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UWC makes education a force to unite people, nations and cultures for peace and a sustainable future. UWC believes that to achieve peace and a sustainable future, the values it promotes are crucial:

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



Welcome

"Let me tell you something about myself... Back at university, as a young historian, I dreamt about being a researcher, exploring the wonders of the world in solitude and away from the spotlight. I wanted to unravel old mysteries and solve puzzles of the past. So, when I came to Mostar to teach, back in 2007 it was supposed to be just a temporary arrangement. Please don't judge me so quickly, I was 24 and I really needed a job. So I planned to stay for a year. And then I actually stayed for one more. And one more. And one more. And..."

There is something magnetic about this place, no matter how much you try to resist, it keeps on captivating you with all its colors and sounds. I came to realize there are more and more wonders for me to explore within the walls of our College, then there would be anywhere outside. No dusty archive, the greatest libraries of the world or the richest museums would provide such a vast learning experience. Every year I would have a new generation of students from distant corners of the world, a palette of different personal stories, hopes and fears. Each of our dear students happened to be a source of knowledge, a puzzle to be solved. I came here to teach and ended up learning a lot more than I could ever have thought. And I also eventually realized being a teacher can be a lot of fun. Except when you are marking students' work. That is, honestly, never fun.

When I assumed my new duty back in March it came with mixed feel-

ings. I really enjoy the time I spend in the classroom more than anything else. It became my own comfort zone. So I accepted this position with an open heart and a hope that we keep on striving as a community of extraordinary individuals. And brick by brick build this school into a place of wonders, that deeply cares for every single one of its members. Like the rest of our staff I intend to give my best, even if it sometimes feels to be less than enough.

To quote an Ancient Greek philosopher, Aristotle: "Educating the mind without educating the heart is no education at all"

The whole world out there needs the likes of our students - smart, energetic young people who don't fear the ever-changing planet of shifting political landscapes and reckless destruction of the environment. We all need them to lead us toward a better future and make up for the mistakes of the generations past. I have no doubt at all the world will be a more beautiful place under their leadership.

I would like to take this opportunity to thank all the parents who trusted us enough to send their children to Mostar. Your support and contribution laid the most important foundations of your children's success.

Many thanks to all of our staff members for their tireless work and commitment and thank you to the College and Foundation Board members and other friends of the College for supporting our work."



Dženan Hakalović,
Acting Head, UWC Mostar

Foundation Education in Action

Message from the Chairwoman

"Another year over. A new one just began." So sings John Lennon in one of my favourite songs "War is over".

The song suits to the life of United World College in Mostar and our work as a Foundation that supports it.

"Another year over." That is how it often feels in an organization like ours that runs a school. Yet another year. December and May governance meetings. Model United Nations. The IB.

And simultaneously the year is always a special year. Unique. New students. New teachers. Daily life that makes this place.

"War is over." Indeed. It has been over in Bosnia since 1995 but we continue to feel and see its consequences as we walk around in Mostar. We also see the consequences of the war for the education system. It continues to be divided into three entirely separate curricula.

"War is over." That is also the reason why we – all students and staff – are here. From the start of our work in 2001 that led to the opening of the college in 2006 we had broader aims and mission than to be "just a school": we wanted to set a concrete model of post-conflict quality international education that brings all young people into a same classroom in the historical Mostar Gymnasium building that was on the frontline during the war. And we wanted to influence and inform developments in teacher education and post-conflict educational policies and pedagogical developments in the country and in the region.

We try to be faithful to our mission in the daily life of United World College in Mostar – a huge responsibility for the entire school community. In addition to that the Foundation takes part in different projects. This year Regional Youth

Cooperation Office (RYCO) has brought together students from schools in Albania, Bosnia and Herzegovina, Kosovo, Montenegro, Macedonia and Serbia, aiming to promote the spirit of reconciliation and cooperation between the youth in the region through youth exchange programs. The Preparing future teachers in the Western Balkan: Education for Democracy & Human Rights -programme will run until 2021 with the objective is to improve the quality of teacher education for future teachers in Albania, Bosnia and Herzegovina, Kosovo, Macedonia and Montenegro on democratic citizenship.

The war is over but situation in Bosnia and Herzegovina remains in many ways complex. As former member of the parliament in my home country Finland I know how difficult political decision-making for the common good can be. Here it is extra-complex taken the various levels of governance Dayton Peace Agreement brought about. I regret that as we close this school year Bosnia and Mostar are still without a government although the elections were held more than half-a-year ago.

In this situation we remain grateful to Mostar city for its continuous support for us by hosting the UWC in Mostar Gymnasium building. The local political situation may be complex but this support and cooperation has been stable and long-lasting.

This year was also a very demanding one both for the daily life of the school and for the governance as we experienced two changes in the head-teacher position. We thank Mark Feltham for his contribution. And we are especially grateful for Dzenan Halilovic for having been ready to assume the responsibility and leadership at the critical moment in the middle of the school year when Mark decided to leave.

I wish to thank all that have been part of our

mission this year. You all matter. The work like ours depends on unusual personal commitment of many – teachers, students, staff members, parents, donors, board members, volunteers...

We trust such commitments will continue. Every new generation of UWC Mostar alumni is a promise for us. You will care, you will come back, you will feel "nostalgia" and turn that into meaningful action that will be for the common good. You will see as your duty to support our mission in Mostar, Bosnia and beyond.

I wish to close with a book recommendation. Factfulness: Ten Reasons We're Wrong About the World and Why Things Are Better Than You Think by Hans Rosling should be a must-read for all. It gives us hope and reason. Mostly world has turned into better and humans have been able to find solution for devastating diseases and mega problems. Rosling argues that climate change is currently the only negative exception but goes on to stress how the record of mankind to find solutions gives us hope.

Another year over. Be well and make sure to look for solutions.



Dr. Pilvi Torsti,
Chairwoman of the Board
of the Foundation Education in Action



Did you know? Dr. Pilvi worked with Bosnian refugees in 1993-95, lived in Sarajevo in 1999-2000 and with her family again 2005-2006. One of her three sons was born in Sarajevo 2006. Pilvi speaks the local languages.

Aims and Objectives

The Foundation Education in Action, legal successor of the Finnish Association "From Conflict to Internationalism", has been established with the aim of contributing to the educational reform in Bosnia and Herzegovina and advocating for the introduction of modern teaching and learning methods in the curriculum, by offering professional development possibilities to educators in BiH.

So far, nearly 1000 teachers, headmasters, pedagogical institute employees and ministers have been part of the workshops, conferences and study visits organized under the Foundation's umbrella.

Governing Board

UWC Mostar has been registered as a private school pursuant to the laws of Bosnia and Herzegovina.

The legal founder of the UWC Mostar is Foundation Education in Action. UWC Mostar is governed by the College Board, which also appoints the College Head; makes the annual budget; executes any of the functions and duties normally executed by a school board; and is directly responsible to the UWC International for adherence to UWC criteria and practices including participation in UWC meetings.

In order to maintain a successful partnership, three members of the Governing Board of the Foundation Education in Action are members of the College Board.

Ms. Elisabeth Rehn and Dr. Lamija Tanović 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 Ms Pilvi Torsti.

The activities of Foundation Education in Action are managed by the Governing Board.

The Foundation Education in Action is a non-governmental, nonpolitical and nonprofit organization registered in Bosnia and Herzegovina. The Foundation is a successor to the UWC-IBO Initiative in BiH which established the UWC Mostar in 2006.

The Foundation's mission is to provide the next generations of young people in Bosnia and Herzegovina with the knowledge, skills, leadership qualities and international values, necessary to overcome the ethnic divides and move their nation into the 21st century.

Founders



Elisabeth Rehn

Elisabeth Rehn was the Patron of the UWC-IBO Initiative in Bosnia and Herzegovina, as well as the Chair of the Board of Directors of the Association "Education from Conflict to Internationalism", of which the UWC-IBO Initiative was a project. She was the United Nations Special Reporter on the situation of Human Rights in the Republic of Croatia, FRY, Bosnia and Herzegovina and FYROM (1995–1998) and the United Nations Under-Secretary General, Special Representative of the Secretary-General in Bosnia and Herzegovina (1998–1999), and she possesses an extensive knowledge of the country and region.



Lamija Tanović

Lamija Tanović was the Chair of the Executive Committee of the UWC-IBO Initiative in Bosnia and Herzegovina and she held that position from the establishment of the Executive Committee in May 2005. Mrs Tanović is a Professor of Physics at the Sarajevo School of Science and Technology. She was the Head of the International Department for Education and Culture at the B&H Ministry of Foreign Affairs (2001–2004) and B&H Ambassador to Denmark (1994–2001).

Chair of the Board



Dr Pilvi Torsti (Finland) is the Chair of the Foundation Education in Action.

