

ANNUAL REPORT SCHOOL YEAR 2010-2011

 **UWC** MOSTAR



Education in Action
Obrazovanje u akciji



The UWC Mostar
International Summer School
on Peace and Conflict

From June 6-12, the UWC Mostar successfully held its first International Summer School on Peace and Conflict Resolution. Supported by the Finnish Cultural Foundation, the programme was attended by 60 participants. The International Summer School on Peace and Conflict Resolution was a great opportunity for all the participants to discuss the issues of war, conflict and reconciliation. It was also a great opportunity for making new friendships and for local students to learn more about the UWC movement and its mission in the post-conflict areas like Mostar and Bosnia and Herzegovina. The programme hosted many prominent lecturers who shared their experience and expertise in dealing with conflicts and reconciliation process. The programme was coordinated by the Finnish volunteer and UWC-USA alumna Annukka Kurki and facilitated by UWC Mostar students. Many UWC Mostar alumni currently studying Peace Studies at various universities also joined the programme and actively participated in numerous interactive workshops and discussions. Reflections of the participants were very positive, most of them emphasising that the School was a real eye opener for understanding that regardless of different perspectives, individuals can still strive together for peace, find the ways to cooperate and "live in peace with one another". The UWC Mostar hopes that the International Summer School will become a regular annual event in its school calendar.

The spirit of the Summer School is caught in a short documentary on DVD attached to this report.

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"Coming to UWC Mostar I was unaware of all the things that I'd stumble upon. I didn't know how incredibly open a young mind could become when faced with diversity in culture, ethnicity, religion and most importantly, in thought. Only now, after the two years are almost over, I am able to truly appreciate the opportunity I've been given. UWC Mostar has made me a better person. The close-knit community of astonishing individuals, focused and informed idealism and personal and collective effort to improve things have all shaped a new side of my character."

Ivan Matej Kolobarić, student UWC Mostar, B&H



"It is accordingly appropriate to thank all of you in the College, both staff at all levels and students, for your readiness to accept that the facilities and resources of this college do not match those of the older and more favoured United World Colleges or of most international schools. But I treasure the remark made to me last February by a German student here, who told me that, on reflection, he recognised that the need to improvise and to manage ended up by making one stronger. I believe this to be profoundly true and to represent an integral part of the experience of attending a United World College in an authentically post-conflict society."

The Chair's Message

The Circumstances Leading to the Creation of the Foundation Education in Action

After two years of careful exploration, principally through running experimental courses in community service in the City of Mostar, the United World College in Mostar was launched in 2006.

The College was opened in direct response to a request from the Organisation for Co-operation and Security in Europe (OSCE) Mission to Bosnia and Herzegovina (B&H) to contribute to integration and unity in this ethnically mixed and divided city. It was also recognised that Mostar had come to be regarded as a litmus test for the work of the international community in achieving reconciliation in B&H. The educational authorities behind this project were jointly the United World Colleges (UWC) and the International Baccalaureate (IB).

The project was initially launched on the three-year trial basis. Criteria for success were:

- Acceptance by the population of Mostar and the existing Croat-Bosniak sections within the Gymnasium Mostar.
- Successful recruitment of able and motivated students from all areas and national communities in B&H
- Similar success in recruiting students from South East Europe, from other world areas of conflict, and from more prosperous "western" countries as an expression of confidence in education in B&H.
- Satisfactory examination results and university entry achievement.
- The training of local teachers to assume the major positions of responsibility

and to give the College a genuinely B&H "personality".

- Leadership in suggesting models for educational reform, drawing on the IB, and in running teacher conferences, seminars, workshops and study visits to neighbouring Slovenia where the national secondary school system was reformed in the 1990's on the basis of IB practices.

The founders were confident of raising the necessary funds for the first three years. But the success of the College, a remarkable achievement on the part of the founding Head and all his colleagues in spite of truly daunting circumstances, has opened up a new challenge – that of creating a sustainable model for the future.

It is well known that funding difficulties have led to a reduction in student numbers in the past two years. The annual budgetary uncertainties are a serious problem both for morale within the College and further afield, not least within the UWC movement. To an important extent, if wrongly, B&H and the region of South East Europe have dropped out of the international headlines; and the world's economic woes provide a discouraging scenario for fundraising.

It is nonetheless transparently clear that the College cannot hope to survive if the current annual crises over money persist. So the following steps have been taken: A new foundation, Education in Action, has been registered in Bosnia and Herze-

govina under local law. This Foundation succeeds and replaces the former Finnish Association *Education from Conflict to Internationalism*.

Simultaneously, the College has been registered as a private school, with its own autonomous Board. The task of the College Board is to ensure that the UWC Mostar continues to achieve the highest standards, meeting and exceeding all its obligations under B&H law and with respect to the UWC and IB.

These two new organisations, which by intent have a degree of common membership, have complementary responsibilities. In brief, the Foundation will pursue what we have always called "the broader aims" of the old UWC-IB Initia-

tive, above all an active contribution to the modernization and integration of secondary education in B&H.

It will seek to establish a name for its work as an example for post-conflict societies wherever they are. The Foundation sees this as the natural next challenge for international education worldwide. Crucially, it has also accepted full responsibility for assuring the College of the necessary funding.

It is early days and much remains to be done, but morale is high and there is a great appetite for success.

David Sutcliffe,
Chair of the Governing Board of the Foundation Education in Action

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"Beside individual achievements and possibilities opening up for our children who were lucky to be educated in this school, we should by no means neglect the importance that the UWC Mostar can have for our school system and our country. Most of us are aware that education in B&H longs for changes at every level. That, however, is not only our peculiarity."

Helena Andrijević,
parent and teacher, B&H

1. Foundation Education in Action

1.1. Aims and Objectives

1.2. Governance



1. Foundation Education in Action

1.1. Aims and Objectives

The Foundation, a non-governmental, nonpolitical and nonprofit organization registered in Bosnia and Herzegovina, has an international membership with clear and ambitious aims. These aims are essentially those of the former Finnish Association that exercised legal responsibility for the UWC-IB Initiative in B&H until March 2011:

- Contributing actively and by example to the modernization and inte-

gration of secondary education in B&H.

- Cooperating closely with other IB schools in the country and the region
- Offering B&H teachers opportunities for professional development through workshops, seminars and study visits
- Underlining the role of voluntary work in the creation of a successful civil society
- Assuring the future of UWC Mostar as an example of understanding and mutual tolerance among young people of widely different ethnic, national, religious and cultural backgrounds

It is important to underline that the project is now the responsibility of B&H. This responsibility shift is an essential step forward in the evolution of our enterprise.

