



UWC-IBO Initiative in
Bosnia and Herzegovina



UNITED WORLD
COLLEGES



United World Colleges and
International Baccalaureate Initiative
in Bosnia and Herzegovina

ANNUAL REPORT

School Year 2007/2008



Table of Contents

Chair’s message.	3
About the UWC-IBO Initiative in Bosnia and Herzegovina.	4
Summary of Objectives of UWC-IBO Initiative in Bosnia and Herzegovina	5
Development Director’s message	6
Headteacher’s message	7
Summary of achievements.	8
United World college in Mostar	12
International Baccalaureate Diploma Programme in UWCiM	12
Teaching at UWCiM through the eyes of teachers	13
Overview of UWCiM students	14
Living together: Residential life at UWCiM	16
Together with the local community.	19
Creativity, Action, Service Programme (CAS) in UWCiM	19
UWCiM student project week	23
Graduation of 1st generation of UWCiM students on 29th May 2008	24
Message from the Patron of the UWC-IBO Initiative in BiH	25
Speech by UWCiM student from BiH	26
Speech by UWCiM student from Russia	27
UWCiM 1st generation of students - Exam results.	30
UWCiM 1st generation of students - University admissions	33
Impacting Educational Reform	34
Integrated science classes for Gymnasium Mostar students	34
Centre for Professional Development of Teachers: Teaching how to teach	36
FINANCIAL STATEMENT for 2007/2008	42
Initiative’s donors.	43
Initiative’s ID card	44

Chair’s message

The year 2008 is a historic one for our project and for the United World College in Mostar. In May 2008, the first generation of our students graduated from UWCiM. UWCiM enrolled its third generation with the same number of students it had in the previous school year, and so now in UWCiM there are two student generations of 183 students from 29 countries, out of which more than half are from all around Bosnia and Herzegovina.

The first generation of our students have received good results on their final exams and went on to study at universities in the USA, Europe and in BiH. I believe that the two years they spent living and studying together at UWCiM were special years in the lives of these young people upon which they will build their careers and life-long friendships with each other.

For my colleagues in the Executive Committee and me this was a special year as well because we have shown that our project is successful and that it certainly has a future. For us, besides the College that has fully affirmed itself this year, very important parts of our overall programme are the Centre for Professional Development of Teachers in BiH

and cooperation with IB programmes within Druga Gymnasium Sarajevo and Gymnasium Banja Luka.

For the beautiful city of Mostar this project represents new values and gives a new opportunity for establishing an alternative to the education of new generations – education which will connect and not divide them. Because of this education that is based on universal values of peace, freedom and cooperation, the younger generations will be the best security for the country, one that is much better than security given by the army or police.

I would like to use this opportunity to mention many people who contributed to this project and would like to thank students, teachers, parents, representatives of local and cantonal governments and numerous donors for their cooperation. ■

L. Tanović

Professor Lamija Tanović
Chair of Executive Committee of
UWC-IBO Initiative in BiH



Lamija Tanović,
Chair of the Executive Committee
of the UWC-IBO Initiative in BiH

About the UWC-IBO Initiative in Bosnia and Herzegovina

The Initiative of the United World Colleges (UWC) and International Baccalaureate Organization (IBO) in Bosnia and Herzegovina aims to support the peace process in the country and the region by implementing a convincing classroom model of post-conflict education for wider educational reform in Bosnia and Herzegovina and by participating in curricular development in Bosnia and Herzegovina and beyond.

The Dayton Peace Agreement of November 1995, which ended the war in Bosnia and Herzegovina and established the current constitutional setup, did not make provi-

sions for education. As a result, education has remained deeply divided according to the war-time frontlines. Thirteen years after the war there remain acute problems of segregation in schools, a need for objective and neutral assessment of students, little or no progress in education reform, apathy and lack of civil activism among young people and poor contacts among teachers and students.

The United World College in Mostar is the core part of the UWC-IBO Initiative which aims to offer quality international education and opportunities to students and teachers

of the divided groups in Bosnia and Herzegovina. The United World College in Mostar is the only truly integrated educational programme in the country, bringing all ethnic groups living in Bosnia and Herzegovina to the same classrooms.

Dubbed the “lighthouse” for educational reform in Bosnia and Herzegovina, the UWC-IBO Initiative in Bosnia and Herzegovina is a unique project which builds on over 40 years of experience of the UWC and IB in offering international education to students of all national and religious backgrounds across the world. ■



Gymnasium Mostar

Summary of Objectives of UWC-IBO Initiative in Bosnia and Herzegovina

- Operate the UWCiM, based within the Gymnasium Mostar, teaching the International Baccalaureate Diploma Programme with experienced UWC-IBO teachers, trainee BiH teachers, and scholarship-funded students selected on merit from all national groups in BiH and from the rest of the world (approximately 60% local, 40% regional/international). Local BiH teachers are to gradually take over the majority of teaching responsibilities.
- Use UWC-IBO’s compulsory social service and community action programme (CAS - Creativity, Action, Service) to engage local students with their wider communities.
- Build up and develop a regional Centre for Professional Development of Teachers, running seminars, conferences and workshops for BiH teachers, and fostering their links with teachers from other countries to discuss educational methods.
- Foster an active and close cooperation with the Druga Gymnasium in Sarajevo on increasing the influence of its existing IB programme, and with the Gymnasium in Banja Luka on strengthening their recently setup IB programme. Assist other interested schools to introduce the International Baccalaureate Diploma Programme.
- Demonstrate a convincing classroom model for wider educational reform in BiH.
- Participate in the dialogue on post conflict and curricular development in BiH and beyond.



Teaching in the United World College in Mostar

UWC-IBO Initiative in Bosnia and Herzegovina

Development Director's message

In its third year of operations, the Initiative of the United World College and the International Baccalaureate in BiH celebrated its achievements and continued to support the peace process in the country and the region.

This year's greatest accomplishment was the successful graduation of the 1st generation of UWCiM students. This event marked a new era in the pioneering work we are doing in education integration in a post-conflict environment. The education model we instituted in Mostar continued to be a valuable resource for all stakeholders interested in secondary education reform in the country and the region.

Our work also reached beyond the immediate College and Mostar surrounding through the professional development of high school teachers and headteachers, cooperation with IB schools in Sarajevo and Banja Luka, and cooperation with governmental authorities on all levels of governance. To further increase successful implementation of these activities, the Development office in Sarajevo expanded its team by employing a Development coordinator and benefiting from volunteers' assistance.

The Centre for professional development of BiH teachers held 3 workshops and 2 study visits to Slovenia for a total of 152 participants from the whole BiH out of which there were 126 teachers, 17 headteachers and 9 ministers of education. All activities were positively evaluated by participants who stressed the need for their continuation and follow-up.

Cooperation with colleagues in Sarajevo and Banja Luka was further strengthened by the exchange of information between the three IB coordinators, CAS coordinators and teachers who also actively participated in the Model United Nations Conference and interregional PACE project together with their students. We provided technical assistance to the IB programme in Banja Luka by donating equipment and providing training for the IB coordinator. Together with the two other IB schools as partners, we applied for funding to donors interested in reconciliation and education integration processes in BiH.

The above activities strengthened our partnerships for the future reform of secondary education in the country. We are hoping for further advancement and success in the next year. ■

Ivana Vrhovski



Ivana Vrhovski, UWC-IBO Initiative's Development director

United World College in Mostar

Headteacher's message

The College year started with the welcome for our 95 new students and ended with the graduation event in Mostar's Kosača Centre for the founding generation of 88 students, having completed both their final exams for the award of the IB Diploma and their two year programme at UWCiM. This new second generation brought with it students from ten new countries and the departing generation carried away with them strong impressions of the challenges they had faced as a pioneering group in a new and highly publicised international education initiative.

In the intervening months, the College had not only managed to build on the foundations laid down in the first year, but also to build capacity, strengthen its organisation, communication and administration, and to continue to provide a convincing model for educational reform in Bosnia and Herzegovina.

Inevitably, there were some difficult periods; the concern over funding for a third generation, the struggles to merge our international and local students into one team, the mounting pressure of exams, and the continuous pressure which the concept of integration applied to our daily lives. Nevertheless, it was clear to all those attending the moving and celebratory graduation event on 29th May, that the College had met each challenge with a robust intention to solve problems and to achieve outcomes which would help all of us to grow.



Paul Regan, United World College in Mostar Headteacher

That same founding generation had discovered during the year that they were welcome at many US universities as scholarship students. In fact, exactly half of the students of the class of 2008 were offered such generous scholarships. At the same time a significant number of local students chose to remain and study in BiH or regional universities, and a great deal of progress was made in establishing closer links between the College and those universities.

Nobody can seriously doubt that the risk of establishing a fully integrated programme in the midst of a divided educational landscape has paid off. Whatever happens to these students in the future they will have experienced the unique opportunity of studying

with contemporaries from most parts of BiH and the former Yugoslavia as well as with others from 30 different countries. We fearlessly opened up some difficult discussion and debate, and in the process must surely have made some small contribution to the notions of tolerance and unity in this post conflict country.

Nevertheless, we have no right to be complacent. We have yet to extend the fruits of our experience to other programmes not least in our own Gymnasium Mostar. This was always going to be more difficult since so much depends on political will and readiness. This is a work in progress, but at least we have proved that the model can work if only others choose to share it.

The College has continued to enjoy the support of many; the UWC International Board, our generous sponsors, the IB, and not least the administration of the Gymnasium Mostar, and the City of Mostar represented by the Mayor and the City Authorities. The growing beauty and sophistication of our locally built environment and our facilities are visible testimony to this support.