Dr. Pilvi Torsti is a State Secretary at the Finnish government. Prior to this position she served as an MP of the national parliament being a member of education and future committees 2017–2019.

Dr. Torsti founded and served as the CEO of a start-up company, Helsinki International Schools (HEI Schools) 2015–2017. HEI Schools offers a global preschool concept based on Finnish educational expertise and a Nordic approach to design in architecture, interior and learning materials. University of Helsinki is HEI Schools' founding partner.

Dr. Torsti served as the State Secretary and Special Advisor at the Finnish government also 2011–2015. Since 2012, Torsti has been an elected member of the City Council of Helsinki, and was a member of the city's Board of Directors until 2017. She has been involved in developing her political party's (Prime Minister party since 2019) policies on education, learning, science, innovation as well as the general approach around the UN Agenda2030 development goals.

Before her political career Dr. Torsti has overseen pioneering research projects at the University of Helsinki including Youth and History research project in Bosnia and Herzegovina in late 1990s. She holds the title of Adjunct Professor. Dr. Torsti was one of the founders of an international educational initiative in Bosnia and Herzegovina, which resulted in the establishment of United World College of Mostar in 2006.

Dr. Torsti has also worked as a journalist and is the author of several academic and general interest books and articles and has been honored for her work towards peace. She is UWC graduate (1995) and Eisenhower Fellow (2013) and married with three children.

Board members



Jasminka Bratić (BiH) is the Assistant to the Minister of Justice of the Herzegovina-Neretva Canton (Mostar) and the Chair of the UWC Mostar College Board.



Ivan Lorenčič (Slovenia) is an education expert and the Headmaster of the 2nd Gymnasium Maribor, Slovenia. He was the Director of the National Education Institute of the Republic of Slovenia (1993–2000). He has also been leading the Centre for the Professional Development of Teachers in Bosnia and Herzegovina since 2005.



Adriaan de Mol van Otterloo (The Netherlands) is the founding partner of the Intrinsic Value Investors (IVI), former Trustee of Amera (Africa and Middle East Refugee Assistance) and former Trustee of the Friends of the Tate Gallery. He is a graduate of the UWC of the Adriatic.

United World College in Mostar (UWC Mostar)

UWC Mostar is part of the broader UWC movement, founded in 1962, following the concept of the German educationalist Kurt Hahn, who believed that much could be done to overcome religious, cultural and racial misunderstanding and avoid conflict if young people from all over the world could be brought together.

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 interna-

tional values, necessary to bridge the still existing ethnic divisions and move their country into the 21st century."

We aim to reach and to influence those young people in Bosnia who are seeking to shape their future in a society that has yet to come to terms with its past. They are the future of the country and its hope for reconciliation.

Furthermore, the UWC Mostar broadens this special mission by offering the same opportunities to the young people from all over

the world, especially those coming from other post-conflict countries, particularly from the Balkans.

The UWC Mostar educates students to learn and appreciate their differences, at the same time promoting equality, tolerance and critical thinking.

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



College Board

UWC Mostar is registered as a private secondary 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 executed by a College 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.

Jasminka Bratić, Chair
Ivan Lorenčič, member
Augusta Campagne, member
Božena Jelušić, member
Jasminka Omerović, member
Ljubica Bajo-Behmen, member
Petr Knor, member
Non-voting members: College Head, Student representative

Jasminka Bratić (BiH) is the Assistant to the Minister of Justice of the Herzegovina-Neretva Canton (Mostar) and the Chair of the UWC Mostar College Board.

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

Augusta Campagne (Austria) is the president of the Austrian National Committee and one of Europe's leading specialists in historical basso continuo performance practice. Augusta Campagne is professor of harpsichord and figuredbass at the University of Music and Performing Arts in Vienna (Austria). She holds a BA (hons) in music from the University of Sussex and a harpsichord diploma from the Conservatorium van Amsterdam.

Božena Jelušić (Montenegro) is a professor of literature, language and media literacy at the "Danilo Kiš" Gimnazija in Budva, Montenegro, since 1980, and winner of the most prestigious award in the field of education in Montenegro (Oktoih). She graduated from the Faculty of Philology in Belgrade, M.A. in contemporary literature and theory of literature. She was a member of the National Council for General Education involved in the reform of education, and published several books in the field of literary and film theory.

Jasminka Omerović (BiH) Employee Representative, has been a Chemistry teacher at UWC Mostar from 2008. She graduated from the Faculty of Natural Sciences in 2005. She is Head of the Science Department from 2010 and a Learning Support Coordinator since 2005.

Ljubica Bajo-Behmen (BiH) Employee Representative, is a German A/B teacher, Co-Curricular Coordinator and Head of Languages A department at the College, where she has been working since 2008. She graduated at the University of Mostar; faculty of philosophy, German language and literature and Croatian language and literature in 2007. After joining UWC she has also worked as Student Welfare Coordinator, Assistant to the University Counsellor and admissions assistant. Ljubica has lead several training workshops for BiH teachers as a part of the Center for Professional Development of Teachers in BiH program.

Overview of UWC Mostar students 2018/2019:

In the academic year 2018/2019, UWC Mostar was attended by 204 students from 72 countries of the world. The student body consisted of 137 girls and 69 boys.

Albania (3), Armenia (1), Austria (5), Australia (1), Belarus (2), BiH (45), Brazil (1), Bulgaria (2), Canada (4), Chile (1), China (5), Colombia (3), Czech Republic (2), Denmark (5), Egypt (1), Estonia (1), Ethiopia (1), Finland (4), France (3), Great Britain (4), Germany (8), Greece (2), Haiti (1), Hong Kong (1), India (1), Iran (2), Iraq (2), Israel (6), Italy (5), Jordan (2), Kosovo (2), Lebanon (1), Macedonia (2), Malaysia (1), Mauritius (1), Moldova (1), Mexico (4), Montenegro (2), Myanmar (1), Nepal (4), Netherlands (2), Niger (1), Northern Ireland (1), Norway (4), Palestine (3), Pakistan (2), Poland (1), Portugal (2), Romania (1), Russia (2), Rwanda (1), Senegal (1), Serbia (2), Sierra Leone (1), Singapore (1), Slovakia (2), Slovenia (2), Somalia (2), South Africa (1), South Sudan (1), Spain (2), Sweden (3), Switzerland (1), Syria (2), Taiwan (1), Turkey (4), Uganda, Ukraine (1), UAE (2), USA (8), Venezuela (1), Yemen (2)

UWC Mostar teachers and staff

In the school year 2018/2019 the total number of teachers (including Headteacher and Acting Head) was 37 including three temporary replacements during the maternity leave of regular staff members. Out of 37 teachers, 25 were local staff from Bosnia and Herzegovi-

na, while 12 teachers were from countries from around the world – Australia (1), Austria (2), Bolivia (1), France (1), India (1), Macedonia (1), Montenegro (1), Netherlands (1), Serbia (2), and United Kingdom (1). Nine members of the local teachers and one international teacher were

employed on a part time basis. There were 24 employees in the administration and support staff, including a replacement for a house-parent on sabbatical leave. Seven members of the administration and support staff were employed on a part time basis.



Highlights



Congratulations Class of 2019

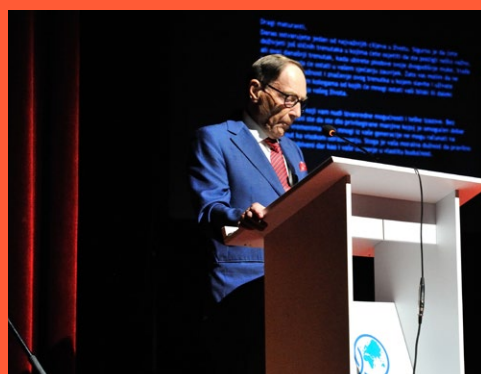
Class of 2019 graduated on May 25th, 2019. 97 students from 56 countries of the world received their diplomas from our guest of honour, Minister Pär Stenbäck, Founding member of the International Youth Foundation, International Crisis Group, European Cultural Parlia-

ment and the Finnish Children and Youth Foundation, Council Chair of UWC Red Cross Nordic and Chair of the UWC International Council since 2018.

With five beautiful student performances and more than 600 at-

tendees, families and friends shared this beautiful moment with us and wished our graduates best of luck in their future adventures. We are happy and proud to have been your home for the past two years.

UWC Mostar



The UWC Movement was born out of a wish to foster and unite young leaders who together can build a more peaceful world. The bonds you have created amongst yourself are your contribution to this endeavour. The intervention and decisions of individuals at crucial moments in history can be decisive, but those institutions safeguarding a peaceful, fair and secure society are just as important. Whatever your career and training will be, law, political science, medicine, finance or humanities, go and make these institutions and make them fortresses of peaceful progress!

