



The UWC in Bosnia and Herzegovina 2001-2013

# THE UNITED WORLD COLLEGE IN MOSTAR

FACTS, FIGURES, STORIES AND REFLECTIONS











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**THE UNITED WORLD COLLEGE**

**IN MOSTAR**

FACTS, FIGURES, STORIES AND REFLECTIONS

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The school year 2012-2013 marks the 50th anniversary of the United World Colleges, the Atlantic College in Wales having opened in September 1962.

Our publication celebrates this anniversary with an account of one members of the UWC family, the United World College in Mostar, of its founding in 2006, and of the broader educational work in Bosnia and Herzegovina that was an essential element of the College already before it opened. It is intended also to be a platform for discussion about the future of international education and its relevance in conflict and post-conflict areas based on the experiences of this project. Perhaps it can also help and encourage future activists to navigate the mission of international education towards places and communities where it is desperately needed but cannot be afforded.

For this publication we went through files and documents from past over 10 years. In addition tens of interviews from people who have been involved in the UWC work in Mostar and Bosnia and Herzegovina were collected. We are grateful to all who shared their thoughts and memories with us.

Helsinki - Paris - London - Sarajevo

May 2013

Pilvi Torsti, Antonin Besse, David Sutcliffe and Lamija Tanović

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# THE FOUNDER COLLEGE 1962

Atlantic College challenged the legacy of the Second World War by bringing together young people, initially male only, from Britain, Western Europe and North America, to live and study together for their formative years 16-19 in the same school. In time they would, it was hoped, be joined by contemporaries from the Soviet Union and the countries of Eastern Europe.

The following years saw United World Colleges open in Singapore, Canada, Swaziland, Venezuela, the United States, Italy, Hong Kong, Norway and India. Along with this geographical and cultural expansion went an engagement with the issues of racial equality, human rights and third world development.





# THE UWC OF THE ADRIATIC

These same three decades saw the continuation of the Cold War, expressed by the East-West confrontation in Europe. The foundation of the United World College of the Adriatic in September 1982, only a few kilometres from Trieste, the southernmost point of the Iron Curtain, was the UWC response. By 1990, one third of the College's student body was being recruited from the countries of the eastern Soviet block.

The decay of the socialist regimes of Eastern Europe, the consequent collapse from within of the Soviet Union, and the fall of the Berlin Wall in 1989, confronted the Adriatic College with new challenges and opportunities. Throughout the 1990's the College (and other United World Colleges) recruited and funded students from all parts of the now bitterly disintegrating Yugosla-

via, including individuals from refugee camps in Slovenia and Croatia.

The fate of Yugoslavia moved the Adriatic College emotionally and intellectually. How could this stunningly beautiful and hospitable country, part of Europe and the College's immediate geographical neighbour, become a war zone less than fifty years after the end of Second World War? Could it happen yet again? The gun fire in Slovenia, audible from Trieste, the accounts of the College's own students from the warring republics, their families trapped in the war-zones, the social service carried out in nearby refugee camps, the drone of the NATO bombers flying over Duino on their way to bomb Belgrade, left no illusions about the brutal realities in the daily life of the college in 1990's.



# PRAQUE 2000

## – THE BIRTH OF AN IDEA

The Adriatic College had a tradition of celebrating the opening of each academic year in different cities. In November 2000 it was joined by the International Baccalaureate for a meeting of the IB Executive Committee in Prague.

Addressing those present, the Director General of the IB, George Walker, made clear his conviction that the challenges facing international educators must be met by combined operations between like-minded individuals and organisations. The Head of the UWC Adriatic expressed his hope that the Adriatic College would continue, even after the fall of the Berlin wall and the

*“All those responsible for reconciliation and reconstruction, and especially the citizens of the country itself, have a right to call on the experience and resources of international education.”*

– David Sutcliffe, UWCAAd opening ceremony 2000

*“It must become our joint task to take international education not to where it can be afforded, but to where it is really and urgently needed. It is here that I see the evolving mission of the Adriatic College.”*

– David Sutcliffe, UWCAAd opening ceremony 2000

break-up of Yugoslavia, to exercise a missionary role in Eastern Europe, bringing international education to those regions and communities that, unable to afford it, nonetheless had the most to gain from it.

