the rules are dealt with. Serious breaches can lead to a formal warning, and in some cases expulsion, although this is very rare.

Students appreciate their responsibility to make a positive contribution to the community, both within the College and the local community. This is indicative in the many activities in which they choose to invest their time.

Within the College students go out of their way to make a contribution. Students play an active leadership role in the College as is evident in the role of the Student Representatives, Generation meetings, weekly meetings with the Rettore and Town Halls. Students are academic and peer supporters, which involves a willingness to invest time in being trained.

Other initiatives run by students include a community Compliments Box into which messages of support or affirmation are left and then distributed to the students by members of the Wellbeing Council. When students are sick, other students collect food from Mensa to take to them in their Residences. Tutorial dinners and Residence functions are mostly organised by students who enjoy the chance to cook for each other. During a tutorial meeting one student explained how he was very excited to be planning a meal for his tutor group

In the local community, students mix well with local residents and treat public spaces with respect. Students have worked hard to engage with the community through several social service initiatives. One student-led CAS project is to visit with elderly people in the village regularly. Students also work with children from the local primary school, teaching them English and Art. There is a community garden project and a clean team who work across the village. One first year student explained that through

her teaching she felt much more part of the village and it had also encouraged her to consider teaching as a career. A current student-led initiative is to organise a tea party and student cultural performance at the College and invite the local community. This event hopes to showcase and celebrate the diversity of the community.

Healthy lifestyle is promoted as integral to the balanced development of the whole person. The College cafeteria offers a nutritious breakfast and two hot meals daily, with a wide selection on offer. Water is available to drink, and fresh fruit, salad and vegetables are always accessible. Healthy dessert options include fresh fruit or yoghurt.

CAS is considered an integral element of supporting balance, with absence not permissible. Outdoor activities and cultural visits are also planned on weekends and students are encouraged to attend. Physical activity is promoted through the CAS programme, running four times a week, which offers a wide range of activities such as Kayaking, sailing, mountain biking and long-distance running.

To ensure that students are safe and able to get adequate rest, there is a curfew from 22.30. and quiet time is expected to be observed in residences after 22.30. The College has a part-time study support coordinator, who is available to work with students in the afternoon to help them with time management, study skills and learning skills.

Students are aware how unhealthy lifestyles limit potential and hinder progress, and this is reinforced within both the programmes and behaviour expectations of the College. There is zero tolerance for drugs, theft, and sexual violence. Serious consequences are in place for alcohol use in residences. Drug and Alcohol education sessions are included in the Wellbeing programme. The absence procedure is clear and unjustified absences are not tolerated. The Student Handbook is not always clear on the consequences for breaking the rules, and there is still work to do to ensure this is transparent and consistently applied. Consideration could also be given to how the College can better ensure that students are not overwhelmed with large quantities of homework and deadlines due at the same time.

There is an accurately maintained student admission and attendance recording system, which conforms to local regulatory requirements. The College has recently introduced a new student management information system, which means that all student information is now in one place. This means attendance can be easily and effectively monitored. Data is used in weekly tutorial meetings, and support put in place if necessary.

Due to the unique nature of UWCAD, students are suitably prepared for adult life. The College runs very much like the first year of university, with trust placed in the students to make the right choices. Students live in residences with other students from very different backgrounds, learning how to navigate living in community. Programmes such as *Incontriamoci* support students with respect to travelling alone or in small groups, preparing for life beyond UWC and planning gap years.

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Students learn about responsibility through CAS and other service opportunities. They become accountable through juggling the demands of IB, College life and other responsibilities. The College university counsellor advises and supports students to navigate the opportunities for further education.

There are appropriate policies that safeguard and promote the welfare of the students, including with regard to bullying, and relating to students on activities outside the College. The safeguarding policies are thorough and available on the College website and in the student handbook. Key safeguarding information is also visible in the common areas in residence buildings. Students are clear about who they can contact in relation to safeguarding. The DSL meets weekly with the deputy headteachers to discuss any students of concern. Risk assessments are completed where necessary.

The College enables students to develop self-knowledge, self-esteem, and self-confidence. Students are eager to develop themselves through leadership, service, and other initiatives. Through the UWC and IB philosophies, students develop into resilient global citizens, and become the community of role models envisioned in the UWC mission statement.