Minister Pär Stenbäck

Appointment of the new Acting Head of UWC Mostar

UWC Mostar is pleased to announce that Dženan Hakalović, Head of the Department of Humanities and Social Sciences at UWC Mostar has accepted appointment as Acting Head of the United World College in Mostar (UWC Mostar) with effect from 12th of March 2019.

Dženan Hakalović graduated from the University of Sarajevo with a degree in History in 2006.

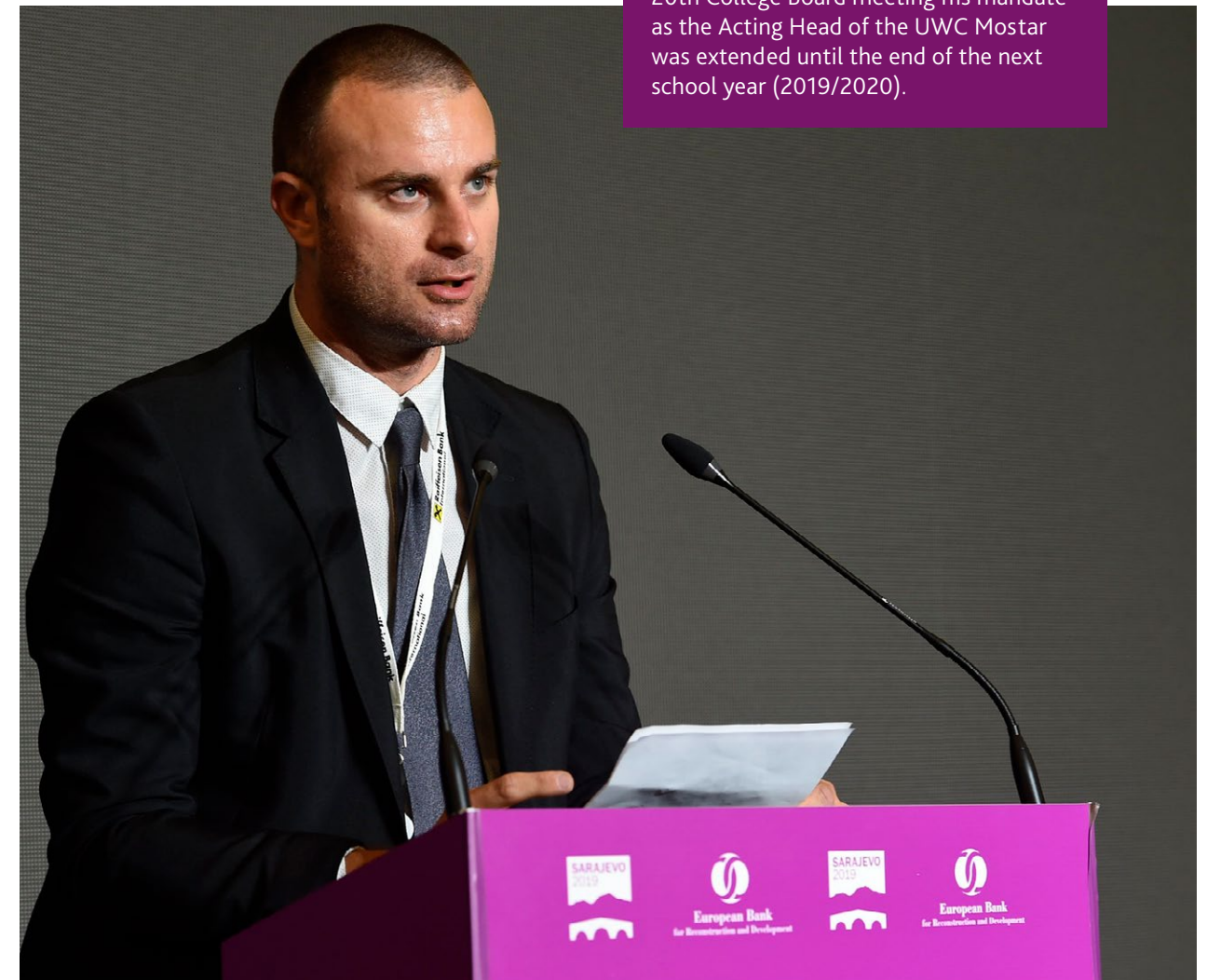
He has been employed at UWC Mostar since 2007 teaching History, Peace and Conflict Studies, Global Politics and Theory of Knowledge. He held the position

of the Curriculum Coordinator (Head of Academics) from 2011 to 2014 and Head of the Department of Humanities and Social Sciences from 2013 to 2019.

Dženan participated in a number of educational projects including PACE in 2007, International Summer School on Peace and Conflict Resolution in 2011, Pestalozzi program 2013-2014 and EIHR Education Summit in 2015. He runs workshops for History teachers and is an IB DP examiner for History since 2015.

He is married and has two children.

Dženan Hakalović assumed the role of the Acting Head in March 2019, and at the 20th College Board meeting his mandate as the Acting Head of the UWC Mostar was extended until the end of the next school year (2019/2020).



EBRD 2019 Annual Meeting in Sarajevo - Helping UWC Mostar to enrich its students' lives on campus

The EBRD Community Initiative provided a charitable contribution of €50,000 to United World College (UWC) in Mostar during the EBRD 2019 Annual Meeting in Sarajevo, Bosnia and Herzegovina.

The donation will help the College with the renovation of a new student residence in Mostar.

The donations provided by the EBRD Community Initiative to Annual Meeting host countries are intended to contribute to a project which not only enhances the wellbeing of a particular group or community but which, if possible, also has a wider social impact.

UWC Mostar is particularly appropriate in this context contributing as it does to the building of trust in the post-conflict society.

UWC Mostar provides a unique environment where students from all ethnic and religious groups study and live together.

The UWC's central location in Mostar's Spanish Square, once the Green Line, also ensures that it is very much part of the local community. To maximise its impact on the local community and to enhance the experience of the students, the College has purchased and is renovating several buildings ruined during the war.

The buildings are designed as student accommodations in line with the needs of the College and those who study there.

The EBRD Community Initiative donation will fund the construction of the living area and kitchen on the ground floor and the recreational room in the basement of the new

residence. This space will be used for small theatre and music performances and other leisure activities for students and staff, thus providing them an opportunity to relax and enjoy their free time together.

Speaking at the donation ceremony, EBRD President Sir Suma Chakrabarti noted that "UWC is not just a school, it is a catalyst for change".

Dženan Hakalović, Acting Head Teacher of UWC Mostar, thanked the EBRD for the donation and for

recognising their efforts to promote peacebuilding in post-conflict Bosnia and Herzegovina.

He stressed that "the donation will greatly help improve the students' living conditions by turning a building ruined during the war into a beautiful student residence".

Article by Olga Filippova, EBRD, The Financial



UWC Mostar - Šantić residence supported by EBRD

Construction works taking place on "Šantić" residence are in full swing in 2019. Named after the famous poet from Mostar - Aleksa Šantić, and located in the street with the same name, the residence will accommodate around 50 students and welcome new members of the UWC Mostar family in 2020.

We had the pleasure of welcoming representatives of the European Bank for Development and Reconstruction this May

Colm Lincoln, Deputy Secretary General – Chair of the EBRD Community Initiative, Jane Ross – Head of Communications, Rosie Goldsmith – Chair of EBRD Literature Prize, Ian Brown – Head of Sarajevo Resident Office, Nandita Parshad – Managing Director – representative of the Olivier Descamps Award and Charlotte Ruhe – Managing Director – representative of the Olivier Descamps Award were welcomed by UWC Mostar staff and spent the day learning more about UWC Mostar and future plans, future cooperations, as well as visiting residences and sightseeing in Mostar Old Town.



"Bridge of Stories" - a success story on the 1st ever UWC podcast

"Our podcast's name is Bridge of Stories, aiming to bridge people together through story-telling. Why 'bridge'? The Old Bridge (Stari Most) of Mostar was built after the war in Bosnia and Herzegovina of 1995, with the intention of connecting the divided peoples of this city. Our podcast also aspires to accomplish that. Roaming around the streets of this once-divided city, we are hopeful and we are dedicating concrete work to our hopes: to build a bridge connecting the young, the old, different, races, occupation, with stories from the whole world without the filter of media. Just the purity of voices."

Michelle YuXin Wang from China and Antek Hasiura from Poland, both in the Class of 2020 at UWC Mostar, are adding a personal touch to foreign news headlines.

"Studying here at UWC Mostar in Bosnia and Herzegovina with 200+ students and staff from more than 90 countries in the world, we are exposed to stories from every corner of the world, every second of the day. And from the most authentic sources - how many people can say they learnt about what happened in Syria in 2011 from someone that was standing on the balcony, watching the protests unfurl? Yet, so many of these stories easily got lost in conversations, and there was no platform for releasing them out into the wider world. We believe in the power of media and that it is capable of sharing the universality of the UWC values: thus we are making this podcast, to record those fascinating stories, and share them with you, the world."