In August 2008 the College has reopened with 202 students and 54 employees. It has been a long road travelled in a very short time. Let us hope for more success, growth, sustainability, and inclusiveness. ■

Paul Regan

UWC-IBO Initiative in Bosnia and Herzegovina

Summary of achievements

UNITED WORLD COLLEGE IN MOSTAR

Academic Matters

- United World College in Mostar (UWCiM) successfully enrolled 2nd generation (2007/2009) of 95 students.
- The College started to function in its full capacity with 183 students in total and 29 countries represented in the student body.
- Five new IB subjects were successfully introduced: Spanish, Arabic, Psychology, Anthropology and Theatre Arts. UWCiM is the only school in BiH that teaches Theatre Arts as an academic subject.
- UWCiM students visited 10 South-East European countries within the "Project week" conducting different social projects.
- Nine new local teachers employed.
- Five local UWCiM staff, Psychology, Visual Art, English B and History teacher as well as the Librarian attended IB workshops in Cairo and Athens.
- The 1st generation of UWCiM students completed their studies and were issued with their final results. A total of 88 students were registered, and 86% obtained the IB Diploma exactly half (44 students) obtaining 30 or more points out of a maximum of 45. Of these, 28 students were from BiH.
- The first graduation ceremony was successfully organised in Mostar's Herceg Stjepan Kosača Centre.
- 3rd generation (2008/2010) of UWCiM 106 students, out of which 55 from Bosnia and Herzegovina, were successfully selected to be enrolled to UWCiM.



UWCiM's study room



UWCiM graduates during the ceremony in Herceg Stjepan Kosača Centre

CAS Programme (Creativity, Action, Service)

- UWCiM students participated in the CAS programme which cooperates with 30 local organisations and institutions in Mostar.
- CAS programme was extended with 12 new activities.
- IT courses run by UWCiM students were held for pupils from two Mostar elementary schools.
- UWCiM students produced the first College year book.
- Male UWCiM volleyball team won first place at the intercity high schools competition.

UWCiM Facilities

- Facilities on the Gymnasium Mostar's second floor were fully renovated with five new classrooms including a modern IT room with 20 desktops for students' use.
- UWCiM Language Department moved into new facilities next to Gymnasium Mostar building with six new classrooms and additional office space for college coordinators.
- A new residence and a new canteen in the school neighbourhood were secured.

Other

- UWCiM was authorised by the College Board as an SAT Centre to take required examinations for American universities.
- UWCiM successfully presented to the African UWC National Committees during the UWC International Board meeting in Nairobi, Kenya resulting in four students from Africa selected for 3rd generation (2008/2010) of students.
- UWCiM students successfully presented the College to their peers in 15 Austrian high schools. Student exchange was organised in cooperation with UWC Network Austria.
- UWCiM started cooperation with High schools in Delčevo, Macedonia whereby English teacher exchange visits were agreed to as a result of the first exchange during project week.
- Representatives of 26 University admissions visited UWCiM.
- Five UWCiM teachers of Physics, English



Social service with Roma children



New student residence



UWCiM's new canteen

- B and History participated in four international PACE project workshops and gave their contribution to the development of a new pilot teacher's methods programmes within the PACE project. The Agency for Cooperation in Secondary Education was launched during the PACE Project Conference in Duino.
- The University of Bath started the first comprehensive research of UWCiM's influence on the integration in Gymnasium Mostar and Mostar community.
 - During student application process to UWCiM, our students visited 23 towns all around Bosnia and Herzegovina, presented the College and addressed over 1100 students.

CENTRE FOR PROFESSIONAL DEVELOPMENT OF TEACHERS

- Centre held three workshops and two study visits to Slovenia for 152 participants from Bosnia and Herzegovina out of which 126 teachers, 17 headteachers and nine Ministers of education from the whole country.
- Teachers workshops were held in the following topics: History teaching in post-conflict society, Geography teaching: The Core – Population, Resources and Development, and Making Mathematics More Visual.
- Study visits were organised for headteachers, education ministers and English language teachers on the following topics: Slovenian good practices – a guide for educational reform in Bosnia and Herzegovina and English language classes in Slovenian Gymnasia.
- The study visit to Slovenia entitled Slovenian good practices – a guide for educational reform in Bosnia and Herzegovina was the first bilateral educational project between BiH and Slovenia.

COOPERATION WITH SCHOOLS IN BOSNIA AND HERZEGOVINA

- The programme of integrated extra curricular science practicals for all Gymnasium Mostar students successfully continued. Almost all of 800 Gymnasium students



Model United Nations Conference (MUN) in UWCiM



Student's favourite place in UWCiM - study room



Professional workshop for Mathematics teachers from BiH

- from both national curricula attended science practicals.
- The IB programme in Banja Luka was provided with a set of technical equipment to be used in teaching as well as a set of textbooks for IB library.
 - Consultancy Study visit to Slovenia was organised for IB coordinator from Banja Luka Gymnasium.
 - Headmistresses of IB programmes in Sarajevo and Banja Luka took part in the study visit to Slovenia with 17 BiH headteachers and nine ministers of education. The IB school in Maribor, the Slovene National School for Leadership in Education and the Centre for European Perspectives were visited.
 - Sarajevo and Banja Luka gymnasia teachers together with Gymnasium Mostar teachers, Herzegovina- Neretva cantonal Ministry of Education and City of Mostar representatives took part in the implementation of the PACE project. Three residential workshops in Croatia and a student workshop in Italy were held within the project.
 - UWCiM, Gymnasium Mostar and Gymnasium Banja Luka students gave their contributions in making an International Manifesto for Improvements in High School Education within the PACE project Youth Conference.
 - Students and teachers from Sarajevo, Banja Luka and Mostar Gymnasia, together with students from regional IB schools from Belgrade and Bratislava participated in "Model United Nations" (MUN) Conference organised in Mostar.



UWCiM's Visual Arts facility

United World College in Mostar

International Baccalaureate Diploma Programme in UWCiM

The school year 2007/2008 has been a very busy one at our College. It was marked by the graduation of the first generation of students in the International Baccalaureate Diploma Programme (IBDP). Throughout the year we all witnessed great improvements in the teaching process. This is mostly due to the establishment of the professional development committee to oversee the training of the local teachers. They were sent to a number of specialised professional IB workshops in Athens (History, Psychology, Visual Arts, English B Librarian) but also to seminars in the IB schools in Slovenia and our sister school UWC of Adriatic in Italy. Mentoring of the local teachers by their experienced international colleagues was part of the local teachers' professional development. Understanding

and implementation of the IBDP was consequently enormously improved, especially in the internal assessment component of it.

Starting this year the teaching process was also eased due to the enlargement of the college's facilities. An additional five classrooms in the Gymnasium Mostar building and the moving of the College's Language Department in the newly rented Velić House reduced the average class size to the quite manageable 15 students. The number of hours for High Level subjects was also increased to five hours per week and three hours remained for the Standard Level subjects.

The daily college schedule was revised to

create time and room for the Gymnasium Mostar students to use the science laboratories in their extra curricular activities and to participate in activities such as Model United Nations, environmental issues and theatre together with the College students. The process of university counselling was also intensified and our careers programmes have helped students cope with the pressures of work and in applying to universities for further education.

One of the most challenging issues this year was the process of training the local teachers on the IB regulations to be applied rigorously to hold examinations. And we are happy to announce that these were understood and strictly followed. ■



Chemistry practicals in UWCiM



UWCiM's Teachers' room

Teaching at UWCiM through the eyes of teachers:

Teaching at UWCiM has been one of the most demanding and rewarding experiences I have encountered in a long teaching career. Some of the students I have worked with are among the best I've encountered anywhere and this is, as always, a humbling experience. Beyond that, it has been profoundly inspiring to encounter so much sheer energy, determination and high-mindedness as I have found among the wider college community. ■

Kees Windland, UWCiM History and Theory of Knowledge teacher, United Kingdom

Teaching at UWCiM is an organic process which facilitates you to witness the students' character burgeoning in every aspect. Their ubiquitous presence in and out of classroom environment binds you to revel in one big, tight knit family. Simply, the sheer intensity of an average day at the College set against the backdrop of laid back Mostar is the very source of my joy of being here. ■

Namal Lokuge, UWCiM English A1 teacher, Sri Lanka/Norway

I feel quite fortunate to be able to teach in UWCiM, not only because I teach extremely colourful individuals from all sides of the world, but also because I was introduced with a new and vibrant educational approach that is the IB Visual Arts programme. This teaching has been a learning experience for me too. For the first time in my six year career working in local schools I found the appropriate way to transfer the energy of my loving subject to fresh and opened minds, to give them the "virus" of love for Art, and found that they have become real Art lovers and somewhat mature Artists. ■

Saša Šantić, UWCiM Visual Arts teacher, Bosnia and Herzegovina

Three years ago I started working at UWCiM. I must say that I am overjoyed by having an opportunity to meet people from different countries and also to meet their cultures and traditions. It has been a great experience for me. I am very satisfied with the whole educational system which is putting the students at the center of the educational process. This

programme is very flexible and adaptive to various kinds of situations. It is making great progress in the development of students' self confidence and it's interesting how it is helpful and significant not only to students, but also to all of us professors. What's new in this education system is the fact that social service is an obligatory part of the educational programme. This programme is encouraging students' critical thinking and also developing their creativity and other skills which I find extremely positive. ■