## 4 Mutual responsibility and respect

Mutual responsibility and respect are evident in all aspects of college life. Relationships within the College, whether between students and teachers, within the student body, between all categories of staff and within the local community have mutual respect at the centre.

Students live in mixed communities, sharing residences and rooms with peers with diverse backgrounds, languages, cultures and religions. From the initial point of induction, students are encouraged to be open-minded and accepting of everyone as equals. This philosophy is taught implicitly and strongly modelled by older students and staff. Informal events, such as tutor dinners, help to build strong relationships and break down any potential boundaries. Students are aware of their mutual responsibilities within the school community and are strong advocates for the rights of others, in fact, diversity is celebrated and individual differences embraced.

During the visit, a group of students performed in a high-energy celebration of Latin American culture including music, dance, poetry and sport, which they had written and produced. The celebration was pointedly countered by students unflinchingly confronting issues of violence against women and the marginalisation of indigenous people in their home lands, with open, and at times stark coverage of these issues.

Diversity is considered and discussed in lessons. For example, in a year 2 English language and literature lesson, students were introduced to the work of the poet Grace Nichols. Samples of her work were shared which included pieces, some written in pidgin, on themes of cultural differences, racism, sexism, migration, and politics. One student commented that the poetry expressed emotions that were 'raw and real'. A year 1 music lesson focused on features of Arabic music, including instruments, scales and harmonics. Students drew attention to similarities and differences to instruments and music in western culture.

Links with the local and wider community provide excellent opportunities for students to develop a clear understanding of their responsibilities as citizens, both within the College locality and globally. There is an emphasis that human rights must be balanced with human responsibilities. Students' projects in the creativity, activity, service (CAS) programme and participation in the afternoon activities, for example working with local primary school children, visiting the elderly and residents in a hospice, provide opportunities for students to give back to the local community.

The pursuit of peace, at a local and global level, has historically been a significant force in the shaping of the College. Students of all nationalities mix freely and openly, objective discussion of issues from a variety of perspectives is encouraged. The College participates actively in Model United Nations (MUN) activities, at a college, national and international level. All year 1 students take part in an annual college MUN debate, mentored by year 2 colleagues. Debating skills are taught explicitly in English lessons. There is an emphasis on peace building within the local community,



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through service and by living an example of international cooperation. The student led political council focuses on constructive dialogue on global issues, which are then reported back to the wider student body in assemblies. Students participate in the annual IB Mandela Peace Prize award. Recently a student from the college, working with a friend in another UWC college, won this prestigious award. On the occasion of the college's 40th anniversary, all the essays were collected and published in a book, which was presented to the local government in Trieste.

Students are given opportunities to engage with key global institutions and learn first-hand about their work and influence. A group of five students attended a conference at the European Parliament in Brussels, with a focus on the global challenges of migration. While there, they also visited the North Atlantic Treaty Organisation (NATO) headquarters and the United Nations (UN) General Assembly.

All staff go through a robust recruitment and induction process. This includes establishing their medical fitness, right to work within Italy, academic qualifications and conducting police checks. References are taken from former employers, followed up with telephone calls. Lists are maintained of all volunteers, activity coordinators and contractors. Safeguarding training is provided to all staff and students and there is a strong emphasis on student welfare and health and safety.

When any issues occur, students are encouraged to deal with issues personally, by speaking openly and honestly to each other, with support from tutors and peers. Should a problem persist, students are able to raise complaints; they prefer to be seen as responsible for their own problem solving rather than reverting to their parents with issues. Because of the nature and location of the college direct complaints from parents are rarely received.

Parents are kept updated regarding their child's academic and personal development, including co-curricular engagement. During the induction week, tutors make initial contact with parents. Detailed written reports are produced twice a year, in December and May, which are emailed to parents. Parents who may require greater detail can reach out to their child's tutor for an online meeting. Processes around reporting are currently under review. The Rettore keeps parents informed about wider college events and developments through newsletters and the annual social report.