The resulting podcast is titled "Bridge of Stories". It has the aim of bridging stories from all around the world together to promote peace and understanding, just as the famous Old Bridge in Mostar intended to. Since launching the podcast earlier this year, they have recorded 16 episodes covering stories from all around the world, past and present, from the legacy of World War II in Austria to the first ever Pride parade in Sarajevo. When asked about the impact that



the UWC experience has had on Michelle and Antek, the access it has allowed them to the diverse lives and experiences of their fellow students at UWC Mostar, and the opportunities for growth that this provides on a daily basis, has been the greatest take-away for both. And it is this experience which they are sharing with the listeners of their podcast, by adding a personal twist to current affairs that usually only reach us in abstract form, clouded by the distance that lies between the journalists reporting on events and the countries affected by them:

"Every week, we invite people from different corners of the world to talk about issues happening in their countries. Every episode, we learn something different, and we hope our audience does too. If we take the example of the episode with our Venezuelan co-year, who told us how back home they cannot find milk in the supermarket, how his family survived a week with absolutely no electricity, and how highly-educated school teachers are even fleeing to earn money as prostitutes. Or then there was the episode with Engy from Syria, who described the bombs that formed the backdrop to her hometown and how a mere two hours after an attack, people would return to the site, determined to start living again. Hearing about headline news from those directly affected allows you to debunk your assumptions and shifts your perspective. In a time where we are confronted by a constant influx of information from tons of media sources on a daily basis, we felt it was time to give the public a media platform

that offers them a chance to hear from the most original voices."

Although UWC students remain the dominant voice that is represented on the podcast, in recent episodes the team have also interviewed Dr. Pilvi Tost (UWC Adriatic, 1993-1995) from Finland, who is the Chair of the Education in Action Foundation and one of the founders of the United World College school in Bosnia and Herzegovina, the celebrated psychologist Professor Robert Bor on his work on mental health and major UWC patrons, Shelby and Gale Davis.

While reflecting on the lessons "Bridge of Stories" has taught them so far, Antek and Michelle agree that it prompted them to ask "what exactly are the implications of international relations and what kind of roles do the young generations and UWC play in these complex issues?" And the answer they have arrived at is: "We inspire. All our interviewees stated how they are inspired by the UWC movement, a movement that gave them a chance to embrace the outside world."

It is this sense of inspiration that Michelle and Antek want to share with you, their listeners, as well as future generations of UWC Mostar students to ensure that the podcast, and the bridges that it builds between the stories from far-flung corners of the world, can have long-lasting effects.

You can listen to past and future episodes of the "Bridge of Stories" podcast on their Facebook page, Spotify, Apple Podcasts, Google Podcasts, Overcast, Anchor, Breaker, Pocket Casts and Radio Public.





Fridays for Future - Students' Climate Strike

Friday for Future with Environmental Group UWC in Mostar was organised and implemented by UWC Mostar students with several activities being a part of this significant event.

With FridayforFuture Climate Strike - for a better future and healthier planet, we hope that we become aware and conscious about our actions, we hope for a change - and we will not give up believing in a better tomorrow!

One thousand origami cranes were placed in Gimnazija Mostar/UWC Mostar building. Known as "eternal flames of world peace", this action was named "Cranes For Climate".

Referring to a Japanese belief, cranes are a symbol of peace and are given to a person who is seriously ill, to wish them recovery. Places like Hiroshima and Nagasaki and many temples have eternal flames of world peace, they believe that when wind and weather

dissolve them, the wish for world peace is released.

The eternal flames of peace referred to the belief in the healing of our planet Earth and a more peaceful world

Students' Climate Strike itself was a huge success and its impact was more than we expected - our students were featured in "The Guardian", which also contributed that their message was sent all over the world.

MostarMUN 2019

With more than 250 attendees from over 80 countries of the world, MostarMUN 2019 was the largest MUN conference organised by UWC Mostar in cooperation with University "Džemal Bijedić" Mostar, University of Mostar, University of Modern Sciences CKM.

In addition to more than 250 delegates, the Opening Ceremony welcomed the Ambassador of Republic of Germany in BiH, H.E. Christiana Hofmann, Mayor of the City of Mostar Ljubo Bešlić, Head of the Regional Office OSCE to BiH, William Ozkaptan as well as distinguished representatives of UNDP in BiH.

The audience and delegates also engaged in a discussion panel where experts from the Federal Foreign Office Hannah Elena Donges, UNDP SEESAC Dragan Božović, and EUFOR Brigadier Martin Trachsler, presented the the topic of "Small Arms and Light Weapons Trafficking."

MostarMUN 2019 is supported by Embassy of the Republic of Germany in BiH.

Project partners: UWC Mostar, University "Džemal Bijedić" Mostar, University of Mostar, University of Modern Sciences CKM.

Official sponsors: Mostar Rock School, Red Bull BiH and Bakery "Mlini".



Since the first generation graduated in 2008, UWC Mostar has provided education to 1098 students from 95 countries, 641 of them being international and 457 students from B&H

UWC Mostar Alumni Network

In May 2015, a group of UWC Mostar alumni started investigating ways to strengthen UWC Mostar's alumni network. A stronger alumni network will both help alumni in their endeavours following their UWC education and will help College access the skills and recourses of its alumni.

Following consultations with College, an initial governance structure was proposed.

The Alumni Network will have two layers of governance. Firstly there will be an alumni board consisting

of representatives from the alumni community and UWC Mostar. This board will provide overall direction to the College's alumni relations strategy.. Secondly, there will be 'Year Representatives' from each generation. Year Representatives will be the first point of contact for alumni regarding issues related to the alumni network. They are further responsible for staying up-to-date with activities of co-years and for ensuring that College has their most recent data. Year Representatives will, together with College, take a

leading role in the execution of the alumni relations strategy. In 2017, the College appointed a Development director, who is also in charge of alumni relations. Since then, the bodies mentioned above have accomplished the following:

- collected a database with alumni contacts
- launched an alumni giving campaign (1 Euro alumni giving campaign)
- organized UWC Mostar alumni networking events

UWC Mostar Alumni Board

The UWC Mostar Alumni Board is an alumni led body that assists and advises UWC Mostar on alumni engagement. It has two major aims:

- 1) To strengthen the alumni network (alumni to alumni)
- 2) To strengthen the relationship between alumni and the College

In July 2018, a new governance structure of the the Board has been established consisting of enthusiastic, successful and motivated alums committed to the UWC mission and values.



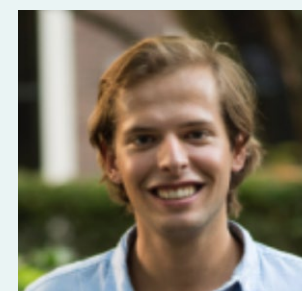
Djordje Hinic
UWC MOSTAR '09

Djordje Hinic is a passionate philanthropist, sailor, triathlete, and an entrepreneur with experience in USA, Africa, Asia, Europe and Scandinavia. His genuine interest lies in developing and growing projects that have a world-changing perspective and his expertise is improving and creating innovative business development methodologies and processes that can enable an organization to grow to global levels. He is an author of a "Be the expert" business development and sales book which is used for training a global sales force of a Norwegian IT company. He relocated to Belgrade, Serbia after over a decade living internationally.



Igor Samardžić
UWC MOSTAR '09

Igor Samardzic is the Managing Director of Jitasa d.o.o. Sarajevo. He graduated from United World College in Mostar in 2009. That same year, he moved to Caldwell, ID where he attended The College of Idaho until 2013 and graduated with honors in Business Administration as the only student in the history of the College who completed all of the business concentrations (Accounting, Finance and Marketing). After graduation in 2013 he started working at Jitasa, a bookkeeping and accounting service provider on a mission to improve the effectiveness and efficiency of nonprofit organizations. His personal mission and Jitasa's mission were perfectly aligned, and immediately upon Igor's return to his hometown Sarajevo in 2014, he continued working for Jitasa and worked on establishing a Jitasa office in Sarajevo. Jitasa Sarajevo now employs 50+ amazing people (including an UWC Mostar alumnus) in a country with one of the highest youth unemployment rates. He is passionate about serving others, building things greater than himself and building a peaceful and sustainable future.



Marius Kat
UWC MOSTAR '11

Marius Kat is a UWC Mostar alumni from the generation 2009 - 2011. Originally from the Hague, he has continued his studies at the University of Oxford, Sciences Po Paris and the Hertie School of Governance in Berlin. In 2014 and 2015 he was assisting in the setting up of the UWC Mostar Endowment Fund, of which he is still on the Investment Committee.