Naira Ćorajević, UWCiM Bosnian A1 teacher, Bosnia and Herzegovina

Teaching at UWCiM has been an amazing and demanding privilege in my teaching career. Some of the teachers and students particularly as well as the rest of the community in general have been helping me a lot to discover another side of the teaching activity. ■

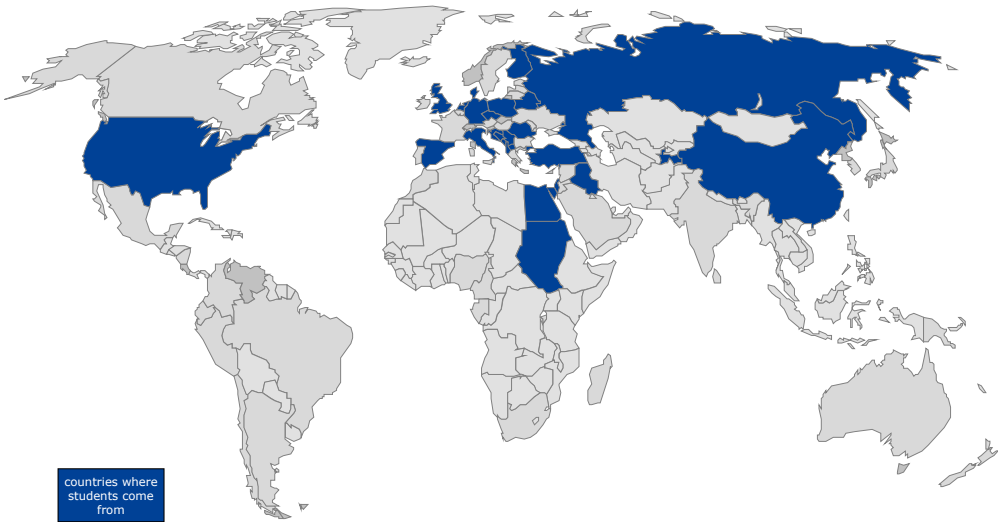
Sonia Torres Rubio, UWCiM Spanish Language teacher, Spain

Overview of UWCiM students

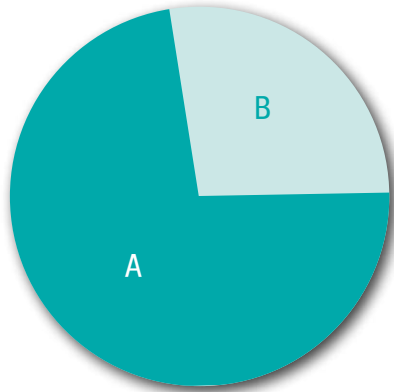
The total number of students is 183, with 118 students from Bosnia and Herzegovina and 65 international students from 29 countries around the world.

Albania (1), Belarus (2), China (1), Croatia (1), Czech Republic (2), Egypt (1), Finland (1), Germany (5), Iraq (5), Israel (5), Italy (2), Kosovo (4), Lebanon (1), Macedonia (3), Maldives (1), Montenegro (1), Netherlands (4), Palestine (2), Poland (4), Romania (2), Russia (3), Rwanda (1), Serbia (2), Slovakia (2), Spain (2), Tajikistan (1), Turkey (3),UK (2) and USA (1).

Countries represented by students at UWCiM

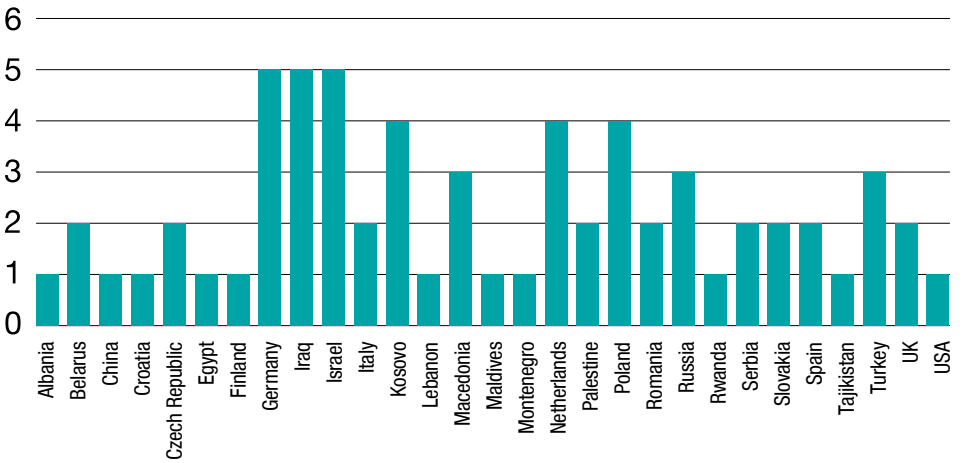


Proud on our unity and diversity



A) Students from BiH
B) International students

2006 – 2008 GENERATION
88 students: 64 from Bosnia and Herzegovina and 24 from 18 countries around the world: Belarus (1), Czech Republic (1), Finland (1), Germany (2), Iraq (1), Israel (2), Italy (1), Kosovo (2), Macedonia (1), Netherlands (2), Palestine (1), Poland (2), Romania



(1), Russia (1), Serbia (1), Slovakia (1), Turkey (2) and UK (1).
2007 – 2009 GENERATION
95 students: 54 from Bosnia and Herzegovina and 41 from 28 countries around the world: Albania (1), Belarus (1), China (1), Croa-

tia (1), Czech Republic (1), Egypt (1), Germany (3), Iraq (4), Israel (3), Italy (1), Kosovo (2), Lebanon (1), Macedonia (2), Maldives (1), Montenegro (1), Netherlands (2), Palestine (1), Poland (2), Romania (1), Russia (2), Rwanda (1), Serbia (1), Slovakia (1), Spain (2), Tajikistan (1), Turkey (1), UK (1) and USA (1).



UWCiM students during Model United Nations (MUN) Conference

Living together: Residential life at UWCiM

It has been a well known fact that the key UWC mission is to unite young people in their diversity, to give them an extensive set of skills and knowledge and to allow them to understand and accept all the richness that this world offers from its wealthy spring of cultures and traditions. Bosnia and Herzegovina, and Mostar especially, contribute even more to this aim because of their specific historical and post-war political background.

The biggest UWCiM residence is a Sušac community of close to 120 students. It is still easy to remember the confused, excited, and homesick expressions on the students' faces after their arrival. The question that probably occupied their mind and prevailed all other thoughts was: "Did I make the right decision?"

Coming to Bosnia and Herzegovina international students find themselves in a different culture, one that has been severely changed as a consequence of the war of the early 1990s. Those who come from countries currently experiencing war or countries that suffered from war are seeing the country working hard to rise again, making comparisons with their own countries and experiences. But all students, whether from developing or developed countries, are now conscious that wars and disasters caused by humans really do happen around the world and that they are not just part of a very realistic film set.

Local students, direct or indirect witnesses of the war terror and its influences and



UWCiM's biggest Sušac students' residence

consequences, come to the College divided not by the entity or cantonal borders but by the distorted beliefs and prejudices like: "others" are so much different, "others" are guilty for the terrible war, "others" are from another planet. Their attitudes were created by misinformation that was interpreted as the ultimate either by religion, education or local politics. The fact was that most of them have never before experienced those "others".

What they find upon their arrival to UWCiM is a roommate of different origin, customs, and habits. Fortunately, the students of the UWCs are open-minded and ready to experience something new and different. Hence, from the very beginning, they do their best to be tolerant, cope with their new mates and learn to grow and live together.

There are numerous stories and experiences which have enriched our College and which are justifying its existence in Bosnia and Herzegovina and in Mostar in particular. Here are some of them:

Two girls of different ethnicity, coming from the same town but meeting each other for the first time in Mostar were assigned to be roommates. After a one year experience of living and studying together in Mostar, they expressed a wish to be roommates in the second year as well and continue sharing the same room.

Two other girls, citizens of the divided city of Mostar, who previously attended the same school but were taught different curricula and never met in the school's corridors, were also scheduled to share a room. What we all witnessed was the growth of a new understanding and friendship. They enrolled in the same university, so their story continues.

Finally, there is the story of a boy who could not overcome the fear of living in the opposite side of the divided Mostar. After being our student for a year he is more than ready to be voluntarily assigned to the residence located in the "other" part of town



Student room

and continues sharing a room with his Iraqi friend.

The ongoing process of integration that is happening in our College on a daily basis is the result of everybody's hard work and dedication. Entering the students' residences or their canteen now makes one overwhelmed with the authentic student atmosphere. All the obstacles or prejudices present at the beginning start to disintegrate and become irrelevant after some time. Students end up perceiving the image of the width of our world and the importance of its diversity through everyday co-life. They get to see that life is so much more if it is aimed in the right direction of internationalism and multiculturalism.