The college is fully integrated into the village in which it is located, by nature of the location of the school's buildings and residences. As such, the students are very conscious of local laws and adhere to these respectfully. Members of the local community are regularly invited to school events, including music concerts and art exhibitions. In return, students from the college are invited to participate in local events such as San Nicola, exhibit their art work in the Castello di Duino and local families host students who are not easily able to travel home during the winter break. All students learn Italian language, which helps to facilitate the appreciation for and respect of Italian culture. Strong links exist with local schools, both within the village and further afield, where students from the college support younger children in learning English, mathematics and through a creative arts programme. School facilities

are made available to the local community with projects such as science exploration for primary and middle school children. Student volunteers also have links with local animal shelters, an old peoples' home and migrant refugees. They provide practical help through service and collections of items that may be required.

Students have very strong awareness of right and wrong and as a community proactively self-regulate. Students are given equal opportunities to voice their opinions on how the community should be regulated, the recently started review of the college's code of conduct is a prime example of this. A Town Hall meeting, led by a student representative, gave equal priority to hearing the opinions of students and those of staff; the Rettore waited patiently with his hand raised while several students were invited to speak before he was.

The senior leadership team (SLT) are a relatively newly established group; the two deputy heads are in their second year at the school and the *Rettore* in his first. Despite this short tenure, school leaders have effectively identified areas which they consider to be priorities for development which will impact on a range of facets of school life. Staff committees have been established to review and make recommendations for improvements.

Performance review of teachers is carried out regularly, by obtaining feedback from students on the quality of the lessons and support they receive. The data produced is analysed by the deputy head (academic) and where any patterns of concern are evident, these are addressed individually. Consideration is currently being given to how this system might be developed into a more robust process which would provide all teachers with support and opportunities to share best practice.

Robust policies and procedures are in place to promote the health, safety and well-being of all stakeholders. The college works in collaboration with local fire and other regulatory bodies and all practices are in line with local requirements. Appropriate training is given for all staff by an external provider. Health support is available round the clock and residence tutors are trained in first aid to handle any health emergencies.

## 5 Compassion and service

Community service is one of the key cornerstones of college life. All students are expected to contribute positively to a range of initiatives which support and enrich the local community; many students far exceed the expectation. Through community service, students become increasingly aware of their responsibilities to their fellow human beings, all life and the environment. They develop compassion, together with hope, that through their actions they can make a difference, and small differences can build together to have a significant and lasting impact.

A wide range of social services take place on a weekly basis under the supervision and active participation of staff. These services are aimed to engage with and actively help the local community, and are a means to strengthen links within the local community.

Community service activities, as with other aspects of the extra curricular programme, are impressive in and of themselves, but do not appear to be strongly linked to other aspects of college life. The lack of a cohesive education model linking all aspects to academic curriculum and the life of students is a missed opportunity. It is sometimes unclear what the contribution of the adults to student led activities might be.

The level of activity which students engage in far exceeds the expectations for the International Baccalaureate (IB). Student led CAS activities cover a wide spectrum of disciplines and interest and include, but are not limited to children's art, English for pre-school and primary children, beehive project, animal shelter, guitar for growth, mountain biking, sailing, hip hop dancing, photography, knitting and crochet, community gardening and film making. Students are actively encouraged to suggest new activities, for which they design the programme, organise resources and promote.

Alongside the community service programme, students are encouraged to offer academic support to their peers, and to support their peers in their own independent projects. Older students offer support to their younger colleagues through the well-being programme, which focuses on mental health and relationships. All students are involved in chores relating to the cleaning and upkeep of their room, residence and common areas of the school.

## 6 Respect for the environment

Sustainability is a key focus for UWCAD, not just in terms of the environment, but also economic and social sustainability. The Sustainability council organises an annual sustainability month which focuses on all three aspects. Sustainability is also the main focus on the second day of the term, a key part of new student induction.

Appreciation of and care for the local environment are supported through the curriculum and a range of student led activities. Within the IB programme, a number of students follow the environmental systems and sustainability (ESS) element. 'Being out in nature', working with bees, orienteering, kayaking, sailing, climbing, mountain biking and community gardening, all help to develop in students an awareness of natural beauty, which thoughtful conversations and reflection develop into a call for action. A sustainability coordinator on the staff is responsible for aligning school procedures with best practices in sustainability.

Recycling points are located across the school buildings, including for composting fruit and vegetable waste. Each residence has a sustainability champion who encourages waste separation and composting. Lighting, heating and air conditioning are used to a minimum, students are proactive in ensuring lights are turned off and doors closed when leaving classrooms. Two of the residences have been equipped with solar panels.