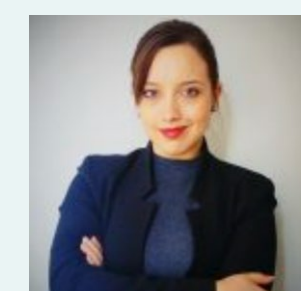
Petr Knor
UWC MOSTAR '11

Petr Knor is from Prague, Czech Republic. He graduated from UWC Mostar in 2011 and he currently serves as Alumni representative on the UWC College Board. UWC Mostar is his true home and he hopes to help other alumni reconnect to the school. In the past few years, Petr got involved in organizing UWC short courses and first facilitated the Short Courses in Bulgaria (2017) and Belgium (2017), and then acted as the main coordinator for the Short Courses in Belgium (2018) and Turkey (2018). He also volunteers with the Critical Engagement movement within UWC that delivers workshops on identity, diversity, and social responsibility at the UWC Colleges. When not helping the UWC movement, he works in the consulting sector, travels the world, and meets new people.



Masha Gubenko
UWC MOSTAR '10

Masha Gubenko graduated from UWC Mostar in 2010 and afterwards earned a B.A. in Mathematics and Economics from Macalester College in St. Paul, MN. She has been working in infrastructure project finance at Barclays in New York since early 2015.



Selma Begović
UWC MOSTAR '10

Selma Begović double-majored in Accounting and International Business at Westminster College. Currently, she is a partner and business development manager at Marvelsoft, a global technology solutions provider for the trading industry. She is passionate about local impact and giving back to the community. Her current career path enables her to positively impact software development industry in Bosnia and connect young talented engineers to world class projects. Selma graduated from UWC Mostar in 2010 and since pursued further education and career path alongside activism and volunteering across the globe.

For any inquiries about the Alumni Network, write to alumni@uwcim.uwc.org with the subject "For Alumni Network". If you wish to share your great story, academic success, amazing job or volunteering experience contact the PR department (adla.velagic@uwcim.uwc.org)

Official UWC Mostar Alumni page launched



UWC Mostar Alumni page has been officially launched created by UWC Mostar in collaboration with its recently appointed Alumni Board in our efforts to redevelop the alumni outreach

strategy to bring the College, students, faculty and alumni community closer together. This page along with the official UWC Mostar page and seasonal newsletters will be used to keep

alumni posted on the UWC Mostar news, various UWC related opportunities, alumni and reunion updates. Make sure to stay updated by following UWC Mostar Alumni.

Alumni Impact - Peace-building, art, education and building bridges all over the world



UWC Mostar alumnus Ahmad Yassir (UWC Mostar '16) is currently a volunteer teacher at Abaarso School for Sciences and Technology in Somaliland, an autonomous region of Somalia, in the best school in the country that is working within very high standards of education and discipline.

Ahmad designed two courses: "Exploring Uncertainty through Art", and "Building Global Bridges". His art course is the first in the school, his students explored "what is art?" and the work of Marcel Duchamp as an introduction to art, before following the syllabus that covers: Dada, Surrealism, Islamic Art, and Feminist art. Covering those art movements got his students out of the perception of classical art and made them look at art in a more subjective way, which results in making them more confident about producing art and becoming more creative and liberal in their means of self-expression, which are things students don't usually practice in traditional education.

Ahmad is hoping to gain experience in international teaching before he returns to Lebanon and brings impact and change to the educational system in his home country.

Have you ever heard of Somaliland? No, not Somalia, but Somaliland! Its the 27-year-old country that gained independence, but isn't declared internationally yet, hence they are still suffering the challenges of the region, and their establishment within international standards. Ahmad Yassir is currently a volunteer teacher at Abaarso School for Sciences and Technology, the best school in the country that is working within very high standards of education and discipline.

Ahmad designed two courses; Exploring Uncertainty through Art, and Building Global Bridges. His art course is the first in the school, his students explored "what is art?" and the work of Marcel Duchamp as an introduction to art, before following the syllabus that covers: Dada, Surrealism, Islamic Art, and Feminist art. Covering those art movements

got his students out of the perception of classical art and made them look at art in a more subjective way, which results in making them more confident about producing art and becoming more creative and liberal in their means of self-expression, which are things students don't usually practice in traditional education.

The school's mission statement is to graduate the future leaders of their country, and this is what his second course focuses on. He started his course by talking about philosophy and skepticism, so his students would take a neutral standpoint while writing their reports, and whilst engaging in discussion becoming more curious in their personal investigations. His course joins global politics, peace-building, epistemology, and peace and conflict studies. Where the focus is tailored to making students differentiate between creative essays, and writing reports on the conflict and development of their country, Somaliland.

"Teaching for me is like hosting a talk show. Not inserting hierarchy and

making students decide on the order of my lesson plan for each class, so they would directly take a part in sailing their own educational experience by taking decisions that completely has to do with them. I tailor my approach to every student individually rather than treating them all as one. My teaching style includes a mix of interactive activities and open discussion format. I use the board a lot to highlight on the important notes, my drawings and projections are as important because displaying the content visually matters. In addition to that, I write the student opinions and the important class notes on big flip chart paper, to make them feel validity in their ideas, as it is also a resource to revisit information discussed in previous classes. I also don't hand in everything to my students, I make them curious and personally engaged with the topic, for them to research on it and understand it subjectively."

much like an extension of UWC to me! However, we need to be accompanied by two soldiers every time we want to go off campus, water is so limited we are expected not to flush the toilet every time we use it, one food option every meal which is very nicely cooked and spiced, and it reminds me so much of my mother's food! All the teachers work on average of 13 hours per day for 6 days a week. But I am genuinely happy to be around very smart students, who are hard working and always hoping for their personal success, and ambition towards leading their country in the future."

Ahmad Yassir was born in Tripoli 1997, he got the opportunity of going abroad to UWC in Mostar, Bosnia, and Herzegovina, before enrolling in the undergraduate program at Bennington College, Vermont, USA. Ahmad's education and work focus on the creative development of education

the teachers in alternative teaching models and gave group presentations on educational awareness and motivations to pursue their passions and interests while having a big workload. Followed by Syrian Smile Makers Team in Kilis, Southern Turkey in 2018. Ahmad designed a course tailored to Syrian children refugees, mixed with a lot of interactive activities, peacebuilding projects, and visual arts classes to make them think beyond the influences brought to them by their families. He formulated it to suit every student individually and work on embracing their personal talents, under the notation of pursuing their education and getting into higher education. In the Summer of 2018, Ahmad received a proposal to work for Abaarso School.

Ahmad is hoping to gain experience in international teaching before he returns to Lebanon and bring change to the educational system that exists



"I've been living here for about three weeks now, and the role that I have on campus has been very rewarding and it's making me very happy, although the living conditions are slightly tough, and with limited resources, its great to be around other teachers that are coming from all around the world: different parts of the USA, New Zealand, Poland, Australia, and local teachers of course, which makes it feel so

through public action and visual arts, he designs multi-disciplinary courses focusing on solving issues that students have towards their educational experiences.

Although he is an undergraduate student in his third year, he has brought change to three educational institutions already, starting with Ahliyah School in 2017 where he assisted

there, through the experience that he will gain internationally to expand his educational, before implementing it in his home country.

You can contact Ahmad through his website; ahmadyassir.com

You can learn more about Abaarso by visiting their website: www.abaarsoschool.org

Alumni Impact - UWC Mostar Alumna, one of the founders of The African Women's League.

A new organization started last summer with hopes to connect and empower female African international students at Oklahoma University. Members of InFocus Africa, a student group at OU, collaborated to create the African Women's League. The goal of the group is to create a community and support system for female African students. One of the founders of the African Women's League is Tatenda Chido Nicolle Dzvimbo (UWC Mostar '17). "You find that most international students, we come, we don't have families, it's pretty much just us," Tatenda said. Tatenda is an international student from Zimbabwe. According to her, the idea for the African Women's League came through a conversation between her and Grace Olaleye, a graduate student studying construction science. The two met at a National Education for Women's Leadership conference. The purpose of the conference was to mentor young women who want



to be in leadership positions, which sparked the idea for the women's league. The two wanted specific things for the organisation that they believe would solve problems international students have in America. "We do not have many connections or links to the local community," Tatenda said. "We are basically confined to the walls of OU, so that's where the desire came from. We needed to network with the local community, and also make the community aware of our presence." According to Tatenda, after solidifying their plans, the two reached out

to InFocus Africa's president, Pedro Domingos Paposseco Manuel, a senior international studies and public affairs and administration major. Manuel expressed how much he embraced the idea of having a women's league and thought it could be a great addition to InFocus Africa. "InFocus is broad, and African Women's League focuses on different issues," Manuel said. "Having them focus on more specific things could help us reach our goals in a more effective way, and it's just a way for us to focus more on female issues." Tatenda said another big goal for the African Women's League is helping international students embrace their cultural identities and not conform to American culture. She thought that many people were getting lost, and not being themselves. Tatenda said she wants the league to be able to educate people about the diverse nature of Africa, and how it's more than just one culture. "We're not a country, we're a continent," Tatenda said. "We have several identities and different cultural backgrounds." As stated by founders of the African Women's League there are a lot of misconceptions about the African continent. Some of these include the beliefs that Africans still live with lions or that Africa is all about poverty, starvation and war. InFocus Africa and African Women's League both want to work to break down those stereotypes.