Of vital interest to the UWC Mostar is the acceptance by the Foundation of the task of funding its successful operation.

It is never the right time to go out fundraising, and the present moment must be one of the worst in living memory. But the task has to be done. The aim in the long term is to ensure that every student place is assured of scholarship funding, and the Foundation is determined to achieve this goal.

If our activities are to have a wider impact, they need to be more widely known. This requires more energetic and effective handling of the media. It is also necessary to explore in a bold manner the opportunities for related activities in other schools and in other countries of the region of Southeast Europe.

The Governing Board is currently engaged in redefining its mission. The successful conceptualisation of what we hope to achieve in the coming five years is an essential follow-up to all the hard thinking that lay behind the creation of the UWC-IB Initiative in Bosnia and Herzegovina in the early 2000's.



1.2. Governance

The Minister, Ms Elisabeth Rehn and Dr Lamija Tanović, a long serving Chair of the UWC-IB Initiative in B&H, are founders of the Foundation Education in Action which is managed by the international Governing Board of nine members.

The Chair of the Foundation's Governing Board is Mr David Sutcliffe.

The members of the Foundation's Governing Board:



Mr Gianfranco Facco Bonetti (Italy),
Cofounder and President of UWC of the Adriatic and President of the Italian National Commission of UNESCO



Ms Jasminka Bratić (B&H),
Deputy Minister of Justice in Herzegovina-Neretva Canton and a former Chair of the Mostar Gymnasium School Board



Adriaan de Mol van Otterloo (the Netherlands),
UWC of the Adriatic alumnus, a founding partner of Intrinsic Value Investors, a London-based fund management company whose client base is mainly endowments, pension funds and private individuals



Prof Adila Pašalić-Kreso (B&H),
Professor of Comparative Education, Educational Policy, Education in the Family, Interfamily Dynamics at the Faculty of Philosophy, University of Sarajevo



Mr Ivan Lorenčič (Slovenia),
Education expert, headmaster of Second Gymnasium in Maribor, Director of the National Education Institute of the Republic of Slovenia (1993-2000)



Mr Magnus Persson (Sweden)
President and Coordinator of the European education association The Learning Teacher Network



Prof Miljenko Perić (Serbia),
Professor of Physical Chemistry at the Faculty of Sciences, University of Belgrade, Serbia



Mr Andrew Watson (UK),
Diploma Associate Manager at the IB for the region Africa-Europe-Middle East



Mr David Sutcliffe (UK)
Founding member of the UWC-IB Initiative in B&H, founding headmaster of UWC of the Adriatic (1982-2001), headmaster of UWC of the Atlantic (1969-82), Vice-President of the IB Council of Foundation and Deputy Chairman of the IBO Executive Committee (1985-1989), Executive Director of UWC International (1994 – 1999).

"I am particularly proud of the fact that this College has changed its legal status and that it is no longer only part of an international project, but a school registered in the system of high school education of B&H. This is a very important fact and I take this opportunity to thank all those people who have, over the past ten years, voluntarily made arrangements to help achieve this goal."

Jasminka Bratić,
Chair of the UWC Mostar College
Board, B&H

2. United World College in Mostar (UWC Mostar)

- 2.1. College Board
- 2.2. Headmistress' Overview
- 2.3. UWC Mission in Post Conflict Area
As Seen by Our Students
- 2.4. Tackling the Education Reform
- 2.5. Beyond the Classroom:
Community Service Programme (CAS)
- 2.6. The Maturing Process
- 2.7. Photo Gallery

2. United World College in Mostar (UWC Mostar)

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

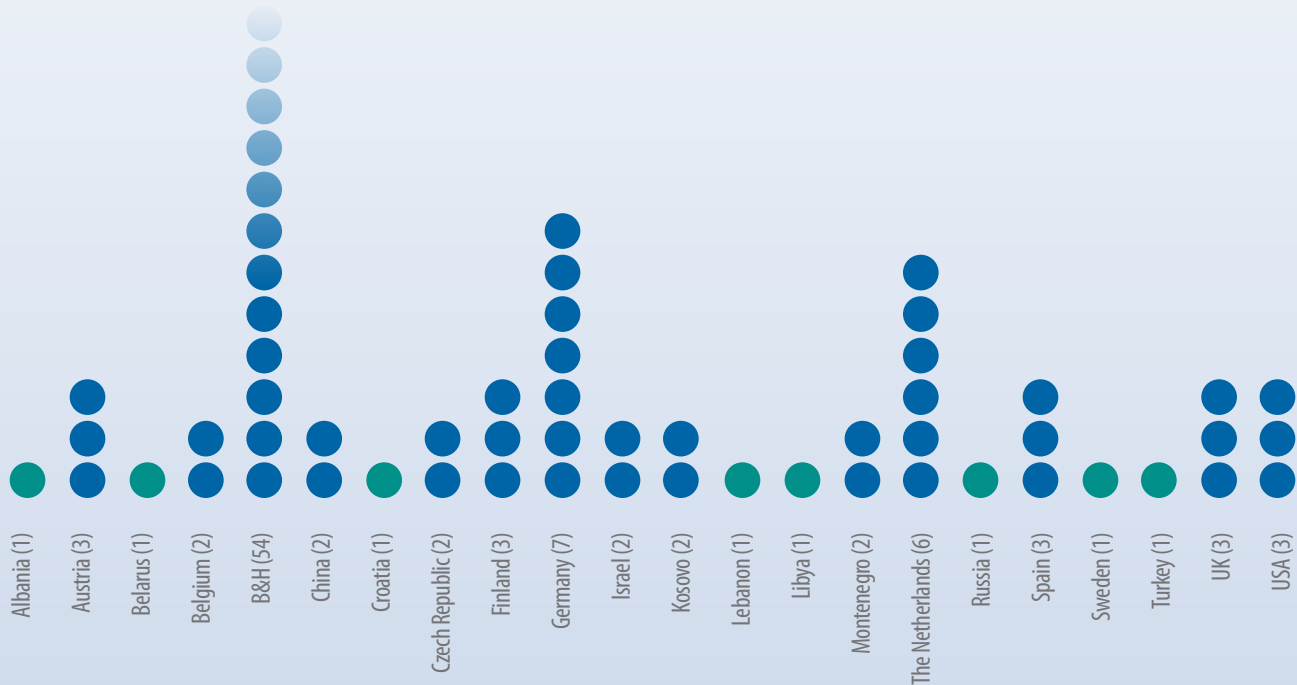
Standing on the sharp edge of the UWC mission by being based in the City of Mostar, emblematic of the bitterness and di-

visions of the war of the 1990s, the UWC Mostar enriches the UWC movement by adding its unique aim: "To equip the next generations of young people in Bosnia and Herzegovina with the knowledge, skills, leadership qualities and international values, necessary to bridge the still existing ethnic divisions and move their country into the 21st century." Furthermore, the UWC Mostar broadens this special mission by offering the same opportunities to young people from all

over the world, especially those coming from other post-conflict countries and particularly from the Balkans. In the school year 2010-2011, the UWC Mostar was attended by 104 students from 22 countries around the world. The student body consisted of 63 girls and 41 boys. At the same time UWC Mostar employed 23 teachers and 17 supporting and administrative staff. UWC Mostar also hosted two international volunteers.