While attending the College, these students, by living and experiencing together, hand-in-hand, produce a healthy atmosphere. Although the society in which they evolve only offers limited similitude, slowly our students nonetheless manage to plant their seeds and to influence the community in a positive way. ■

Tolerance, education and acceptance are three crucial steps in overcoming our fear of something different. Tolerance is important because it is essential in starting up the process. Then comes education because fear of the unknown helps in creating hate, and education is there to overcome fear. Acceptance is the expected end-result. UWCiM makes that end-result possible through an extraordinary process that starts by sharing a meal, a bedroom or a classroom. ■

Aida Odobašić, UWCiM student, Bosnia and Herzegovina

I have the greatest time in my residence and spend it mostly with my excellent roommates. Cultural difference is something that I experience, for example I tried baklava from Kosovo for the first time the other day and we have our Spanish friend Alberto who keeps making and introducing us to Spanish cuisine. ■

Anja Šakotić, UWCiM student, Bosnia and Herzegovina

I find life in the residence very enriching because all of us are living together and share everything. They are all my peers and therefore we are able to understand each other. One of the benefits I would like to mention here is the possibility of studying and preparing for tests together. ■

Khaled Shennara, UWCiM student, Palestine

Residence is a nice communicative society which is the basic step in building a well connected family. ■

Isteevan Hermiz Naufali, UWCiM student, Iraq

Residence makes us united. ■

Sara Osman, UWCiM student, Lebanon



The funniest stories and most valuable experience are reserved for residential life

Together with the local community

Creativity, Action, Service Programme (CAS) in UWCiM

This year, the UWCiM has been working hand in hand with over 30 different organisations from Mostar to strengthen and expand the CAS programme available to students. CAS activities are a fundamental part of the International Baccalaureate Programme (IB) that encourage students to care for others, and to learn to work in cooperation with others.

“Creativity”

Creative activities give students the opportunity to display their talents and thoughts through participation in the Theatre Group, Astronomy Group, College Newspaper Buzz, College Choir, Chess, College Band Kloshars, My Hero Film Production, German Club, Craft workshop, Documenting Group and Radio broadcasting. The UWCiM further organises cultural days which aim at presenting cultures from different countries. In the same spirit, “World Today” has the objective of educating, informing and fostering debate about current affairs. So does the “Model United Nations” Conference which gathers students from IB schools in the region as well as students from all Mostar Gymnasias. As to “World Religion”, it encourages students to explore various religions and their celebrations throughout the world.

“Action”

Considerable progress had been made about the College sports life and numerous new sports teams have been formed. All of them successfully participated in various sports competitions at town and cantonal levels. UWCiM also got its first golden medal as its male volleyball team achieved a first place at the High School Tournament in Mostar organised by Mostar Sport Union.



Exploring the environment: Rafting on Neretva river





Social service in orphanage “Egyptian Village”



Football is the most popular action among boys



Social service in Home for elderly “Miran san”

“Community Service”

Cooperation with the Mostar community has continued to be extremely positive, engaging and successful. We worked with ten social institutions, caring for orphans, refugees, Roma population, persons with special needs and the elderly. The student body having doubled in size, the impact of their work in

the community is hence increased. Students have also been running computer courses for children from two Mostar elementary schools and undertook some recreational activities with three selected kindergartens. The ecological and environmental groups have been very active at raising environmental consciousness both in Gymnasium Mostar and in the wider community.

During the year, the College also created new projects in cooperation with some international organizations. An exceptionally successful cooperation and exchange has been made with the IB International School of Geneva. The project was concerned with the impact of war upon society and culture in the region at that stage. That fortnight so-cialising was the wind at our backs and we

were prepared and ready to continue with this positive cooperation in the year to come.

It took two long years to establish a solid and integrated CAS programme which is now recognised and much appreciated by both our students on one side, and even more importantly by the local community on the other side which has been very supportive to its development. Institutions that we cooperate with expressed their gratitude to our students’ volunteer work and all the benefits that it brings to their protégés.

We started by “building ourselves “ and then we built something together: “our” UWC. Now, finally, we are able to build those small pieces of ourselves into the community. Divisions based on “east” and “west” Mostar, as well as local and international students are far behind us now. ■



IT workshop for Mostar primary school students in UWCiM

CAS activities available at UWCiM

Creativity:

- Astronomy Group
- Chess
- College Newspaper Buzz
- Crafts Workshop
- Documenting Group (photography, film, yearbook production)
- German Club
- Model United Nations Conference
- Radio
- School Band Kloshars
- School Choir
- World Today (Weekly round table discussions on contemporary issues)
- Theatre Group (Cooperation with Mostar city Theatre)
- United World Religions
- Voice Tutorial

Action:

- Aerobic
- Ballroom dance
- (Classical and Latino dances: Waltz, Samba, Tango,...)
- Basketball
- Cross country
- Fitness
- Football
- Hiking
- Modern dance
- Rugby
- Tennis
- Volleyball
- Yoga

Service:

- Amnesty International
- Association of Roma People - Neretva Camp – Educational programme with Roma children in Roma slum Karašerbeš
- Community Foundation
- Ecology Club
- Egyptian Village – Home for children without parents
- Environmental Group
- Holy Family (Caritas) - Rehabilitation centre for children with special needs
- IT Workshop – IT courses for children from two Mostar elementary schools
- Los Rosales - Rehabilitation centre for people with special needs
- Miran san – Home for elderly people
- Refugee camps - Jablanica and Tasovčići
- Sunce - House for children with special needs
- Work in kindergartens - Radobolja, Kuća od kamena, Sunce
- Youth Cultural Centre Abrašević



I am the leader of the CAS (Creativity, Action, Sport) service “Fun with the Elderly”. Community service is the essential part of CAS which makes us different from other local schools. It demonstrates our willingness to help and approach the community in a positive way. Our CAS also consists of simply helping elderly people to pass the time quicker and feel better. At the same time this service helps us feel better, because when you help somebody, you feel better.

Ivan Knezović, UWCiM student, Bosnia and Herzegovina

The most wonderful thing about Ballroom dancing is that neither steps nor posture are of great importance, it is the idea of letting yourself fall, knowing that someone is going to catch you. I hope that very soon we will achieve this understanding in class and elsewhere. I know we will.

Georg Schauer, UWCiM student, Germany

This experience changed me a lot in the way that I finally grew up and started seeing the world with different eyes. I was working with adults with special needs and I conclude that there are no words that could explain this amazing feeling I have when I see their wonderful smiling and dear faces. I think that community service in general is very important because it makes us become aware of the world around us and it makes us express ourselves in a different way.

Iris Cvijanović, UWCiM student, Bosnia and Herzegovina

The main objective of the project “Greenhouse” is to produce organic food and donate it to charities. Each project member gets his/her motivation to work in this group from smiles that we see after donating our products to the people who really need them. This kind of stimulation is hard to find but when you have that there are no borders which can stop you in doing your job. In the end, “Greenhouse” service would not exist without the help of our school because it provided us with all the necessary equipment for work.

Nemanja Babić, UWCiM student, Bosnia and Herzegovina



Creativity: Chess



Proud on our Green House

UWCiM STUDENT PROJECT WEEK

Project Week 2008 was an excellent opportunity for most of UWCiM students to undertake different, interesting projects in the South East European region as well as in Bosnia and Herzegovina. Encouraged by their teachers, UWCiM students travelled to Bulgaria, Croatia, Hungary, Italy, Kosovo, Macedonia, Montenegro and Serbia to conduct their projects, share and gain experience. Here is one story.

Theatre Project in Kosovo

The theatre Project Week in Kosovo’s capital Priština was probably one of the most daring projects proposed. Indeed, the planned territory of our visit was post-war Kosovo, which had just proclaimed its independence from Serbia and was a place of potential social unrest.

However, the notable presence of the peacekeeping forces, general good will of

the local population to deal with its problems in a peaceful manner, the welcoming hospitality of our hosts from Priština, and their will to cooperate with the international community were crucial arguments in favour of committing ourselves and making this project come true. And so we did – the project was approved, although the opinions of our teachers were divided.

The aim of our theatre project was to get in touch with the Kosovo theatre community to establish cooperation with the youth from Priština. We came with the aim to make a mutual theatre production. The partner organisation, which helped us in achieving this aim, was Priština’s “Dodona” theatre for Children and Youth.

Other aims included challenging ourselves, gaining more knowledge about the theatre techniques, and of course, meeting the talented Kosovo youngsters of our age and making a street performance in Priština’s city center.

Our group consisted of ten people. There were nine representatives of our UWCiM theatre group, including our theatre teacher, Danielle McCliven and one representative from the Gymnasium Mostar. We safely arrived in Priština and met with “Dodona”

theatre’s director, Jeton Neziraj, and we were introduced to eight local participants from their theatre group.

The days we spent in the capital of Kosovo were packed with different workshops and theatre exercises, which we later used in the development of our common piece. In order to create the piece we identified one main topic that the entire group was interested in – independence. Finally, by the end of the week, we managed to produce a mini-play and we were ready to perform in front of an audience. It was not only a new experience for us, but also an amazing time spent while getting to know the local members of the group and sharing our experiences.

Personally, I really think that our project week should be a good example of the true UWC spirit. It is about daring and it is about establishing communication and interacting with different communities that experience troubles. I believe that we helped the people of Priština to continue rebuilding something that was destroyed during wartime. We helped them to break the ignorance and create a living space for inspiration in all forms of art, not only theatre, I hope. ■

Vladimir Rosovski, UWCiM student, Russia



Kosovo just after proclaiming independence

Graduation of 1st generation of UWCiM students on 29th May 2008



Executive Director of United World Colleges Keith Clark presenting IB certificates to UWCiM students on Graduation ceremony



Guests on the Graduation ceremony - members of UWC-IBO Executive Committee



UWCiM graduates



Kamate dance performance during the Graduation ceremony

Message from the Patron of the UWC-IBO Initiative in BiH



Elisabeth Rehn,
Patron of UWC-IBO Initiative in BiH

My warmest congratulations to all the graduates, the teachers and the Executive Committee of the United World College in Mostar at this historic graduation of the 1st Generation of students!