Academic Overview

May 2019 IB results

- 97 students registered as Diploma or Retake
- 90 students obtained Diploma
- 51 students registered as Anticipated candidates, they took Self taught language or/and Mathematical studies in year 1.
- 5 students did not manage to meet the Diploma requirements and 2 students will do exams in November 2019 as Retake candidates
- 93% diploma pass rate
- The highest score was an outstanding 43 points
- The mean diploma point score was 35 points
- The average grade obtained by all candidates (diploma and certificate) was 5.46

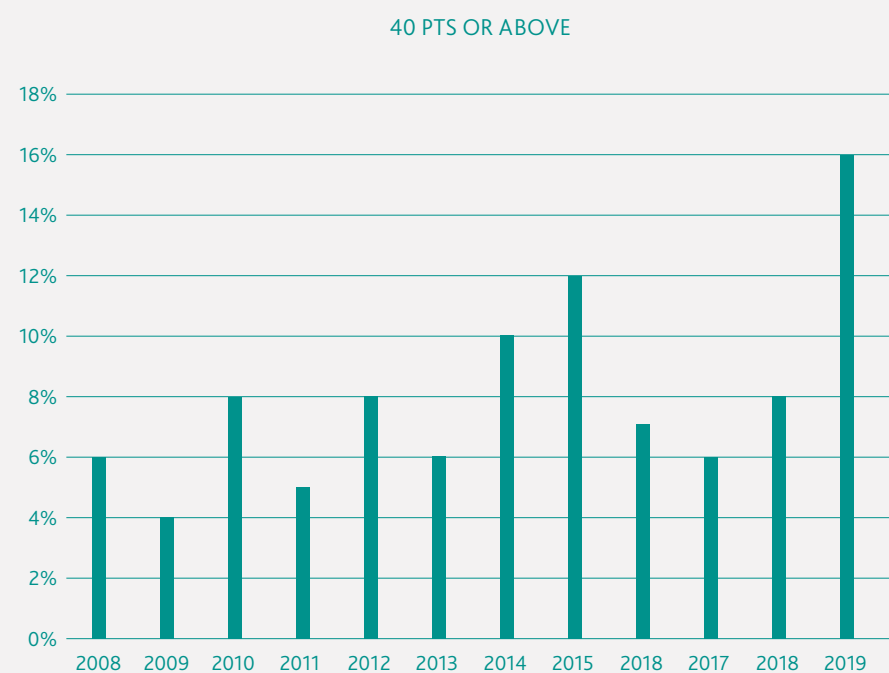
Year	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
40 PTS OR ABOVE	6%	4%	8%	5%	8%	6%	10%	12%	7%	6%	8%	16%
38 PTS OR ABOVE	10%	16%	18%	17%	18%	20%	17%	23%	16%	18%	27%	23%
37 PTS OR ABOVE	14%	18.50%	19%	22%	25%	24%	24%	32%	18%	26%	38%	32%
35 PTS OR ABOVE	25%	29%	32%	35%	41%	37%	48%	47%	39%	35%	53%	50%
32 PTS OR ABOVE	34%	45.50%	42%	48%	59%	58%	68%	68%	59%	58%	75%	72%
30 PTS OR ABOVE	50%	52%	54%	61%	76%	72%	82%	77%	69%	72%	86%	80%
28 PTS OR ABOVE	67%	66%	71%	70%	84%	82%	90%	81%	80%	79%	92%	87%
DIPLOMA PASS	86%	86%	85%	81%	96%	92%	94%	93.50%	90%	91%	95%	93%
Average grade	31	32	32	33	33	33	34	34	32.3	33	35	35

Table 1. Results from 2008 up to 2019





Graph 1.
Average score
per year



Graph 2.
40 points or
above per year

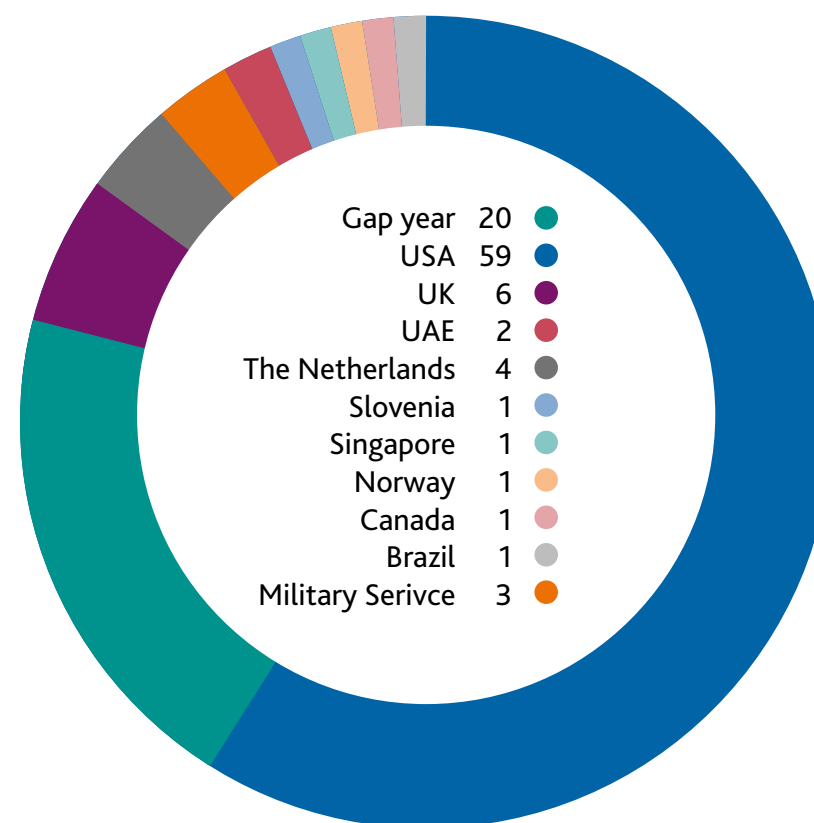
School statistics

Number of candidates registered in the session: **123**
 Number of diploma and retake candidates registered in the session: **99**
 Number of subject entries in the session: **792**
 Number of candidates who passed the diploma: **90**
 Average points obtained by candidates who passed the diploma: **33**
 Highest diploma points awarded to a candidate: **42**
 Average grade obtained at the school by candidates who passed the diploma: **5.29**
 Total number of candidates excluded from statistics **0**

University Statistics



Graduates 98 (2018/19)



University destinations for class of 2019

US

Bard College
 Bennington College
 Brown University
 Clark University
 Coby College
 Colorado College
 College of the Atlantic
 Emory College
 Gettysburg College
 Hood College
 Lewis and Clark College
 Luther College
 Methodist university
 Middlebury College
 Macalester College
 Northwestern University
 New York University
 St. Olaf College
 University of Florida
 University of Oklahoma
 University of Rochester
 University of Richmond
 Vassar College
 Wartburg College UK
 University of Glasgow
 School of Oriental and African
 Studies, University of London

Canada

University of British Columbia

EU

The Netherlands
 Leiden University College de Haag
 Maastricht University,
 Tilburg University
 University College Utrecht
 University College Groningen
 University of Amsterdam
 Akademija za likovno umjetnost in
 oblikovanje, Slovenija
 University of Oslo, Norway

UAE

New York University Abu Dhabi

Singapore

Yale NUS



Creativity Action Service

CAS

UWC Community Service Programme, or formally IB CAS Creativity/Action/Service Programme, is central to the UWC-IB vision of the "well-rounded student". While academics are an important part, it is equally important for students to establish a sense of balance between academic and extra-curricular activities. The CAS Programme gives students the encouragement and opportunities to participate in new and challenging activities in their

school and their community. Community service at UWC Mostar goes far beyond the CAS requirements of the IB Diploma.

It is precisely through their community service that college students apply their ideals to everyday life; it is a chance for students to show their commitment to "making the world a better place" and to offer their help to others regardless of differences. In order to allow the

students to make the most of this challenging experience, the UWC Mostar provides them with a variety of opportunities, ranging from social services to arts, music, and environmental services.

The strongest side of the UWC Mostar's CAS programme remains student initiative and leadership in many activities and independent projects. A special emphasis is placed on environmental projects.