"Initially, I experienced culture shock, homesickness, fear, and self-doubt. Now two years later, I realize how little I could anticipate the wonders of daily life. Steadily gaining confidence, I see ever more clearly why it was critical for me to take this step into the unknown. Taking the risk to come to the UWC Mostar gave me the opportunity to understand the world from a global perspective, through the eyes of my adopted family."
Hilary Johnson, UWC Mostar student (USA)



2.1. The UWC Mostar College Board

UWC Mostar has been registered as a private school under the laws of Bosnia and Herzegovina. The College Board governs the UWC Mostar, appoints the College Head (subject to the formal approval of the *Foundation Education in Action*), makes the annual budget, executes any of the functions and duties normally ex-

ecuted by a school board, and is directly accountable to the UWC International for adherence to UWC criteria and practices including participation in UWC meetings. In order to maintain a fruitful partnership, three members of the Governing Board of the *Foundation Education in Action* are members of the College Board. The Chair of the UWC Mostar College Board is Ms Jasminka Bratić.

Ms Jasminka Bratić (B&H), Deputy Minister of Justice in Herzegovina-Neretva Canton, former Chair of the Mostar Gymnasium School Board

Sanja Bojanić-Ostojić (B&H, Parent Representative), Bachelor of Arts in English Language and Literature, employed with the Organisation for Security and Cooperation (OSCE) in Europe for Bosnia and Herzegovina as a Programme Assistant

Ivana Knježević (B&H, Staff Representative), Pastoral Coordinator and English B teacher at the UWC Mostar

Mr Ivan Lorenčič (Slovenia), Education expert, headmaster of Second Gymnasium Maribor, Slovenia, Director of the National Education Institute of the Republic of Slovenia (1993-2000)

Ronald Sturm (Austria), UWC of the Atlantic alumnus, member of Austrian UWC Network, professional diplomat

Saša Šantić (B&H-Employee Representative), Visual Arts teacher at the UWC Mostar and the Gymnasium Mostar

Mr Andrew Watson (UK), Diploma Associate Manager at the IB for the region Africa-Europe-Middle East



Headmistress' Overview

We are standing behind one more fruitful and successful school year at the UWC Mostar. At the same time we have finalized the first five year cycle of our existence and evaluated all areas of our work. Fulfilling the College's mission and following the UWC values turned out to be our greatest assets.

The UWC Mostar has continued to make positive steps at all levels, receiving a supportive feedback from the local community. It is reflected in the largest number of students from Bosnia and Herzegovina applying for UWC scholarships. Also, our fourth generation of students excelled at final exams and achieved the best results ever.

Giant steps have been made in changing the legal status of our College. UWC Mostar is now a registered and accredited high school in B&H, with the *Fondation Education in Action* as the founder. This process has sealed our permanent existence in Mostar and turned us into a legitimate part of the educational dynamics in B&H. During the last year the College cooperated with the education authorities by offering our professional support in the education of teachers and

we started offering professional practice for university students in Mostar. It is a unique opportunity for future teachers to gain experience in contemporary teaching methods and practices which they may apply in their professional work, regardless of the curriculum they will teach in the future.

In this school year the teachers and students from other high-schools in Mostar showed a great interest in getting involved in our activities. They joined our extracurricular projects and activities in large numbers, thus making the UWC Mostar a place where prejudices and divisions disappear through various activities directed towards integration, cooperation and common welfare. A *Quiz on Tolerance and Human Rights*, organized together with OSCE, and the impressive Model United Conference MUNiM 2011 are the outstanding examples.

Our determination to be a positive example of the post-conflict education model made us organize our first Summer School on Peace and Conflict Resolution. Having organized it, we proved one more time to be an active subject in the peace and reconciliation process in this country.

The Summer School showed that young generations are willing and ready to learn and work together for sustainable future, and we do hope that this will become our regular annual event. Following the same path, starting with the school year 2011-2012, we will introduce a compulsory course in Peace and Conflict Studies for all our students. We also hope to become an experimental school for teaching the Humanitarian Law, after the initiative launched by the International Committee of Red Cross (ICRC) in B&H.

By admitting our sixth generation of 75 students, we are slowly returning to our full capacity. On the other side, it is an immense pleasure to see how our little community develops and progresses. We have learned to focus, through experience and identified directions, in order to achieve structured and valuable impact. All our activities and community outreach projects are becoming more appealing and long-term and with our permanent presence in Mostar they will not remain only a model, but will, hopefully, lead to sustainable solutions.

Valentina Mindoljević,
UWC Mostar Headmistress

2.3. UWC Mission in Post-Conflict Area As Seen by Our Students

"The war had a great impact on the life of B&H citizens and three nationalities completely separated from each other. UWC gave me an opportunity to represent my nationality and religion without fear and judgment, but at the same time to come across and to respect the nationality and religion of my friends. For the first time in my life, I felt as the citizen of Bosnia and Herzegovina living together with three B&H ethnicities and for the first time I enjoyed its diversity."

Isidora Drašković, UWC Mostar student (B&H)





2.3.1. Remedy School

It is hard to define the UWC Mostar spirit. It is an abstract phenomenon and students usually try to define it and identify it among all of us. They question values, beliefs, ideals, hopes for the world and the future, our environment, different types of education, as well as themselves and others, trying to create a place where they can live together with all their differences. That ability and the freedom to ask is what makes the UWC Mostar spirit.