As the Patron of the College I am most grateful to all those who have generously supported us, the Government of Bosnia and Herzegovina, the City of Mostar, governments, companies and private persons. All support has been of great value, let me though especially direct my gratitude to the Government of Norway.

Through these two years I have had many opportunities to visit the College, both at work and during festivities. I have always been impressed by the excellent results the students have gained, thanks to the rewarding curricula, and fine teachers.

I wish you all the best of luck, let the time in the UWCiM be the start for a wonderful and successful life!

Kirkkonummi Finland 29.5.2008

Minister Elisabeth Rehn



Speech by UWCiM student from BiH

I believe that every second year student clearly remembers Mr. Regan's first address to us, the pioneers of the United World College in Mostar. People around me conversed in almost every language of the world and my limited knowledge of English only helped in terms of increasing my confusion. Many things drew my attention that morning, including the black graceful suit of Mr. Regan and the thought of a special institution that gave me an opportunity to sit in the same room with students from all countries of the world. I hardly managed to be concentrated enough to understand what they have been saying to us. However, I clearly remember one sentence. The phrase "You are making history".

We were very touched by that phrase. And even felt honoured. But at the same time we were doubtful whether we could really live up to such an expectation. How could we be the pioneers of change and reconciliation in Mostar, being ordinary 16-year old teenagers who left their parents and started living on their own for the first time? We needed spirit, which, given our national and cultural differences, initially seemed an unreachable ideal. I remember being confused whether or not we should talk about war events, prejudices and distinctive national identities of the local students.

Many things weren't perfect. We wondered how we could succeed academically when we had no internet, no books and our

school...while seemingly exotic to a West-European tourist, was in its appearance a rather unsettling reminder of Mostar's recent past.

But these were obstacles that just fuelled our motivation. We had a mission. We carried the flag of being the first, history-making generation of UWC in Mostar. Soon, we emerged as a unique group where the national differences of the local students were no longer a taboo, and the memories of a recent war turned into a lesson of what we shall never let happen again. I remember talking away the nights with my Serbian roommate Marina, discussing issues of war events and conflict resolution. And I remember being honoured that, unlike my peers back home, I was given the opportunity to break my initial prejudices by sitting in the same classroom with students from all three national groups of Bosnia and Herzegovina.

Placing our residences at two different sides of a divided city, and making students from different countries live there, was a unique act of planting seeds of peace and reconciliation in a war-scarred city, Mostar. Our school building, located at the division frontline of the city, was a materialization of UWC's conflict resolution mission.

But there was more in history-making than mere buildings and symbolic representations. The way we all related to our role of UWC students created a strong feeling of community among us. Our social services, the Model United Nations conference, the African party, classroom discussions, Theory of Knowledge lessons debates, sports competitions, and cultural evenings were all things that contributed to the initial obstacles and national differences being the things that united us into a group of students who had in common one single thing- the UWC experience.

Today, on the day when our mission being pioneers of United World College in Mostar has come to an end, we can see our traces scattered all around. The privilege of being able to participate in Bosnia and Herzegovina's peace-building process, the skill of transforming obstacles into a factor of unity



Jasmina Hodžić during her speech on the Graduation ceremony

and the honour of being the generation who founded the UWC spirit for the first time in this city is an experience that overcomes the context of education. Although small, the steps we made towards conflict-resolution in Mostar will be the basis from where the future generations will start. And only on the day of our 10-year reunion will we fully realise the significance of the Model United Nations conference, "War in Bosnia" project week and all the other traditions we set up.

We were making history. But as "historia magistra vitae est", the UWC experience will, rather than becoming part of our past, remain a life lesson that will lead our way through future. ■

Jasmina Hodžić

Speech by UWCiM student from Russia

The idea of international education has become a household word. It is being talked about frequently nowadays in various forms. It is seen as a major part of international cooperation; numerous books and articles are written about it, various organisations are working on it. And yet I find it hard to explain to my friends and relatives what it feels like to be in the thick of it. You can't define nor can you theorize what it is to share your life with Bosnian, Italian or Belorussian roommates. Because definitions aren't enough. Because I and all my fellow graduates have lived together for two years and have made international education an integral part of our lives.

First and foremost international education is about taking risks and daring decisions such as the decision to come to Mostar. For both the local and the international students and teachers it was a step of sacrificing something old and heading into the unknown. Especially the international students, such as myself, had rather prejudiced views about the Balkans, in particular about Bosnia and Herzegovina. The picture of our future school on the internet, its walls "decorated" with bullet traces reminded of Mostar's grim past. The immediate reactions of friends and relatives made me feel like I'm entering some kind of survivor mission. At the same time Mostarians couldn't understand why anyone from Europe would want to come to study in the Balkans.

Arriving here certainly was a cultural shock. All of us had to learn to live in a city full of destroyed buildings. In fact, soon we came to terms with the fact that Mostar is a tale of

two cities. That there are two post offices, two bus stations, etc. that you shouldn't go out in the evening if there's a football game in Mostar, that bread can be Bosnian: "hljeb" and Croatian: "kruh".

But next to all those things, we discovered others such as the overwhelming hospitality of the Balkan people. I believe we all still remember visiting our friends' houses for Bajram and coming back full of fond memories, sitting under the old bridge and discovering the wealth that Bosnia and Herzegovina has to offer.

But prejudices are unavoidable. We all came with our share of prejudices. International education was about breaking these. It was about discovering the value of previously unknown things and understanding our own origins better.

We have lived international education by studying together. I can't tell you what an experience it is to study about the conflict in Bosnia and Herzegovina and having Bosnian, Croatian and Serbian students in your class, what an opportunity it is to engage on an issue such as Serbia-Kosovo, the political situation in Italy or global environmental concerns outside classroom hours, to have a teacher from Sri Lanka talk to you about Indian post-colonial literature. International education meant mixing teachers' and students' backgrounds and perspectives in the classrooms and carrying discussions outside the school into Mostar's cafés to create an independent, creative learning environment. What we learned in class was complemented by what we learned outside classes by performing plays, organising concerts, working with Roma children, going on project weeks and doing all the other activities which were at the core of the student life.

We have lived international education by living together. By hearing our Muslim roommates wake up at four in the morning during Ramadan, by cooking for each other, sharing music, deciding about cleaning lists.

In my old school what united me with my classmates was age and geographical location.



Elena Garadja, during her speech on the Graduation ceremony

What was it that united me with my co-years here? We were all quite different and differences are known for having a power which can be both destructive and constructive: they are bound to create conflicts, but at the same time they provide an opportunity for learning. We were indeed different and the differences were not solely between our cultures. We differed in our taste of music, our lifestyle, our interests, some of us were idealists, some were cynics. But I think that what we shared was the readiness to try and face the possible conflicts of our differences in order to learn and broaden our horizons. The result was a bond which grasps across countries, religions and cultures, across differences.

This new kind of perception that we developed makes us not only capable of understanding the events in the world, but also feeling them, being personally involved and perhaps it is this kind of perception which will lead to a more profound and tolerant understanding of the complex issues in today's world.

Two years of international education are over. The feeling of loss for us, students, is painful. Yet the gain of these two years is enormous. I don't know what could be better to an increasingly globalized world than people with personal, profound understanding of cultural and international issues who have the experience of international communication. ■

Elena Garadja



UWCiM 1st generation of students - Exam results

SUBJECT	Number of Candidates	UWCiM Average Points Score	World Average Points Score
ALBANIAN A1 self taught SL ¹	2	7.00	6.89
ARABIC A1 self taught SL	3	5.33	5.50
B/RUSSIAN A1 self taught SL	1	6.00	6.33
BOSNIAN A1 HL ²	29	5.07	5.16
BOSNIAN A1 SL	9	5.67	5.70
CROATIAN A1 HL	10	6.10	5.76
CROATIAN A1 SL	7	6.43	5.88
CZECH A1 self taught SL	1	7.00	5.17
DUTCH A1 self taught SL	2	5.50	5.04
ENGLISH A1 HL	4	6.50	4.76
FINNISH A1 self taught SL	1	6.00	5.62
GERMAN A1 self taught SL	2	7.00	5.71
HEBREW A1 self taught SL	2	6.00	5.68
ITALIAN A1 HL	1	6.00	4.69
MACEDONIAN A1 self taught SL	1	7.00	7.00
POLISH A1 self taught SL	2	6.00	4.61
ROMANIAN A1 self taught SL	1	6.00	5.82
RUSSIAN A1 self taught SL	1	5.00	4.68
SERBIAN A1 HL	8	5.38	5.85
SERBIAN A1 SL	2	5.50	5.46
SLOVAK A1 self taught SL	1	5.00	5.27
TURKISH A1 self taught SL	2	4.00	4.71
ENGLISH A2 HL	16	5.94	5.27
ENGLISH A2 SL	10	5.30	5.47
ENGLISH B HL	49	5.67	5.56
ENGLISH B SL	9	6.11	5.73
FRENCH AB. SL	4	4.75	4.98
FRENCH B SL	2	7.00	4.78
ECONOMICS HL	36	5.14	5.02
ECONOMICS SL	26	4.92	5.06
HIST.EUROPE HL	30	4.97	4.99
HISTORY SL	5	5.40	4.78
ITGS HL	18	3.72	4.21
ITGS SL	27	4.41	4.38
BIOLOGY HL	22	4.00	4.14
BIOLOGY SL	13	4.15	4.26
CHEMISTRY HL	9	4.33	4.59
CHEMISTRY SL	10	4.50	4.03
ENVIRON.SYST. SL	31	4.42	4.14
PHYSICS HL	9	4.56	4.48
PHYSICS SL	12	4.42	4.13
MATH.STUDIES SL	17	4.29	4.57
MATHEMATICS HL	18	5.17	4.52
MATHEMATICS SL	53	4.21	4.53
VISUAL ARTS HL	9	4.33	4.76
VISUAL ARTS OPTION A SL	2	4.00	4.46

In July 2008, the first generation of UWCiM students completed their studies for the IB Diploma and were issued with their final results. A total of 88 students were registered, and 86% obtained the IB Diploma. The average grade for students who passed the Diploma was 31 points out of a possible total of 45 points. Of the total number of students, exactly half (44 students) obtained 30 or more points. Of these, 28 students were from BiH.