STUDENT QUOTES ON PROJECT WEEKS 2018:

"The exchange project "Ispod istog neba" in Tuzi, in Montenegro, supported by RYCO was an incredible experience that I believe many of us will never forget. The project was organized between students from Gimnazija Mostar, Gimnazija Tuzi and UWC in Mostar. The project created a lot of discussions between us, pushed us beyond the boundaries of our comfort zone in order to understand our peers, it gave us an opportunity to exchange our experiences in order to better understand our cultures but also to see the differences in them and learn how to respect them. During the project we got an opportunity to travel a bit through Montenegro, being able to get to know the culture, but we also got opportunities to create "small projects" as a part of this project. One of those smaller ones was a photography workshop created by our teacher Dorontine and during that project not only

did we manage to get to know Tuzi better as a small town but we also got an opportunity to talk to the people living there - younger and older ones - we got an opportunity to directly interact with the people and during that small project we did feel like we were able to capture everything, not just with our cameras rather with the conversations we had. The highlight of the project was the venue created as a collaboration between the students from Gimnazija Mostar, Gimnazija Tuzi and UWCiM in which we sang, acted, read poems and danced traditional Albanian dance. Every one of us is more than excited for the return visit and for the new things

we will do in the second part of the project. "

Hena Čevro, BiH, UWC Mostar '19

"The UWCiMxRefugees in Salakovac happened throughout the project week in cooperation with Mostar's Red Cross (Crveni Križ Grada Mostara) and BH Woman's Initiative foundation (BHWI-BH Inicijativa Žena), UNHCR partner in assisting refugees on the territory of B&H. A diverse group of students including 3 students familiar with Persian and Arabic spent a week in Salakovac Refugee Reception Center - a refugee camp led by the Ministry of





human rights and refugees located 15km away from Mostar - and Red Cross operational center. The activities were mostly focused on helping the organizations with translation, social activities with children and youths and preparing food for inhabitants of the camp."

*Moeed Baradaran,
Iran, UWC Mostar '19*

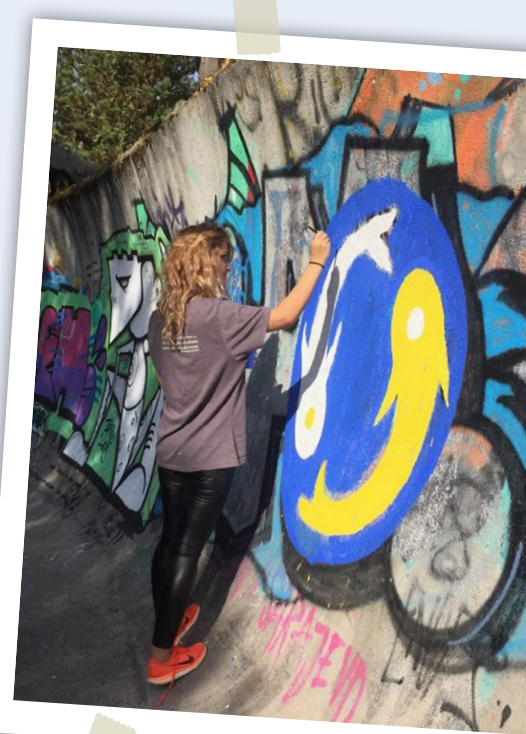
"Following a workshop provided by UWC Mostar about gender based violence, our students wanted to share the knowledge with other teenagers who might not have the opportunity to access such trainings and workshops. 10 UWC Mostar students went to Albania, where they held workshops in local high schools, with the help of NGOs - Gender Alliance for Development Center and Vlora Youth Center. They discussed concepts such as gender and sex, consent, sexism, and gender based violence. Kiara, Klaudia, Stefanos, Dino, Nefeli, Emir, Kiara L, Lina, Kenin and Aylin aimed to create a safe space for people to share opinions and personal experiences, without being judged and placed a lot of emphasis on reflection on the topic.

This exciting task also included exploring Tirana and Vlora, going hiking, swimming and ice skating, breaking the stereotypes and giving people a new perspective of this region."

Kiara Xhindi, Albania, UWC Mostar '19

"During their project week, a group of seven UWC Mostar DP Theatre Students, supervised by our visual arts teacher Damir Ćobo, visited the International school of Belgrade, Serbia, to share their passion for theatre and form a collaboration with ISB High School Arts students. They led workshops, shared feedback with Grade 9 & 10 Drama classes and initiated a combined DP Visual Arts class project task and encouraged practical improvisation work with ISB DP Theatre Students. This positive shared experience in the arts between the two schools provides the opportunity to foster new relationships in the region and meet new people with common interests."

"UWC Mostar students marked the International day for the eradication of poverty and International week of solidarity together with the wonderful members of the Red Cross Novo Sarajevo Crveni Križ NOVO SARAJEVO. Our students were welcomed by the kind staff of Red Cross Novo Sarajevo, had an opportunity to learn more about their work and activities and also visited the public kitchen, donated meals, joined a voluntary blood donation activity and dedicated their time to gaining knowledge on the role of the Red Cross in migrant crisis."



List of CAS activities in 2018/2019



CREATIVITY

Creative Writing, Newspaper, Visual Arts, World Cinema, Rock School, Yarn Bombing, Debate, Improvisational Theatre, Robotics, International Cooking, Chess, Music, MUN, Moonwalk Innovation Program, Physics Club, Psychology Club, TED Talks, Astronomy, World languages

ACTION

Football Practice, Fitness for girls and others, Volleyball, Choreography CAS, Climbing, Basketball, Football, Jogging, Rugby, Hiking, Martial Arts, Yoga, Archery, Table Tennis, Gym, Badminton, Zumba, Biking, Silking

SERVICE

SOS Kindergarten, Clowning, Journal-ographer - Filming and documenting, Science Lab help, Karašebes, Los Rosales, Kindergarten Radobolja, School for children with special needs, Ecology, Fun with elderly, Amnesty International, Holy Family Kindergarten, Egyptian Village, Refugee Camp, Street Dogs of Mostar, Minors, English conversational classes, E-twinning, MOPS



For specific information and details on each of the CAS services, please visit WWW.UWCMOSTAR.BA

Project Week

Each October, students organize and participate in weeklong projects — Project Weeks — around BiH and the region to extend UWC learning into the real world. The possibilities of Project Weeks range from direct action, such as building houses, to exploring street art in Sarajevo, to adventure-hiking.

Every UWC has its own version of project weeks and these valuable experiences are part of what makes

us different from many IB schools, allowing students to discover the area that surrounds them, bond with their fellow students, and experience autonomy in traveling.

Project weeks are enjoyable and rewarding, but can also be challenging. Food, work hours and climate may become discomforts, but it is recommended to challenge oneself and choose a project that students would benefit most from. There is

not much that unifies project weeks: each one has its own unique character and strengths, and is right for a different student.

Project Weeks are organized by both students and faculty. First years start planning Project Weeks for the following year at the end of their second term so that they are ready for the start of the subsequent school year.



BRIDGE TO THE FUTURE

The UWC Mostar Endowment "Bridge to the Future" was established in October 2013. The objective of the Foundation Board was to create an endowment as a means of securing permanent funding for the College through the creation of a permanent capital base. The endowment is managed by Fleur Meijs (UWC Mostar Board member) and Adriaan de Mol van Otterloo (alumnus of UWC Adriatic and Board member of UWC Mostar Foundation) with the oversight of an independent Board and Investment Committee consisting of UWC alumni.

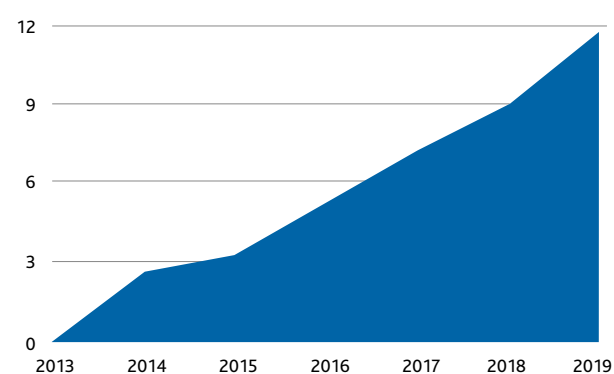
The endowment Bridge to the Future funds scholarships for students to attend UWC Mostar. The endowment has been set up as a charity in the UK to ensure good governance and best-in-class stewardship of donor funds. The capital of the endowment is invested and the income and capital gains are used to distribute to UWC Mostar to cover scholarships. One endowment to provide funding for a scholarship at UWC Mostar every year into perpetuity "costs" €250,000.