The College is located in a country which is still recovering from the consequences of war, caused by the differences between its three ethnic groups. But, what we find most important are those differences. Instead of using them for the purpose of mass destruction, as was done in B&H 15 years ago, we use them to create a better world which will have peaceful and sustainable future. We learn from one another; we celebrate our differences; we develop mutual responsibility and respect, as well as international and intercultural understanding. Being able to share my life with the representatives of 30 different nationalities has never been an obstacle for me; it has rather been the most useful tool for my personal development in every possible way. Being different from one another gives us an opportunity to experience other perspectives, learn how to listen, although we might disagree, and an ability to make firm and truth-based opinions in the end of the day. Through our differences we constantly redefine ourselves in search of ourselves.

Our students organize and get involved in a variety of projects, from helping refugees and teaching disabled children to community care days. Compassion and service are crucial parts of our everyday lives. But we are not theoreticians; we do things and we give personal example. This is how we develop and improve ourselves and how we help society as a whole.

In UWC in Mostar we prove that education can unite people and bring important changes by making it happen every day. The College gave me hope and motivation; it made me believe in myself first and then in the future of humankind. That is the UWC in Mostar spirit. And most importantly, it does not fade away with the end of a school year. The UWC in Mostar spirit becomes part of you for good. Even after leaving the College, we still carry the spirit of this unique school in ourselves.

Milica Pejičić, UWC Mostar student, B&H



2.3.2. A Whole New Perspective

I am Shaked, I am 18 and I come from Israel. When I got the scholarship for the UWC Mostar, I didn't know what to expect. In my own still deep-in-conflict country, I didn't get to know much about post-conflict Bosnia and Herzegovina. When I decided to spend two years of my life here, I got quite a lot of confusing and worrying reactions from my close friends but, nevertheless, my interest grew bigger and bigger as the August of 2009 approached. Now, after finishing my two years, I can say with confidence – I fell in love with Mostar, and B&H is my second home.

The UWC Mostar gave me a better perspective of conflicts as a whole. I had an opportunity to meet so many people with completely different opinions and views from mine. Those people became my best friends. UWC Mostar broke every single stereotype I had about any nation or religion, and I've learned that living together is more than just possible, it's the only way. In the Middle-East, where I come from, the conflict seems ever-lasting, and the people of my age seem unable to intervene or have a say in this crazy reality of ours. In here, you can see that the young people are indeed the future, and we can make an impact, even if it is a small one.

I cannot name a better place for a UWC, as we live in a divided country and try to create our own small peace every single day. This place is a remedy not only for the conflict within B&H, but for 30 more nations that can live together with no hatred or prejudices. You can walk down the corridor and see friendships you never thought can exist, and be surprised by how comfortable people are with talking about sensitive issues in their countries.

It was not always perfectly easy, but if it had been, we would have never become the mature, independent, creative and energetic community we are. I love the person this College made of me. I appreciate every challenge, embrace every change, and smile to every day and every new opportunity it brings along.

I can't quite capture the whole essence of this College and what it means to me simply by using words, but all I know is this is a place of hope. Four generations have graduated, four generations of students in which no one has remained unchanged. The UWC Mostar is the most important experience I have had, and I cannot imagine myself living in any other country in these past two years.

Shaked Atia, UWC Mostar student, Israel



The UWC Mostar launched a new web site www.uwcmostar.ba following the UWC movement visual guidelines.



The UWC Mostar was jointly represented on the European Council Regional Peace Conference in Dubrovnik: *Towards Reconciliation: Experience, Techniques and Opportunities for Europe* by the Chair of EIA Governing Board Mr. David Sutcliffe and Mostar Mayor Mr. Ljubo Bešlić.



In the period of November 15 to 23, the UWC Mostar hosted a group of students and teachers from the ethnically mixed Technical School Nikola Tesla in Vukovar (Croatia). Beside getting acquainted with the IB teaching practice, they also took part in the public debate "Life in Divided Cities", during which students made presentations about Mostar, Vukovar, Jerusalem, Beirut, Belfast and Kosovska Mitrovica.



A group of students presented the College mission and aims at the Global Issues Network Annual Conference in Luxembourg "Equity for All".



OSCE delegation from Vienna visited the UWC Mostar and Gymnasium Mostar to learn more about cooperation between the two schools in integrating the students from different ethnic backgrounds.



The UWC Mostar hosted Mostar pupils at a creative event *Peace Quilt Day*, where they presented their artistic ideas of peace and which will be posted on billboards promoting the forthcoming Olympics in London 2012.



The UWC Mostar was among 15 selected educational institutions in B&H whose management and students had an opportunity to meet the members of the European Parliament' Committee on Culture and Education and discuss problems of the current education system in B&H.



Seven students from UWC Mostar and Gymnasium Mostar participated in the Youth Exchange Programme "BITI/TO BE in Ljubljana with other young people from Slovenia and Serbia, where they discussed environmental, social and cultural issues through participation in creative workshops, e.g. in dance-theatre, video and construction.



Our students prepared questions and hosted the *Quiz on Tolerance and Human Rights* for high school students from Mostar. The Quiz was organized in cooperation with the OSCE Mission to B&H Education Department and it was aimed at preventing youth violence.



During the Project Week, the UWC Mostar students conducted many interesting projects on the history and nature of B&H, including research trips to Srebrenica and Knin (Croatia) which explored the war in former Yugoslavia. Students also performed community service at many institutions in the Balkans region.

2.4. Tackling the Education Reform

UWC Mostar is implementing an innovative model of post-conflict education, thus constituting a milestone for broader education reform in the country and beyond.

The aim is to offer quality international education and opportunities to students and teachers of the divided groups in the country and to participate in curricular development in the country and beyond.

Therefore, the UWC Mostar has an open door policy for B&H policy makers, educators and university students who want to take a closer look at its educational practices and methods, as well as the standards of IB teaching. The long-term aim is to establish the College as a centre of educational excellence and as a resource centre for educating a new generation of B&H teachers.

2.4.1. IB: A Constant Academic Challenge

A sudden move from seventeen compulsory subjects to six of my own choice was quite a difficult one, with the challenge coming from an unexpected source: the necessity of retaining and applying the knowledge gained in the classroom. Major differences between the IB Diploma Programme and national programme, to which I attach equal importance, are:

1. Assessment
2. Applying of Knowledge
3. University Enrolment

In the national programme, student assessment is up to the teachers' discretion. Many of us are relieved to learn that here in the College our performance is assessed externally, so a teacher's mood can no longer influence my grade. My actual performance is what counts!