All regulatory health and safety requirements are met, in collaboration with the relevant local authority. Fire drills, including for residences, occur at regular periods under guidance from the local Civil Defence.

Whilst not purpose built, the college facilities support delivery of the formal curriculum and facilitate the wealth of extra-curricular and community service activities which take place. Science and music rooms are well equipped and provide a suitable and safe environment. The art block inspires creativity with its open spaces and good light. A spacious library provides quiet, comfortable areas for study as well as a good range of reading material. The college is well resourced with high quality materials across the curriculum.

All students at the college board full-time. Accommodation is currently split across six residences; most are mixed sex with only one block having just female residents. Facilities are adequate for the number of students and suitably divided to ensure privacy. Health support is available around the clock, provided by either the college nurse, visiting doctor, local clinic or resident tutors who are all trained in first aid. Equity and inclusion are strongly promoted by staff and students alike, which leads to a harmonious atmosphere. Students receive adequate pocket money to enable them to spend time off site and make short trips beyond the village.

The induction of new students is key to the success of the programme. A range of activities, many led by second year students, familiarise new students to the college,

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the village and life in Italy. The college's values are strongly promoted from the first day, and students are encouraged to start making contributions to college life and wider society early on. An open-minded approach and the willingness to address sensitive issues allows new students to explore topics without fear, start to understand their own feelings and review the positions they may hold on certain matters.

## 7 A sense of idealism

Idealism permeates every aspect of college life. UWC is a mission and values-based network, and thus idealism is at the heart of college life. Programmes and practices at UWCAD are carefully developed to facilitate and encourage the development of this in the students, although some processes would benefit from review. The code of conduct, for example, is now no longer fit for purpose and the school community is rightly seeking to renew and refresh it.

The college's academic and other programmes develop, facilitate and strongly promote the development of idealism in students. For example, investigation of the wider impact of the Rwandan genocide and the Kosovo conflict in global politics, supports students' idealism.

Earlier this year, the ARDEI day was facilitated by teachers in their various subjects. Students organise a range of discussions on conflict resolution, social justice, politics and peace. UWC Day is another opportunity for the community to engage in discussing important topics, with an idealism that is palpable. Students also have the opportunity to make a difference in the world by participating in the *Go-Mad* project, the *Aurora* project and by submitting poems at peace conferences.

The college organises critical thinking workshops and sessions on conflict management and resolution: these allow students to build up their skills and understanding of how to promote social justice and peace in the world. Even the fact that students share residential space with peers from diverse backgrounds helps them practise these skills and strengthen their sense of an ideal community.

The sense of idealism is clear and evident in the teaching and other staff. They are passionate supporters of the college, and of the UWC movement as a whole. The college president, the *Rettore* and the secretary-General support locally, regionally, nationally and internationally. There is a clear desire on the part of teachers to foster and support a sense of idealism in students.

There is also strong support for idealism from the social service element of the curriculum. This includes integrated sports activities with disabled young people in Trieste and Monfalcone, visiting senior citizens in Duino and working with primary pupils from government schools on their English language skills: the college's programmes and practices - curricular, service, sports and creative - are designed to focus on things of lasting value to the community, as well as to individual students.

The *Rettore* and the Secretary-General with their teams are significant drivers of the support for idealism at UWCAD. From the open door policy adopted by senior leaders, to the determination to future proof the finances of the college, they do everything in their power to ensure the long term stability and development of the college and of the UWC movement.

## 8 Personal challenge

UWCAD programmes, practices, facilities (both within the college and locally) and personnel ensure that students can engage in personally challenging experiences. Whilst doing so, students receive appropriate support and due regard is given to all aspects of safety.

The college ensures that students have the resilience and self-confidence to actively support their community, and build initiatives that allow them to develop leadership, teamwork, and creativity. This was evident in a student-led CAS project in which college students teach English to primary school students from the village. One lesson observed involved an exciting English treasure hunt in the school grounds.

Recognition is given to the fact that each individual possesses unique talents and abilities, and the college offers the opportunities it can for students to develop these further. Many of the CAS activities are student initiated and led, as highlighted in previous examples in the report. There is also student agency in the choice of language courses studied. Students are given the choice to study their native language as an IB option, even if it is not presently offered by the college. During one college assembly, students' achievements were recognised and celebrated. This included a 'musical moment' where a student showcased his incredible piano playing and a student receiving a certificate for exhibiting at the art exhibition in the local castle.