Endowment "Bridge to the Future"

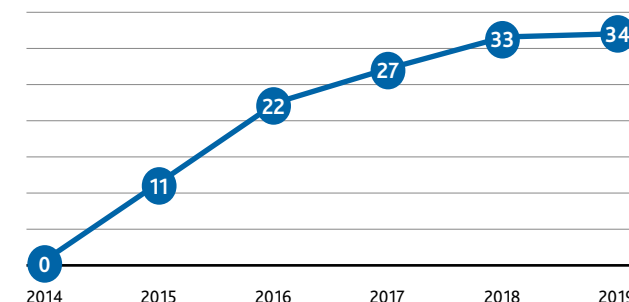
ACTIVITIES DURING THE YEAR

During the year, the endowment was able to increase its funds with €2.7 million of donations, now totalling €11 million in net assets. A new endowment was created by UWC Austria alumni and supporters to fund scholarships for an Austrian student. Another endowment was set up in the name of Lord Richard Attenborough. Next to being a world-renowned actor and Oscar-winning film director, he was a staunch supporter of UWCs around the world, specifically the anti-apartheid Waterford Kamhlaba.



Value of endowment in € million at 31 August of the year ending

8-19 College year, 33 students obtained a scholarship from the UWC Mostar endowment, of which 16 graduated in May 2019. The donation to UWC Mostar will increase, but as the College school fees have increased for 2019-20, the endowment has awarded 17 new students a scholarship starting September 2019.



Number of students with scholarships funded at start of September

VALUE OF ENDOWMENT IN € MILLION AT 31 AUGUST OF THE YEAR ENDING

From the return of investment of the assets of the endowment, a donation is made to the College annually to provide scholarships to less financially able students. In 2018-19 College year, 33 students obtained a scholarship from the UWC Mostar endowment, of which 16 graduated in May 2019. The College school fees have increased for 2019-20 and we have awarded 17 new students a scholarship starting September 2019.

"EVERY LITTLE HELPS" – THE ALUMNI €1 CAMPAIGN

With more than 1000 alumni, Mostar alumni can make a significant contribution by all donating a small amount every month. The €1 alumni giving campaign was started in 2017 to encourage alumni to give back to the College in the hope to set up an annual scholarship funded by UWC Mostar alumni. Two donors have generously agreed to match any €1 donated by UWC Mostar alumni, thus tripling any donation immediately. Up to the end of August, €29,071 had been donated by alumni and with the double match in place, €87,214 is in the UWC Mostar alumni fund. Once it reaches €125,000, we can start awarding partial scholarships from the UWC Mostar alumni endowment.

We hope you can participate, €1 per month by all 1000 alumni for a year would make us reach the €125,000 target to have a student paid for by UWC Mostar alumni at the College every year! Please join us and find more details on www.mostarendowment.com

College year	Alumni donors	Recurring donations in €	One-off donations in €	Total alumni fund in €
2017	68	2,581	20,307	22,888
2018	74	1,855	-	1,855
2019	89	3,549	779	4,328
				29,071
Matched funding bringing to a total of EUR				87,214

WHAT IS AN ENDOWMENT?

The endowment is a fund to provide long term financing for scholarships. The gifts of donors become the assets of the endowment and are invested in stock markets and other financial investments. The income and capital gains of the investments are used to make donations to UWC Mostar to cover the costs of students receiving a scholarship. The aim of the endowment is to preserve the value of the assets over the long term.





Nancy Nabahire Ngutete
SCOLARSHIP NAME:
Captain Mbaye Diagne



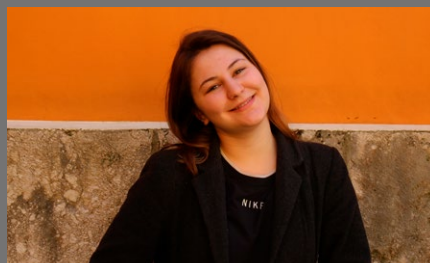
Kaung Thu Khant
SCOLARSHIP NAME: Bridge to the
future (former Aung San Suu Kyi)



Angel Yola Mzizi
SCOLARSHIP NAME:
Nelson Mandela



Muthana Hakam Alhadrab
SCOLARSHIP NAME: Prince El
Hassan bin Talal and Princess
Sarvath El Hassan



Lana Grubišić
SCOLARSHIP NAME:
Elisabeth and David Sutcliffe



Hamzah Alshabi
SCOLARSHIP NAME:
Antonin Besse



Tarik Raljević
SCOLARSHIP NAME:
Meijs-de Mol van Otterloo



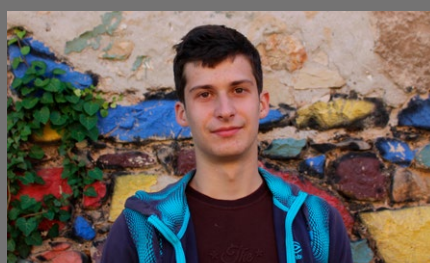
Lana Parežanin
SCOLARSHIP NAME:
Guy America



Imad Ahmetpahić
SCOLARSHIP NAME:
Mariet Voute en Nina Verdirame



David Crnčević
SCOLARSHIP NAME Eyk and
Rosemarie de Mol van Otterloo



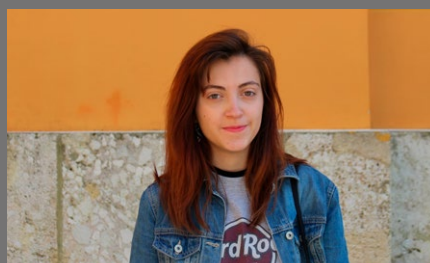
Abdul-Vehab Đozić
SCOLARSHIP NAME: Eyk and
Rosemarie de Mol van Otterloo



Hanadi Jusufović
SCOLARSHIP NAME: Eyk and
Rosemarie de Mol van Otterloo



Selma Rahimić
SCOLARSHIP NAME:
Davis Scholars at UWC Mostar



Merima Hasić
SCOLARSHIP NAME:
Davis Scholars at UWC Mostar



Edita Pipić
SCOLARSHIP NAME:
Bridge to the Future



Center for Professional Development of Teachers (CPDT)

In partnership with the Foundation Education in Action the UWC Mostar serves as a Centre for the Professional Development of Teachers in BiH, promoting modern teaching methodology and practice. The Centre organizes professional workshops and study trips throughout the year, seeking to increase the capacity of BiH educators to become agents of change. The teachers are exposed directly to international practices and practitioners, and to key elements of modern teaching practice: objective external assessment, academic pro-

gramme innovation, study methods including the writing of research essays, a strong focus on laboratory work in the natural sciences and the teaching of other language and literature within an international context. All these elements have certain significance for on-going educational reform in BiH.

The UWC Mostar Teacher Training Programme also represents a rare opportunity and forum for BiH teachers to come together to share and reflect on their professional lives

and to promote ideas for educational reform. The creation of such networks is a good basis for advocacy in working towards sustainable educational reform.

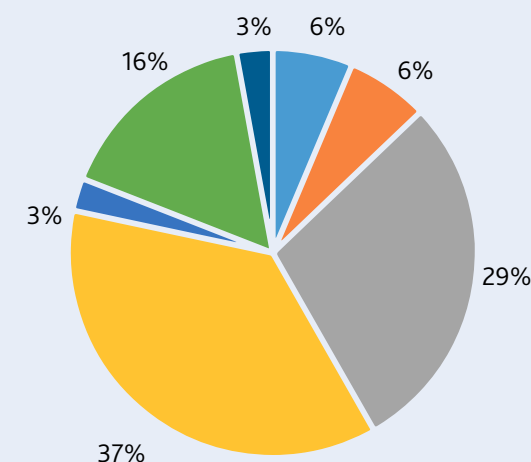
The professional teacher workshops and study visits organized by the Foundation Education in Action and UWC Mostar have so far been attended by over 1000 teachers, head teachers, and representatives of education ministries and pedagogical institutes.



Financial Statement for the school year 2018/2019

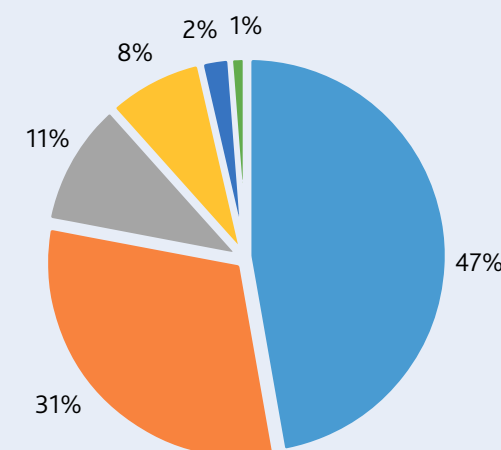
INCOME

● Government and Foundations	127,800
● UWC International scholarship programs	131,300
● UWC National Committees	581,300
● Parental Contributions	736,800
● Private Donors	52,100
● Endowment Fund	325,900
● Other Income	57,900



EXPENSES

● Staff costs	963,000
● Boarding	627,100
● Educational program	212,200
● Administration and Governance	163,100
● Depreciation	48,800
● Foundation Education in Action	25,000



*Figures are shown in Euros

**Subject to final approval by auditors. Detailed financial statement is available upon request.

UWC Mission Statement

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

UWC Mostar Statement

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.



UWC MOSTAR

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