NB: The top possible score is 7 points

- 1) SL = standard level
- 2) HL = higher level
- 3) ITGS = information technology

NUMBER OF POINTS ATTAINED OUT OF 45	NUMBER OF STUDENTS	PERCENTAGE OF STUDENTS	NUMBER OF STUDENTS FROM Bosnia and Herzegovina
40 or above	5	6%	1
37-39	13	14%	5
35-36	23	25%	10
32-34	30	34%	14
30-31	44	50%	28
28-29	59	67%	39

86% STUDENTS OBTAINED IB DIPLOMA

14% STUDENTS OBTAINED IB CERTIFICATE

NB: IB Diploma is awarded to candidates who have attained a minimum of 24, 25, 26 or 27 points provided one fulfils other additional conditions. Those who do not fulfil the conditions may be awarded an IB certificate. Depending on the course one pursues at university some universities admit certificate students.

IB EXAM RESULTS - STATISTICAL SUMMARY	
Number of candidates registered in the session:	89
Number of diploma and retake candidates registered in the session:	88
Number of subject entries in the session:	705
Number of candidates who passed the diploma:	76
Average points obtained by candidates who passed the diploma:	31



Numerous IB tests before the final exams



When you start IB and spend your first several sleepless nights trying to finish up your three internal assessments at the same time, you feel cursed rather than privileged. However, now at Williams College I have finally felt that all those nights have paid off. I am truly having the time of my life. And for everyone about to apply to college or university I would say now: "Take the best out of your time in UWC and feel as intellectual elite; universities are waiting for you to knock them down."

Taida Smailhodžić, UWCiM graduate, Bosnia and Herzegovina
Enrolled Williams College, USA

I feel very honoured to be selected for a full Davis' scholarship for my further studies but I do plan to come back to Bosnia and Herzegovina after that and to help my country in its development.

Jovana Veselinović, UWCiM graduate, Bosnia and Herzegovina
Enrolled Massachusetts Institute of Technology, USA

It is unbelievable how many Colleges in the U.S. are willing to approve full scholarship for a UWC student, and I was very happy to discover that we are so much respected

because we graduated from the UWC.
Dubravka Bodiroga, UWCiM graduate, Bosnia and Herzegovina
Enrolled Hood College, USA

UWCiM was the real starting point of my education and as it opened new horizons to be explored it also gave me a great opportunity to reach them in one of the leading Universities of the United Kingdom. Thank you very much, UWCiM!

Michal Smrek, UWCiM graduate, Slovakia
Enrolled University of Manchester, UK

UWC has enriched my knowledge on both social and academic levels; this is why I tend to interact far more than expected from me at University.

Dorgham Abusalim, UWCiM graduate, Palestine
Enrolled College of Idaho, USA

UWC in Mostar is the crossroad of my life that directed my ambitions and desires to the aims that I did not even dare to dream about before.

Anel Cokoja, UWCiM graduate, Bosnia and Herzegovina
Enrolled College of Idaho, USA

United World College education has expanded my views, introduced global roads and opportunities, yet with a critical approach, simultaneously it has encouraged pride of cultural background that largely constituted my personality.

Velid Begović, UWCiM graduate, Bosnia and Herzegovina
Enrolled Northwestern University, USA

Being at the UWC in Mostar was an incredibly enriching experience that helped me get a clearer picture of who I am and what I want to do in life.

Elena Garadja, UWCiM graduate, Russia
Enrolled Princeton University, USA

UWCiM was an experience that changed my perception. It offered me a completely new way of thinking and learning and gave me self confidence and conviction that we are all leaders. I wouldn't have the knowledge, experience and friends that I gained in the College had I stayed in my old high school. I can say that I am proud because I was a part of UWCiM.

Dijana Jurilj, UWCiM graduate, Bosnia and Herzegovina
Enrolled University of Mostar, BiH



Happy to graduate with IB Diploma

UWCiM 1st generation of students - University admissions

The UWCiM is proud to announce that 86 out of 88 graduates from its first generation enrolled in the university of their choice. Two students decided to take a gap year dedicated to international volunteering projects. Exactly half of the UWCiM's first graduates secured scholarships for their further studies on US universities. This was just the happy end of a very active and extensive university counselling process which was given a big push by registering UWCiM as authorised SAT and UCAS centre in September 2007.

During the academic years 2006/07 and 2007/08 UWCiM has been visited by the representatives from 27 university admissions' offices (25 from the US, one from the UK and one from a local BiH university). In the same period the UWCiM Student Counsellor visited eight foreign universities, most of them in the US which belong to the UWC's Davis Scholarship Programme (Wellesley College, Clark, Bates, Holy Cross at Chapel Hill, Colby, the College of the Atlantic and the University College Maastricht in the Netherlands).

In making sure that the first generation of UWCiM's IB graduates was able to sign in local faculties of their choice on the same conditions as their colleagues from the national curricula, numerous meetings and contacts were held with representatives of Mostar and Sarajevo Universities as well as other regional universities.

20 US universities offered 45 places to our students, all of them receiving Davis' Scholarships. 15 students (17 %) applied for UK universities and six (6,8%) accepted places in four different UK universities. One student accepted a place in Canada and another six accepted places in five different European countries.

Total: 88 students
(Percentages are calculated from Total number of students)
*Other International Universities Countries:
The Netherlands - 1, Finland - 1, Italy - 1
Australia - 1, Austria - 2, Canada - 1

Countries of Universities	US	UK	Other International Universities*	Croatia	BiH	Military service	Gap year	Total
Students								
Number of students	45	6	7	2	24	2	2	88
Percentage	51,13%	6,89 %	7,95 %	2,27 %	27,3 %	2,3 %	2,3 %	100 %
International students	10	6	5	-	-	2	1	24
Percentage	11,4 %	6,89%	5,67 %	-	-	2,27 %	1,4 %	27,3 %
Local students	35	-	2	2	24	-	1	64
Percentage	39,8 %	-	2,27 %	2,27 %	27,3 %	-	1,4 %	72,7%



UWCiM is popular destination for many university admissions

Impacting Educational Reform

Integrated science classes for Gymnasium Mostar students

UWCiM is located on the second floor of Gymnasuim Mostar, which teaches two national secondary school curricula, attended separately by Croat and Bosniak students.

The idea of integrated science extracurricular classes for all Gymnasium Mostar students in UWCiM’s laboratories was

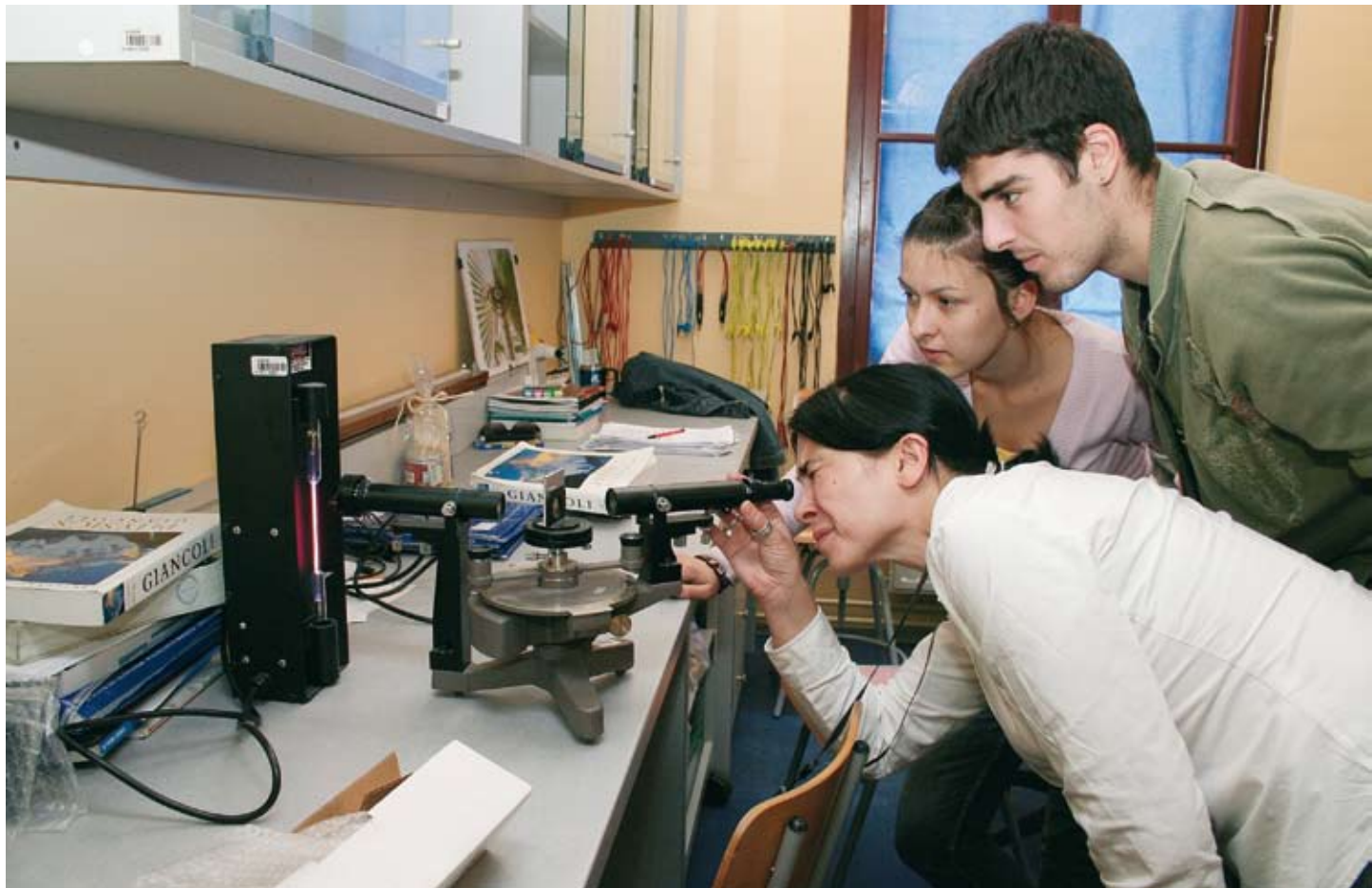
initiated originally by the Royal Norwegian Embassy to Bosnia and Herzegovina. The Royal Norwegian Embassy agreed to finance the equipment of laboratories on the condition that these facilities would be used for integrated classes (for both the student and teacher bodies of both programmes). As a result, local teachers were trained to use