However, what I feel most lacking in the national curriculum is a holistic approach to assessment. After a new lesson, students usually learn it by heart for the next day and for a good grade, and very rarely they return to it after some time. The IB remedies that through final exams covering the entire syllabus, from the beginning to the end of the two-year program. It is for that reason that IB is challenging: I must learn thoroughly.

Another advantage of IB schools is practical work, which is unfortunately very rarely found in public schools in B&H. The knowledge gained in the classroom has to be applied in various lab experiments, discussions and presentations in foreign languages, critical analyses of articles on economic activities, historical texts, and application of mathematical theory to real-life situations. The range of possibilities is endless. In my previous school, I was required to know the chemical formula of aspirin and its properties. Here, I made aspirin in the laboratory!

University enrolment is a big question faced by many high school students: "Should I go to university? Where could I go? What should I study? What are the requirements?" The national curriculum doesn't provide the possibility of entry to universities outside the former Yugoslavia, except to the students who worked really hard and put enormous personal efforts. The IB Diploma Programme, through an internationally accepted qualification for entry into higher education, counselling and the curriculum which helps students prepare themselves for what they are interested in studying (through subjects of their choice), opens up an entire world of possibilities.

Never before had I even dreamed that I, a boy from Međugorje, once a farming village in Bosnia and Herzegovina, would have the opportunity to attend a globally recognized university in the United Arab Emirates.

Luka Vasilj, UWC Mostar student, B&H





Practical Training for Future Teachers: the UWC Mostar opened its doors to Mostar University students from the Chemistry Department (University of Mostar) and the Department of German Language (Džemal Bijedić University).



Grade point average and total score on final IB exams at the College constantly increase, reaching 5,33 or 33 points in the school year 2011-2012.



As an external professional advisor for Physics at the Pedagogical Institute in Mostar, the UWC Mostar headmistress Valentina Mindoljević held the workshop on *Project Based Teaching in Physics* for high school teachers. The workshop was organized in cooperation with Gymnasium Mostar as part of the Institute's professional development programme for their teachers.



Two talented Theatre Arts students attended the internationally recognized clowning course *Galli-method* at the *Galli Theatre* in Munich.



UWC-IB Initiative in B&H was represented at the EU educational seminar in Germany on *Inquiry-Based Science and Mathematics Education*.



New IB Language B Syllabus introduced in the UWC Mostar.



UWC Mostar Headmistress Valentina Mindoljević produced tests and grading scale, and she was a jury member at the Cantonal Competition in Physics for Elementary Schools, organized by the Pedagogical Institute in Mostar.



German Movie Nights organized for the broader public as a joint project with the Department of German Language on Džemal Bijedić University.

2.4.3. Results of Final IB Exams in the School Year 2010-2011
UWC Mostar Statistics

Number of candidates registered in the session:	54
Number of diploma and retake candidates registered in the session:	52
Number of subject entries in the session:	433
Number of candidates who passed the diploma:	44
Average points obtained by candidates who passed the diploma:	33
Highest diploma points awarded to a candidate:	41
Average grade obtained by candidates who passed the diploma:	5.33
Total number of candidates excluded from statistics:	0

2.4.4 University Entry Statistics *

Total: 54 students	Countries of Universities							
	US	Canada	UK	Other	B&H	Military Service	Gap Year	Total
Number of students	35	3	1	7	3	1	4	54
Percentage %	65	5	2	13	6	2	7	100%
International students	11	3	1	6	0	1	2	24
Percentage %	45.8	12.5	4.2	25	0	4.2	8.3	100%
B&H students	24	0	0	1	3	0	2	30
Percentage %	80	0	0	3	10	0	7	100%

* The percentages shown are derived from the total number of students.

- Total number of students who entered universities 49 or 91%
- Number of students who took gap year/army/ 5 or 9%

"After many years of teaching in and out of Austria, I would have never expected to find a school so different and unique. The UWC Mostar is one of those remarkable schools, for its peace mission, for its cultural diversity within the students and all those who give their best to make this school possible."

Barbara Lichtner, teacher of French, English and German B as foreign languages, Austria



*The UWC Mostar had a great privilege to host the founders of Davis UWC Scholars Program, Mr. Shelby and Ms Gale Davis and Mr Phil and Ms Amy Geier, who visited us on October 28.

ample of how the world could be a better place if people had better insight into all its diversities."
Mr. Shelby Davis,
In his address to UWC Mostar students

"The reason why I decided to focus on education is its quality of creating possibilities. If you can get a good education, you have a far better chance to create your own circumstances in life. I believe that you, as all other UWC students, are an ex-

So far, 115 students from Bosnia and Herzegovina got a chance to continue their education at US colleges and universities thanks to the Davis UWC Scholars Program.

2.5. Beyond the Classroom: Community Service Programme

One of the core aims of UWC is to enable talented, committed young people from across the world to become catalysts for positive change within the communities in which they live. Bringing the UWC values and spirit to Mostar opened a new phase in the integration process in the city. By establishing its community service programme, in cooperation with more than 15 institutions and associations in Mostar, the UWC Mostar gave impetus to the development of the community of volunteers. Over the years, College students managed not only to start, but to establish recognizable initiatives greatly supported and valued by the local community.



2.5.1. The Power of Personal Effort

Over the past two years, CAS made an extraordinary impact on me and my personal development, and even more importantly, on my home city Mostar. As a very important segment of the IB Diploma Programme, CAS was very beneficial in helping me to deal with stress by pursuing physical and creative activities and find out ways to be an active citizen of the community.

Through numerous CAS activities I was involved in over the past two years, I had a chance to meet and interact with different people, ranging from very young kids without parental care in the *Egyptian Village* to elderly refugees in the Tasovčići refugee camp. It certainly gave me a better perspective of the society I live in and I became fully aware of how personal effort can really make a big change in our lives. Before this experience, I was unaware of all the opportunities that a young person can have to help others and feel really happy and fulfilled with it.

Our CAS programme is the best way for our students to integrate into the local community, but it also helps the integration process in the still divided City of Mostar. The best example of this is that students from both Gymnasium Mostar curricula now participate in some of the activities in our CAS programme. For instance, a girl from the Gymnasium Mostar took part in several sessions of our Refugee Camp service, and for me it was very interesting to volunteer with a person who lives in Mostar, but does not go to the UWC Mostar. It is a good example of how the young people in the city can become more active in improving their social environment if given a positive example.