Students are successful in achieving challenging targets, both academically and in the creative, social and sports programmes. Student progress and mark books are open and transparent, allowing for students and their teachers to work together to ensure they realise their goals. Students set themselves ambitious academic targets and, as a result of this, teachers, the Mental Health Coordinator and the Deputy Headteachers constantly strive to ensure that academic attainment does not come at the cost of the students' wellbeing.

Students for whom English is a second or third language receive a bespoke induction and continued support during their time at the college to enable them to succeed. Italian continues to be taught to all students, so they are able to develop a greater appreciation of the cultural dimension of their new context as well as to help them to integrate better in the life of the local community. This also supports their success in CAS, as they are able to become involved in local initiatives where Italian would be beneficial.

Support for students of concern and those with specific learning needs is well-developed and led by the mental health coordinator who is a qualified child psychologist. She works closely with the deputy headteachers to ensure that access arrangements are in place, and teachers are aware of strategies to best support them.

Opportunities exist for the students to embrace challenges whilst managing potential risk to themselves and others, with or without support of a teacher or experienced adult presence.

Students are supported to manage the risk to themselves, being mindful of ensuring a healthy balance between their academic, CAS and other priorities while safeguarding their mental and physical wellbeing. As explained previously in the report, wellbeing education and awareness is a real strength in the college. The Mental Health Coordinator uses the term 'energy management' to describe the approach students are encouraged to take. This month the student-led sustainability council is leading a session on understanding burnout and personal sustainability. The college ensures that students are clear about how to manage risk during physical activities.

Risk assessments are thorough and signed off by the health and safety coordinator. The student handbook outlines the expectations regarding leaving the site and the village. The college is currently reviewing the role of the residence tutors to further support students to embrace challenges safely. Consideration needs to be given to ensure that safety expectations are followed and procedures are put in place to guarantee that students follow the handbook guidelines in relation to living responsibly.

College programmes and activities provide students with many opportunities to engage in, lead and celebrate actions of personal example in line with UWC expectations and values. The co-curricular learning programme also provides the students with a wide range of physical, creative and service-based experiences that allow them to go beyond their comfort zone. Great emphasis is placed on encouraging students to initiate, organise, and manage activities. Consequently, students have developed a high level of agency which includes making decision-making and managing the subsequent consequences of those decisions.



## 9 Action and personal example

UWCAD programmes, practices, facilities and personnel ensure that students can engage in personally challenging experiences whilst receiving appropriate support and in safe circumstances.

There is appropriate and effective risk assessment of all college programmes and activities. All staff receive extensive health and safety and risk assessment training. The responsibilities of teachers and non-teaching staff that work directly with students are clearly set out in the UWCAD educational staff manual. For co-curricular activities, risk assessment forms are completed prior to the start of activities and reviewed by the health and safety coordinator.

Students complete an induction at the start of the academic year outlining the safety protocols and expectations regarding their residences.

College programmes and practices allow and encourage students to engage in personally challenging experiences academically. The nature of the IB diploma ensures students are challenged, balancing rigorous academic study with a broad core and co-curricular programme. Teaching approaches seek to leverage student voice and the deliberate diversity of the community, resulting in the sharing of a wide range of perspectives. Students have commented that these opportunities have helped them to challenge their own perspectives on the world.

Students also engage in personally challenging experiences socially through living with others in the residence. It is clear to see that students embrace this challenge and grow as individuals and a community through the experience of living communally. Students volunteer for different responsibilities within the residence. There is sufficient support, both internal and external, in place for students who are struggling.

The college facilities and personnel ensure that students engaging in challenging experiences are suitably supported, in appropriately safe circumstances. The student handbook contains a number of sections relating to the safety and conduct of students. The focus of these is to educate and guide students to be honest and respectful to themselves, others, and the planet. The handbook covers learning through residential life, through living responsibly, and through CAS.

The college ensures that throughout the academic year students are reminded about key safety messages. In the assembly the head of IT delivered a short presentation on cyber security and the Rettore and deputy headteacher reiterated the importance of residence and weekend protocols.