modern digital equipment, an Association of Science Teachers at the Cantonal level was created and integrated science practicals were implemented.

The success of these science practicals was surprising. As a result of activities in the 2006/2007 school year, it was decided



Biology practicals for Gymnasium Mostar students



Physics experiment

that science practicals should become an integrated compulsory part of both national curricula in Gymnasium Mostar. In the 2007/2008 school year, practicals took part in the second semester and almost all Gymnasium Mostar students, regardless of the curriculum they originally attended, did at least one science practical.

In addition to being so popular among students, this programme of integrated science classes was also very beneficial for Gymnasium Mostar teachers and it further strengthened the link between UWCiM and Gymnasium Mostar science teaching staff. Thanks to this project, the school’s science laboratories are being used optimally and a step forward in introducing educational reforms and further integration of students from both curricula in Gymnasium Mostar is being made.

Classes have been very successful, students are delighted (...) we should have the continuity all the school-year round. This work improved the knowledge of the students and their understanding of sciences. It also raised their grades.

Mihreta Muminagić, Chemistry teacher in Gymnasium Mostar, Bosnia and Herzegovina

The experience is very positive; I was surprised by the motivation and dedication of the students. It helped a lot for the theoretical teaching and students’ understanding.

Marin Kovačević, Physics teacher in Gymnasium Mostar, Bosnia and Herzegovina

I liked it a lot, I understood more than just learning theory by heart, I could see it. It would be great to continue it from the beginning of the school year and have more classes.

Nina Zolj, Gymnasium Mostar student, 2nd grade Federal curriculum, Bosnia and Herzegovina

I enjoyed chemistry classes especially because I could see in the real world something that I just read about in the text-book. As we learn everything by heart this was refreshing and I understood easily something I had a hard time to understand before.

Josip Filipović, Gymnasium Mostar student, 4th grade Croatian curriculum, Bosnia and Herzegovina



CENTRE FOR PROFESSIONAL DEVELOPMENT OF TEACHERS: Teaching how to teach

The UWC-IBO Initiative in BiH works on the professional development of teachers and headteachers from secondary schools across Bosnia and Herzegovina. The Centre aims at demonstrating practical teaching solutions from the International Baccalaureate Programme that can be easily transferred to the national curricula in BiH as our contribution to the wider educational reform of BiH. In addition, we create links with other neighbouring countries to learn from their experiences in educational reform and we establish networks of teachers, headteachers and educational authorities in the country.

In 2007/2008, the Centre for the Professional Development of Teachers held three workshops in BiH and two study visits to Slovenia for a total of 152 participants out of which 126 teachers, 17 headteachers and 9 Ministers of education from the whole of BiH. Workshops and study visits provided training in international educational standards, fostered local teachers' links with teachers from the region and the world, and provided space for discussion of successful educational practices.

Workshops

In November 2007, the Centre organised a two day history workshop on the theme "Teaching History in post conflict society". It was attended by 36 history teachers from across the country. This workshop addressed the need to develop critical skills in approaching historical events, with a special focus on contradictory evidence and an approach to history teaching with multiple perspectives.

In May 2008, the advantages of the IB

programme over the existing curricula in BiH schools were demonstrated in workshops for geography and mathematics teachers. Held during the same weekend in Mostar, these workshops attended by 69 teachers from 30 cities from the whole country aimed to offer practical knowledge in making geography and mathematics classes more interesting, interactive and relevant to students.

Study visits

In November 2007, in cooperation with the Slovenian Centre for European Perspectives and the Slovene National School for Leadership in Education, a four day study visit to Slovenia was organised for representatives of BiH Ministries of Education and Gymnasias headteachers, who before that had met in May 2007 at a two day workshop in Mostar to discuss the role of schools in a global world, active approaches to education, work and professional development of headteachers and the possibility of an external graduation programme. The aim of the study visit was to foster the structural changes in education in BiH by demonstrating the suc-

cessful example of the reformed Slovenian educational system, which has used the IB model as a basis for the transition. This particular study visit was also attended by 9 education Ministers from BiH and was the first bilateral project between BiH and Slovenia in the field of education.

In March 2008, the study visit entitled "English language classes in Slovenian Gymnasias" was organised for 20 English language teachers from Banja Luka, Bihać, Brčko, Bugojno, Gradačac, Livno, Maglaj, Milići, Mostar, Novi Grad, Prnjavor, Sarajevo and Srbač. The study visit focused on the introduction of the IB English language curriculum to teachers from BiH and teaching aspects easily implementable in the classrooms.

The success of the activities run by the Centre is visible from the high number of participants coming from all the regions of Bosnia and Herzegovina, hence demonstrating a strong demand for a contemporary and unbiased education.

We all work under very different circumstances, so being in touch with those schools will hopefully help us compare and take the best from each other.

Melisa Agić, teacher of English language from Bugojno, Bosnia and Herzegovina

It is the first time after the war that I am attending such a workshop. It gives me an opportunity to hear and exchange different opinions and experiences with my fellow history teachers, and to learn something new.

Anonymous, participant of workshop for history teachers

We don't have to make up new things, we just have to learn from the experiences of the countries that have already gone the way of educational reform.

Marjana Antolović, Geography teacher from Žepče, Bosnia and Herzegovina

I find it very useful to learn from the experiences of our Slovenian colleagues and hope that such cooperation will continue in the future.

Anonymous, study visit to Slovenia for Headteachers and Education Ministries

The seminar was very good: it was well organised, had a good selection of themes and different teaching methodologies were well explained. A lot of knowledge was gained at the workshop that can be and will be used in my future work.

Amira Vajzović, History teacher from Donji Vakuf, Bosnia and Herzegovina



Workshop for Mathematics teachers from BiH schools held in UWCiM

Workshop for Geography Teachers, May 2008
“The Core – Population, Resources and Development”

Attended by 31 teachers representing 25 towns: Banja Luka, Banovići, Bijeljina, Breza, Bugojno, Cazin, Derventa, Donji Vakuf, Gacko, Goražde, Gračanica, Mostar, Nevesinje, Novi Grad, Orašje, Prijedor, Prnjavor, Sanski Most, Sarajevo, Tešanj, Tomislav-grad, Tuzla, Visoko, Zenica, Žepče.

Workshop for Mathematics Teachers, May 2008
“Making Mathematics More Visual”

Attended by 38 teachers representing 26 towns: Banja Luka, Banovići, Bijeljina, Bosanska Krupa, Breza, Bugojno, Derventa, Donji Vakuf, Gračanica, Kalesija, Kozarska Dubica, Mostar, Mrkonjić grad, Nevesinje, Novi Grad, Orašje, Prijedor, Sanski Most, Sarajevo, Tešanj, Tomislavgrad, Tuzla, Visoko, Vlasenica, Vogošća, Zenica.

Study visit to Slovenia for English Language Teachers, March – April 2008
“English Language Classes in Slovenian Gymnasias”

Attended by 20 English language teachers representing 14 towns: Banja Luka, Bihać, Brčko, Bugojno, Gradačac, Livno, Mostar, Milići, Novi Grad, Orašje, Prnjavor, Sarajevo, Srbac, Trebinje.



Geography teachers from around the country at the workshop in Mostar

Study visit to Slovenia for Education Ministers and Headteachers, November 2007
“Slovenian Good Practices – A Guide for Educational Reform in Bosnia and Herzegovina”

Attended by 26 participants, out of which 9 education ministers: Ministry of Civil Affairs BiH, Federal Ministry of Education, Ministry of Education of Herzegovina-Neretva Canton, Ministry of Education of Tuzla Canton, Ministry of Education of Bosansko-podrinjski Canton, Ministry of Education of Posavina Canton, Ministry of education of Una-Sana Canton, Ministry of Education of West Herzegovina Canton and Department for Education of Brčko District, and 17 gymnasias headteachers, representing 13 towns: Banja Luka, Bihać, Goražde, Gračanica, Livno, Ljubuški, Mostar, Odžak, Orašje, Prijedor, Prnjavor, Sarajevo, Visoko.