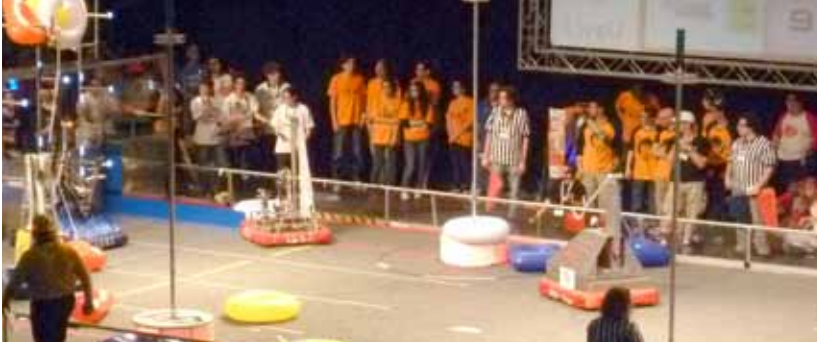
CAS programme is not compulsory to prevent boredom among students; on the contrary, it requires participation to give us an opportunity to make a change. And positive change is really something that the UWC Mostar is trying to do in Mostar and Bosnia and Herzegovina.

Damir Borovac, UWC Mostar student, B&H

"The deep belief that volunteer work should be part of every educational system is what we hope to spread and demonstrate through our work. Volunteering gives students the means to learn through experience and take responsibility in the service of others. By doing this with their teachers, a bond is created that goes far behind the usual teacher-student relationship. And that is just one of many advantages when education and volunteering merge together."

Ljubica Bajo, teacher of German, B&H





This year, Mostar Robotics Team *Spirit of the United Neretva* constructed two robots for the regional competition in Tel Aviv, gathering students from six Mostar high schools: the UWC Mostar, Gymnasium Mostar, Fra Grga Martić Gymnasium, Ruđer Bošković High School of Electrical Engineering, High Schools of Civil Engineering and Traffic Engineering, Faust Vrančić High School of Civil Engineering, and it won *Team Spirit Award*.



The UWC Mostar got its public voice heard in the radio show produced by the newly established CAS Radio on the info portal www.abrasmedia.info



The UWC Mostar Environmental Council organized another *Community Care Day* in order to raise awareness on environmental issues and to clean several central locations in Mostar, including the squalid Partisan Monument.



Three UWC Mostar Economics students took part in the traditional gathering of IB students from the region, the 3rd Economic Forum in Belgrade: *Urban Oases, Green Cities* organized by Ruđer Bošković Gymnasium.



The Spanish NGO *Rescate* donated some office furniture and equipment, including PCs, to the refugee camp in Tasovčići, thus helping the UWC Mostar students to equip a common room for their activities in the camp.



The 4th UWC Mostar Winter Arts Festival once again offered a series of artistic events, including the theatre play *Twelfth Night*, charity art exhibition, art workshops and concert, shaking up a bit a tight IB schedule and offering fresh and creative end of the 1st term for the UWC and Gymnasium Mostar students.



The UWC Mostar students organized the awareness raising event on the problems of blind people, entitled *Special Day*, in which both students and teachers were blind (blindfolded) for a day to experience difficulties that the blind encounter on daily basis.



The UWC Mostar Global Awareness & Environmental Council organized a big weekend action which included various events such as famine raising awareness event *Hunger Banquet* and *Recycled Fashion Show*. The common action ended with *the Earth Game* focused on global power distribution in real terms.



The UWC Mostar students organized the 4th and the biggest Model United Conference MUNiM 2011 so far, gathering over 130 students from all Mostar high schools, from high schools across Bosnia and Herzegovina and the Balkans region, including UWC students from Maastricht and Adriatic Colleges.



The UWC Mostar students, who actively volunteer in the Special Needs Parents Association *Sunce/Sun*, organized a joint charity sale of handicrafts made by children in the Gymnasium Mostar building to help the fundraising activities of the Association. The same group organized a big action for the collection of money among UWC and Gymnasium Mostar staff and students in order to support the Association's campaign for buying a special vehicle for the transportation of the disabled children.



Two UWC Mostar students won medals in the city race for students: Claudia Baird Hoyos won a golden medal in female competition, while Benedikt Gotwald won silver medal in the male race on 1500 meters.



The UWC Mostar Refugee camp service group organized a big Charity Flea Market at Spanish Square, aimed at helping their friends in Tasovčići Refugee Camp. The event was massively supported by Mostar citizens;



Students volunteering in the Elementary School for Children with Special Needs organized a special session for their friends Antonio, Mario, Ante and Josip bringing them to College and organizing a IT session for them.



Gymnasium Mostar's Biology teacher Ms Mirsada Šehić initiated a tree planting action in the Gymnasium schoolyard with each tree representing one Class, including UWC Mostar class 2011.



2.5.3. Case Study: Amnesty International Group at the UWC Mostar

In the school year 2010-2011, the Amnesty International (AI) service group was one of the most active CAS groups with a clear and extensive agenda. The group potential increased mainly due to

the passion and enthusiasm of the student leader Verena Bachl and 10 members involved in making the AI agenda. The group set a clear goal to fight for human rights and raise awareness of their violation worldwide with a special emphasis on the local community.

The greatest value of this year's AI work was initiating public actions and discussions on social issues that are usually

ignored in the post war reality of Bosnia and Herzegovina. Whether those were public presentations or organizing Human Rights Allnighters, writing petitions on various cases (Roma expelled from France, the unfair treatment of convicted Azerbaijani bloggers, detained peaceful protestors in Myanmar or ensuring fair trials for human rights activists in South Korea) or raising awareness on human

rights violations in B&H (most visible during the Day of Silence which brought attention to anti-LGBT name-calling, bullying and harassment in schools), all the AI members put a lot of energy in making their voices heard.

"I think that the Amnesty International CAS was a great success at our College and I am sure that many would agree with me. The project is of particular significance in a country like B&H that still reports so many human rights violations, i.e.

discrimination of Roma and LGBT people or lack of support for women who were sexually abused during the war, etc. Furthermore, as an international college we had the advantage of receiving firsthand information from some of our fellow students, as we did in the case of Belarus or Libya", says Verena on the group activity.

A big success of the group was also including a lot of Gymnasium Mostar

students in the activities that supported human rights promotion in the whole school. Working together for the same cause was the best demonstrated on the 10th of December, the International Human Rights Day, which was celebrated through series of creative workshops, signing petitions and a Human Rights concert which gathered the UWC Mostar and Gymnasium Mostar bands.