A few weeks later, Adriatic College's former student from 1993 - 1995 generation, Pilvi Torsti, working at the time on her MA and later PhD on the teaching of history in Bosnia and Herzegovina, challenged David Sutcliffe to make concrete proposals based on his speech in Prague. That same evening, Sutcliffe presented Torsti the first idea paper - A United World College in Mostar.

*“The College will be a strongly political initiative, albeit educational in nature.”*



The following month, January 2001, David Sutcliffe, former headmaster of the Atlantic College and headmaster of the Adriatic college, joined by Antonin Besse, the donor of St. Donat's Castle and estate in Wales for the Atlantic College 40 years earlier, paid their first visit to war-torn Sarajevo hosted by Pilvi Torsti and chair of the Bosnian UWC national committee Azra Karabdić (in the picture). One year later the first official and public proposal was made.



# THE UNITED WORLD COLLEGE OF EASTERN EUROPE IN MOSTAR / SARAJEVO

## Introduction

The College will be a strongly political initiative, albeit educational in nature. This basic consideration is underlined at the outset to emphasise the critical importance of timing and therefore of very early action. Almost all other considerations are secondary.

## Location

Every site will have political implications, including the readiness of families to allow their children to attend. More important however than the attendance of, for example, Western Europeans or North Americans will be the presence, even if in very small numbers, of the different factions and ethnic groups in South Eastern Europe. There should be no hesitation in launching a College which is regional in concept and task. The rest can follow.

Mostar is suggested both for its enormous symbolic significance as well as its favourable climate and geographical location. Furthermore, there is convincing evidence of the willingness of the two main ethnic groups, the Croats and the Moslems, to build new bridge between their communities. There also continues to be a small Serb presence.

## Philosophy

The College should be two-year, IB and scholarship based to gain full recognition as a United World College. Other significant differences will however distinguish the College. The campus and facilities will be simple, even primitive. The College will be conceived as a short term venture, perhaps for five years, after which, without any sense of failure, it will be ready to continue, move or close. No questions of success or failure will be raised as a consequence. The staff will be young and adventurous, many of them possibly UWC graduates, who will be offered extremely modest salaries for the limited period of initial service. It may well be helpful to twin the College with the UWC of the Adriatic, enabling it to benefit continuously from the Adriatic expertise and

resources, including possible science laboratory teaching during the months of June and July.

## The Principal Costs

These must be clearly itemised as the outset and as far as possible covered independently of the ultimate scholarship costs by agencies and foundations prepared to assist the College over its limited life. Examples are

- Facilities: Their upkeep, maintenance, heating and cleaning.
- Local personnel costs
- Teaching Salaries
- Equipment including books and computers.
- Administrative costs, including insurance, medical cover, examination fees, student travel, etc.
- Catering.

All these costs can be extrapolated without difficulty from the budgets of other Colleges and compared with costs on the ground.

## Sponsors

As many as possible need to be identified and pinned down on their contributions on the basis of actual budget needs rather than in support of individual scholarships. Examples of potential sponsors are

- The European Union.
- The Open Society Foundation.
- UWC National Committees (why not teachers as well as students? Possibly UWC graduates from their own countries).
- Cultural Foundations. Scandinavian Foundations might be prepared to take the lead, given their proven commitment to the Balkans.
- Aid Agencies.
- Governments through their aid programmes and special programmes for the reconstruction of the Balkans

D.B.S.

12th November 2000

initial group will be Dalmatian

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It took some five hours after the discussion between Pilvi Torsti and David Sutcliffe in Duino, Italy in November 2000 that Sutcliffe presented a turquoise paper titled "The United World College of Eastern Europe in Mostar. First Thoughts." The notes on the paper are those of Torsti in the original paper archived by Torsti.