The Peer Support and Health Educator (PSHE) programme has been a very positive development and continues to develop and grow. Over 50 students applied to be on the council, with 18 students successful. They undertake intensive training to support their peers with mental health and wellbeing concerns.

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Leaders, teachers and students all agree that the code of conduct needs to be updated and clarified. Students, led by the student committee, and the leadership team are currently working on clarifying and structuring the code of conduct to ensure it is more consistently applied.

## 10 The quality of education and care

The college provides an excellent quality of education and care for students.

Through structured teaching, which largely engages, students make rapid progress from their individual starting points. This is particularly evident in their ability to organise their own learning and reflect on lesson content. Students display excellent learning skills. In lessons, they were observed engaging in meaningful discussion with peers and their teachers. They take notes in a variety of ways which reflects their independence and individual learning preferences – some students make notes in books, others on tablets or laptops, highlight and write in the margins of texts. Students have strong listening skills when engaged in class discussions. During lessons they undertake independent research, for example in a year 2 English language and literature poetry lesson, where students read a selection of poetry new to them while simultaneously doing some brief background research on the poet. In a year 1 world literature lesson, many students had downloaded the focus text in their home language, to read alongside the English version.

Teachers' questioning is a key strength in many lessons. In the best lessons, teachers raise a series of open-ended questions which promote deep thought and reflection. For example, in a year 1 philosophy lesson, in a discussion regarding the ethics of abortion, the teacher's skilled use of higher order questions and sensitive handling of responses, ensured that students felt confident to explain multifaceted arguments and ideas with clarity and engage in a deep discussion of diverse perspectives. However, in some lessons not all students engage in discussions and are not always brought into the conversations by their teachers.

Teachers display excellent subject knowledge, and the majority of them are able to give clear, concise explanations which bring complicated concepts within the grasp of students. Teachers take time to ensure students have understood concepts and don't move on until all are clear. For example, in a year 1 standard level chemistry lesson, the subject knowledge of the teacher allowed for highly skilled targeted questioning of the students: in return, the deep understanding of many aspects of the topic under discussion - ionic bonds and the naming of ionic compounds – led to the class having the feel of a university tutorial. Many lessons are well paced and make good use of time. Teachers have good knowledge of IB examination requirements, giving guidance on how to answer questions to obtain the highest mark. A structured approach to analysing sample questions and formulating stepped answers gives students strong scaffolding for exam success.

Technology is used to good effect to support learning, by both teachers and students. Links to real life further aid students' understanding, as was evident

in a year 2 mathematics application and interpretation lesson on optimising volume with a fixed surface area, the teacher used the classroom as his example. In a year 1 theory of knowledge (TOK) lesson, by using small group discussions, and linking the content to the students own recent experiences, the teacher was able to ensure that all students engaged in discussions which allowed them to understand how TOK concepts manifest in the real world.

Strong relationships based on warmth, respect and mutual trust support students in taking risks in their learning. There is no fear of giving a wrong answer or making mistakes, these are seen as learning opportunities. Students are confident to ask questions for clarification and to extend their knowledge, or to challenge the material. In a year 1 higher level psychology lesson on dangerous conformity, the students were encouraged to discuss the video they had watched and responded with deep and thoughtful analysis. There was even sufficient understanding (prompted by the teacher) to question part of the commentary of the video. Teachers also show good awareness and concern for students' personal needs. For example, a year 1 lesson on environmental science, started in a manner which led the class gently from the weekend to Monday's work, showing sensitivity and concern for students' well-being on the part of the teacher.

University guidance is given to all students, in order to help them identify locations and courses that meet their career aspirations. A significant number of students opt to take a gap year at the end of their time at the college. This is supported with appropriate guidance and advice regarding suitable programmes in order that students can gain the most benefit from their time away from studies, before university.

Departments and individual teachers plan schemes of work and individual lessons based on the IB programme. Staff have the autonomy to create plans in their own preferred style; there is no common template or oversight of planning by senior leaders. Teachers are provided with regular training on educational programmes in line with IB requirements, and are required to keep up to date with any changes in their subject material.

Students are assessed regularly on their attainment and progress, and graded according to IB criteria. Grades are shared openly with students who are then given individual support on areas to which they need to give greater focus. Many of the assessments are currently test based, this process is under review in order to broaden the range of formative assessment strategies used.