Creativity

C

MUN | Photography | Astronomy |
Band | Debate | International Cooking |
UWC Links Group | ABInitio Languages
| Theatre | Visual Arts | Vocal Group |
Craft | Robotics | *World Today* | Fashion |
Mediation | Promotion Group | Radio



Action

A

Volleyball | Basketball | Table Tennis |
Football | Rugby | Skateboarding | Hiking
& Cycling | Modern Dance | Yoga | Judo
& Gymnastics



Service

S

Amnesty International Group | Kindergarten
Radobolja | SOS Kindergarten | Home for
Children Without Parental Care *Egyptian
Village* | Centre for People with Special Needs
Los Rosales | Centre for Children with Special
Needs *Holy Family* | Primary School for
Children with Special Needs | Refugee Camp
in Tasovčići/Čapljina | Ecology Group | IT Lab
Lessons | Physics Lab | Bio-Chemistry Lab |
Mostar Peer Support (MOPS) | Bio-Chemistry
Lab Maintenance | Library | Green House |
Association of Parents with Children with
Special Needs *Sunce*



2.6. The Maturing Process

Studying and living at the UWC Mostar is a very challenging and demanding, but also a rewarding experience. It is indescribable how much students learn from their friends and classmates coming from all around the world and all of whom have unique personalities and experiences. In addition, constant interaction with the local community, Gymnasium Mostar students and other peers from Mostar only amplifies the intensive UWC experience and adds to individual personal development and maturity.

2.6.1. Living True Multiculturalism

Coming from a multicultural background, I have always had the advantage of being surrounded by cultural traditions and diversities. Once at the UWC Mostar, together with 30 different nationalities, this intercultural exchange has had a far more severe effect on me.

Living with people of your age from all over the world, sharing living space, sharing traditions, sharing culture, sharing experiences is what broadens our minds. Never before have I celebrated Hanukkah by lighting Hanukkah candles for seven days or fasted for Ramadan or glorified the Chinese New Year. The cultures we get acquainted with living in this community are like small pieces of a jigsaw puzzle: the more pieces we have, the larger the picture of us as global citizens.

Far away from home, I've become more mature through independence I've gained. Now, when I have to make a big decision, I make it without asking my parents' opinion. I learned how to make my own decisions, how to cope with the consequences of bad decisions and how to be myself. I am no longer the child my parents had to take care of for 16 years, but an independent young adult striving to give something good back to my parents.

These two years have been the most intensive years of my life. Friendships, ups and downs, tears, laughter, hugs, stress and achievements: UWC is an emotional rollercoaster through which we build a basis for the future and most importantly, we learn who we are.

Caroline Gobena, UWC Mostar student, Germany

"Being a parent of a college student allows us to see the process that they are passing with every visit. Becoming knowledgeable and assertive, independent and initiative, and slowly changing their reality."

Tami Atia, parent, Israel

2.7. Photo Gallery

Cultural Weeks

"What I like most about this school is that it enables a continuous exchange of intangible goods among its members and it works like an idyllic society: I bring and share what I have and I benefit from what the others bring and share with me. This exchange has an inestimable value and what we learn from it is our fortune"
Clara Remondo Lopez, Spanish B and Spanish ab initio teacher, Spain



Graduation Ceremony

On May 27, 54 students of the UWC Mostar Class 2011 celebrated their Graduation day.
"We were young and naïve" will no longer be valid. But even though the end of our UWC world has come, life moves on, as do we, and these days in Mostar will always remain how they should be: emotional, chaotic, fun... perfect!"



Residential Life

"I never get tired of talking about UWC Mostar. The microcosm I've lived in for two unforgettable years contains so many great stories with characters from very distinct backgrounds and views. I'll never forget how we shared so much with each other: experience, culture, happiness, sadness, tears, fears, joy, homework, clothes, food, utensils... My time spent in UWC Mostar lasted for two years only, but it truly did mark me for life."
Marina Andrijević, UWC Mostar student B&H



Foundation Education in Action in Bosnia and Herzegovina aims to become a strong reference point for educational reform in the country and actively works on the capacity building of teachers from across the county. Therefore, the Foundation has set up a Centre for the Professional Development of Teachers (CPDT) in B&H, headed by the Slovenian educational expert Ivan Lorenčič.

The Centre organizes professional workshops and study visits throughout the year, seeking to increase the capacity of B&H educators to become the agents of change. The teachers are directly exposed to international practices and practitioners, and to key elements of modern teaching practices: objective external assessment, academic programme innovation, study methods, including the writing of research essays, a strong focus on laboratory work in natural sciences and teaching the foreign language and literature within an international context. All these elements are important for the ongoing education reform in B&H.

3.

Centre for the Professional Development of Teachers in B&H

3.1. The Director's Overview

3.2. List of Activities in the School Year 2010-2011





The Director's Overview

In the period 2010-11 the *Centre for the Professional Development of Teachers (CPDT)* continued its activities as previously scheduled. Activities of CPDT in the past school year comprised of two main fields:

- workshops
- study visits

When it comes to workshops, we organized a workshop for Science teachers in November 2011 (Chemistry, Biology and Physics). Teachers who attended the workshop were introduced to good practical examples from the IB Diploma Programme, including assessment methods and the use of modern work practices. Special emphasis

was put on experiments requiring expensive equipment and therefore can easily be performed in all schools.

This workshop marked the end of the cycle of workshops on good practical examples in the field of contemporary teaching methods. The main topic of workshops in the period of 2011-2015 will be contemporary assessment methods.

There have been two study visits, one for Geography and History teachers in November 2010 and one for Mathematics and Mother Tongue teachers in March 2011. Teachers visited the Gymnasium in Maribor and the Gymnasium Bežigrad in Ljubljana, where they were introduced to

course syllabus of their respective IB subjects in Slovenian gymnasias, exam samples and teaching materials. Class visits in both schools proved to be particularly interesting.

Due to the small number of workshops targeting good teaching practice for B&H professors, CPDT played an important role. Workshop evaluations and excellent grades from participants confirm this role of the *Centre for Professional Development of Teachers* and they are motivating for the Centre's future work.

Ivan Lorenčič,
Director of Centre for Professional Development of Teachers



3.2. List of Activities in the School Year 2010-2011

Study visit to Slovenia entitled "History and Geography Classes in Slovenian Gymnasias", November 2010; attended by 10 History teachers and 12 Geography teachers representing 14 towns (Banja Luka, Bijeljina, Doboj, Gračanica, Jajce, Ljubuški, Mostar, Mrkonjić Grad, Orašje, Sarajevo, Sanski Most, Trebinje, Usora, Vlasenica).