Workshop for History Teachers, November 2007
“History Teaching in Post-Conflict Society”

Attended by 37 teachers representing 28 towns: Banja Luka, Bihać, Bijeljina, Bosanska Krupa, Breza, Bugojno, Donji Vakuf, Gornji Vakuf, Gračanica, Gradačac, Hadžići, Ilijaš, Livno, Maglaj, Mostar, Prijedor, Sarajevo, Široki Brijeg, Tomislavgrad, Travnik, Trebinje, Tuzla, Usora, Vareš, Visoko, Zavidovići, Zenica, Žepče.





FINANCIAL STATEMENT for 2007/2008

INCOME	
Governments	928.000,00
Foundations	111.500,00
UWCs and UWC National Committees	302.500,00
International Baccalaureate, IB Fund Canada, IB Fund US	311.000,00
Private donors	122.000,00
Business	3.000,00
Total	1.778.000,00
EXPENSES	
Capital expenses	72.000,00
Staff cost	803.000,00
Student accommodation	469.000,00
Academic departments	140.000,00
Activity, Community Service Programme and Special Projects	56.000,00
Teacher Training and Development Activities	46.500,00
Administration, Management and Programme Development	189.000,00
Association general expenses	4.000,00
Total	1.779.500,00

*Detailed financial statement is available upon request.

The UWC-IBO Initiative in Bosnia and Herzegovina is grateful for the following donors contributing to the Initiative in 2007/2008:

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Initiative's ID card

We would like to thank the dedication and commitment of all the people on the ground who make this project a reality.

Executive Committee Members:

- **Lamija Tanović**, Chair - Professor of Atomic and Nuclear Physics and Solid State Physics, Faculty of Science, University of Sarajevo; Vice-President of the Council for Science of Sarajevo Canton; Member of European Academy of Science; Head of the International Department for Education and Culture at the BiH Ministry of Foreign Affairs 2001-2004
- **Jasminka Bratić** - President of the School Board of Gymnasium Mostar; Assistant Minister in the Judicial Sector, Ministry of Justice and Public Administration and Local Government in Hercegovina-Neretva Canton
- **Melanie Coquelin** - Development Officer for Foundations at the International Baccalaureate Organization; graduate of the Red Cross Nordic UWC 1997
- **Ivan Lorenčič** - Headmaster of II Gymnasium Maribor, Slovenia 1982-1993, 2001-present; Director of The National Education Institute of the Republic of Slovenia 1993-2000
- **David Sutcliffe** - Founding Headteacher of the UWC of the Adriatic 1982-2001; Headmaster of the UWC of the Atlantic 1969-1982; Vice-President of the Council of Foundation and Deputy Chairman of the Executive Committee of the International Baccalaureate Organization 1985-1989; Executive Director of United World College International 1994-1999
- **Jeff Thompson** - Emeritus Professor of Education, University of Bath (UK); formerly Academic Director and Chair of the Examining Board of the International Baccalaureate Organization; member

Staff List

Sirka Ahonen, History teacher, Theory of Knowledge teacher, Finland
Maria Alaguru, English A2 and English B teacher, Malaysia
Maja Arifhodžić, German A1 teacher, BiH
Peter Ashbourne, Mathematics teacher, UK
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Azra Bajramović, Economics teacher, BiH
Elmaja Bavčić, Development Assistant, BiH
Daliborka Bojbaša, Trainee Biology teacher, BiH
Ziba Boračić, Cleaning lady, BiH
Paola Cosolini, Italian A teacher, Italy
Melisa Čevra, Development Coordinator, BiH
Tanja Čvoro, Serbian A1 teacher, BiH
Nina Ćišić, Administrative Assistant, BiH
Naira Ćorajević, Bosnian A1 teacher, BiH
Silvana Ćosić, Cleaning lady, BiH

of governing bodies for many international and national schools;
member of the International Board of the United World Colleges

- **Pilvi Torsti** - Post-doctoral fellow at the University of Helsinki, Finland, with academic expertise on the history of former Yugoslavia and history and education in post-war Bosnia and Herzegovina; UWC-IBO Initiative in BiH Programme Director 2005-2006; graduate of UWC of the Adriatic 1995; www.pilvitorsti.fi
- **George Walker** - Director General of the International Baccalaureate Organization 1999-2006; Director General of the International School of Geneva 1991-1999
- **Michele Zanetti** - President of the Council of Administration of UWC of the Adriatic 1997-present; Founding Member of the Council of Administration of the Trieste Institute for Study and Documentation of Eastern Europe 1969-1984; President of the Province of Trieste 1970-1977; President of the Trieste Port Authority 1977-1990; Financial Manager of the Public Health Agency in Trieste 1996-2001

Non-voting members:

- **Paul Regan** - Founding Headteacher of UWCiM; Headteacher of schools in the Ukraine, Kenya and the UK; graduated in Russian and taught Russian and French for several years before his promotion to Deputy Principal; lives in England and is married with three children
- **Ivana Vrhovski** - Development director of the UWC-IBO Initiative in BiH; M.A. in Democracy and Human Rights in South-East Europe in Sarajevo and Bologna Universities; with previous working experience in education, peace-building and democratisation processes in post-conflict societies and societies in transition

Aldina Džebo, Development Assistant, BiH
Malika Flici, French B teacher, France
Zdenka Gagro, Cleaning lady, BiH
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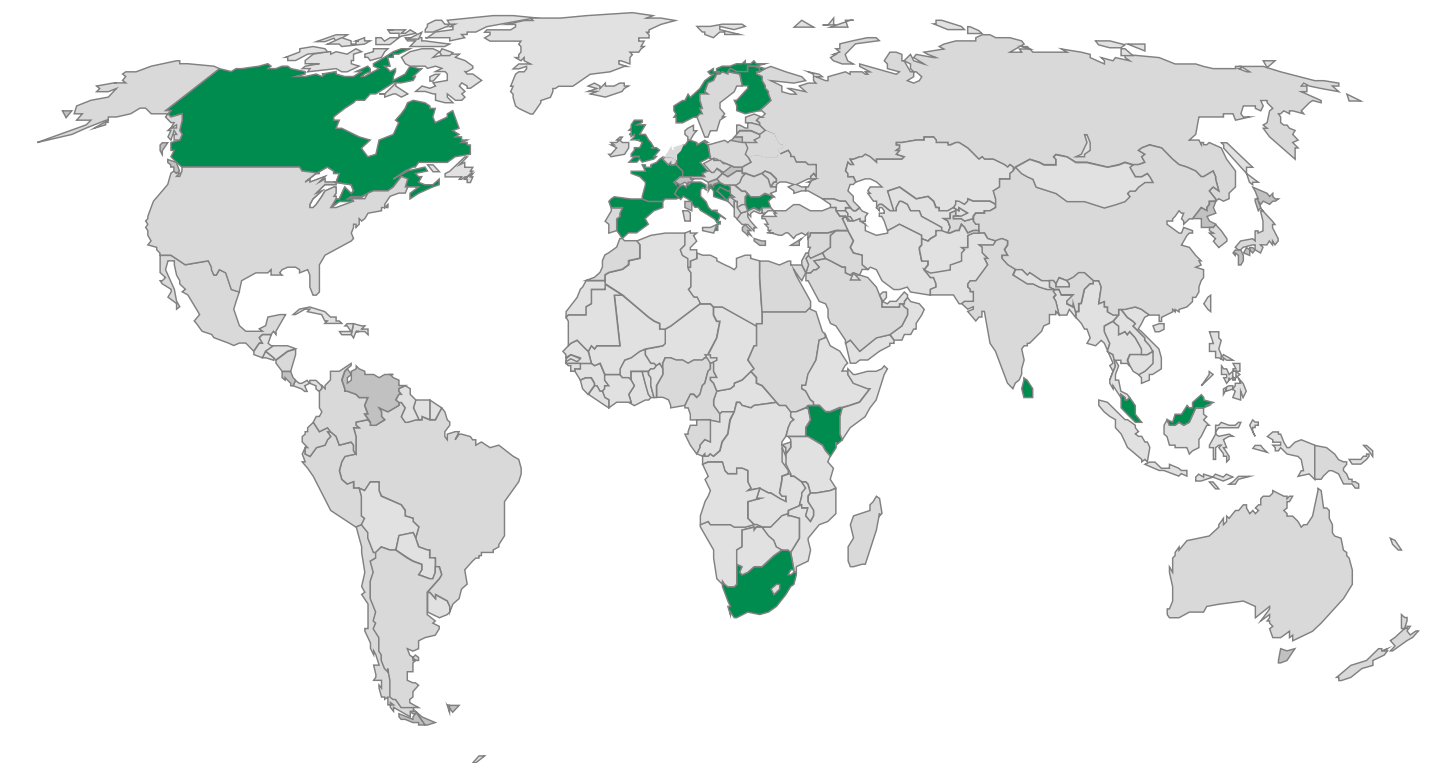
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Emil Špago, IT Technician, Driver, BiH
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Ivana Vrhovski, Development Director, Croatia
Kees Windland, History and Theory of Knowledge teacher, UK
Patience Anne Windland, Environmental Systems teacher, UK

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Beth Hiller, Germany
Andre Hinken, Germany
Aida Hodžić, BiH
Elisabeth Missun, Germany
Samuli Sinsalo, Finland
Kati Temonen, Finland

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