During a four-day study visit, the participants visited Second Gymnasium Maribor and Gymnasium Bežigrad in Ljubljana and attended their IB classes. The programme of the visit was scheduled to offer B&H teachers not only the opportunity to learn more about modern teaching methods in a real classroom setup, but they also had a chance to meet Slovenian colleagues and share ideas about the professional practice and experience. Discussions with colleagues in a real school set-up and in lessons are the greatest benefits that these study trips have for their participants and they are very motivating for their future work.

Seminar for Biology teachers entitled "Contemporary Trends in Science Teaching", November 2010; attended by 24 teachers representing 21 towns (Banja Luka, Bihać, Bijeljina, Bosanska Krupa, Bužim, Doboj, Goražde, Hadžići, Kakanj, Kalesija, Ljubuški, Mostar, Mrkonjić Grad, Orašje, Prnjavor, San-



ski Most, Sarajevo, Srebrenica, Tuzla, Višegrad, Zvornik).

Seminar for Chemistry teachers entitled "Contemporary Trends in Science Teaching" November 2010; attended by 25 teachers representing 21 towns (Banja Luka, Bihać, Bijeljina, Busovača, Bužim, Cazin, Donji Vakuf, Gornji Vakuf, Gračanica, Gradačac, Ljubuški, Maglaj, Milići, Mostar, Mrkonjić Grad, Novi Grad, Orašje, Rogatica, Sarajevo, Srebrenica, Velika Kladuša).

Seminar for Physics teachers entitled "Contemporary Trends in Science Teaching", November 2010; attended by 23 teachers representing 17 towns (Banja Luka, Bihać, Bijeljina, Bosanska Krupa, Busovača, Cazin, Kalesija, Ljubuški, Milići, Mostar, Mrkonjić Grad, Sarajevo, Srebrenica, Tuzla, Velika Kladuša, Zavidovići).

The advanced practicums in science included many experiments and exercises performed in the science laboratories of the UWC Mostar. The lecturers for the occasion were UWC Mostar science teachers, Valentina Mindoljević (Physics), Jasminka Musić (Chemistry) and Selma Šarančić (Biology), together with the colleagues from partner schools: Marin Kovačević from Gymnasium Mostar (Physics), Stanislava Marjanović from Second Gymnasium Sarajevo (Chemistry) and Andrej Podobnik from Gymnasium Bežigrad in Ljubljana (Biology). A big step was made in choosing the lecturers.



All of them (except the Biology teacher from Slovenia) were from B&H and they proved to be real professionals.

"Working conditions in my school are very poor, but what I have learned at this seminar is that a lot can be done even with modest equipment."

Mirsada Begović, *Biology teacher in Gymnasium "Meša Selimović" in Tuzla.*


Study visit to Slovenia for Mathematics and Mother Tongue teachers entitled "Mathematic and Mother Tongue Education in Slovenia", March 2011; attended by 27 teachers from 15 towns across B&H (Banja Luka, Brčko, Bijeljina, Busovača, Cazin, Kalesija, Kakanj, Maglaj, Mostar, Novi Grad, Orašje, Prijedor, Sarajevo, Travnik, Visoko).

"It is very useful that teachers from across B&H are brought together at the same place to talk and share experience which may lead to future joint projects,"

Katica Dominković, *Mathematics teacher from Orašje.*

"We saw that Slovenian colleagues teach by similar curriculum in almost the same number of classes, but their teaching materials are significantly smaller. During the visit, a couple of us came up with the idea to work together on the harmonization of different cantonal curricula and try to decrease the amount of teaching materials which is just a burden to our students."

Amela Hidić, *Bosnian language teacher in Gymnasium Maglaj*



"Education is the foundation of our societies. There is no better investment that a country can make than in the education of its youth. I believe that the presence of the UWC Mostar is not only an important educational and pedagogical contribution to the City of Mostar, but also to the country of Bosnia and Herzegovina. Your presence here in Mostar, in Bosnia and Herzegovina has – I believe – been an enriching experience for you personally. But I also believe that your presence here has contributed to the community in Mostar and whole B&H."

H.E. Jan Braathu,
Norwegian ambassador to B&H

4. Financial Statement for the School Year 2010-2011

4.1. Table of Incomes and Expenses

4.2. List of Donors 2010-2011

4.1. Table of Incomes and Expenses*

INCOME 2010-2011	
Governments	253,000.00
Foundations and Organizations	157,800.00
UWC and UWC National Committees	611,200.00
IB Fund US, Inc.	22,000.00
Private Donors	19,500.00
Business Donors	800.00
Other income	700.00
Total	€ 1,065,000.00

EXPENSES 2010-2011	
Staff cost	515,400.00
Student accommodation	259,400.00
Academic departments	50,400.00
Activity, Community Service Program and Special Projects	62,300.00
Teacher Training and Development Activities	33,900.00
Administration, Management and Program Development	122,600.00
Association general expenses	1,500.00
Depreciation	19,000.00
Total	€ 1,064,500.00

(*all figures expressed in EUR)

Please note that the financial statement reflects income and expenditure calculated together for both associations, the UWC-IB Initiative and the Foundation *Education in Action*, for the period of September 2010 to September 2011.

4.2. List of Donors 2010-2011

Governments

- City of Mostar
- Ministry of Education of the Republic of Austria (secondment)
- Norwegian Ministry of Foreign Affairs

Foundations and Organizations

- Davis UWC Scholarship Fund
- ERSTE Foundation
- Robert BOSCH Stiftung
- Finnish Cultural Foundation
- Prince of Wales Foundation
- Comitato Gemellagio Granorolo-Vetka, Italy

International Baccalaureate

- IB Fund US

United World Colleges (UWC)

- UWC Li Po Chun
- UWC International Office

UWC National Committees and Networks

- Albanian UWC National Committee
- Austrian UWC Network
- Belgium UWC National Committee
- Czech UWC National Committee
- Dutch UWC National Committee
- Finnish UWC National Committee
- German UWC National Committee
- Israeli UWC National Committee
- Lebanon UWC National Committee
- Libyan UWC National Committee
- Montenegrin UWC National Committee
- Russian UWC National Committee
- Spanish UWC National Committee
- Turkish UWC Alumni
- UK UWC National Committee
- USA UWC National Committee

Private Donors

- Stephan Barker
- Morsing Family
- Bettina Balette Trueb
- P. Maloney
- Betty Reba
- Brigitte Berne
- Chris Brenninkmeijer
- Franz Fischler

Business Donors

- Elephant Holding
- Fortunatrade Mostar