# AZRA KARABDIĆ

*“When the Bosnian National Library was burning during the war in Sarajevo, many of us rushed to give help and to save as many of the contents as possible. I found myself carrying a leaflet about the UWC of the Adriatic. I noticed that Bosnia was not represented. So I got hold of the then only satellite telephone in Sarajevo to ring the College, and we went on from there.”*

—Azra Karabdić

From 1996 onwards, Azra Karabdic had organised the student selection each year for the Federation of Bosnia and Herzegovina, the Bosniak-Croat dominated entity of Bosnia and Herzegovina (the Bosnian Serb Republic had its own selection procedures) with the help of Adriatic College representatives. Through her personal friendships and connections Azra Karabdic managed to collect a multi-national group of respected and well-known fellow-citizens to serve as members of the UWC committee and to support the UWC selection work also financially. She set up a committee, following the examples of other countries, and her dream was fulfilled when the Bosnian UWC committee was registered in 2002 as an NGO on the state level. In the future Azra hoped to establish a common selection process for both the Croat-Bosniak and Serb Republic Entities of Bosnia and Herzegovina

In the student selection Azra Karabdic followed two special principles, which deserve a note

here. First, unlike many organisations active in Bosnia and Herzegovina, Azra Karabdic was careful to choose students from different parts of the country each year. Secondly, ‘connections’ that so often function in those parts of the world were never of any use in the UWC student selection. Azra did not hesitate to favour pupils who had suffered great losses in the war.

Azra Karabdic lived in Sarajevo through the siege from 1993. Having experienced the courage and self-sacrifice of the war years, she confronted the cynicism, pessimism and apathy of the post-war years with great belief in the future. An idealist in the deepest sense of the word, she believed passionately that the future for her country and of the world at large lies in the education of the young.

— Obituary of Azra Karadić by Pilvi Torsti and David Sutcliffe, United World Magazine 2003



# BOSNIA AND HERZEGOVINA IN THE YEAR 2000

*The war of 1992-1995 led to the fragmentation of Yugoslavia into independent republics. Bosnia and Herzegovina in particular suffered horrifying devastation - mass destruction, more than 100 000 people killed, majority of them civilian and roughly 50% of the population displaced. Demographic structures of the country changed and many previously culturally mixed cities became dominated by one of the three main national groups.*



The story behind the handing over of the Istrian peninsula to Yugoslavia in the 1970's reveals that none foresaw more clearly than Tito the break-up of the country into republics driven by nationalism and so-called ethnicity. Did he also suspect the bloodshed that so shocked Europe and the world?

In 1973 Tito instructed Boris Snuderl, the President of the Federal Committee for Foreign Economic Relations, to set up a confidential line of communication with the Italian government. Snuderl turned to Eugenio Carboni, the Director General of the Italian Ministry of Industry. This led to a private conversation between Carboni and Tito.

“Italy might assume that, after his death, they would face a disintegrating Yugoslavia. Perhaps! But in that case they would be confronted by weakened nationalistic republics, and weakened parties will not give an inch. Italy has its problems ... Italy must reflect and choose the time for an agreement; before my death or after, measuring all the unknowns. Before will be easier, after more difficult” (Corrado Belci: Trieste-Memorie di Trent'Anni 1945-1975 page 183.)

The war of 1992-1995 led to the fragmentation of Yugoslavia into independent republics. Bosnia and Herzegovina in particular suffered horrifying devastation - mass destruction, more than 100 000 people killed, majority of them civilian and roughly 50% of the population displaced. Demographic structures of the country changed and many previously culturally mixed cities became dominated by one of the three main national groups.

Crises in other parts of the world since the 1990's have understandably removed the Balkans from the daily headlines. When they do return, it is above all Kosovo that claims our attention, but, says Lord Ashdown, a former High Representative in Bosnia and Herzegovina, “Bosnia has always been the bigger and the more dangerous challenge”.

Bosnia and Herzegovina (BiH), has a population of some 4 million, composed of three constituent peoples—Bosniaks, Croats and Serbs, as well as seventeen national minorities, including Roma, Jews, Turks and Albanians.



# THE DAYTON PEACE AGREEMENT

## NOVEMBER 1995



The war ended in November 1995 with the main parties to the conflict reaching a peace agreement: the General Framework Agreement for Peace (GFA), also known as the Dayton Peace Agreement. The Peace Agreement was signed on 21 November 1995 in Dayton, Ohio, by the highest state representatives of Bosnia and Herzegovina, Croatia and Yugoslavia, witnessed by EU Special Negotiators, the Presidents of the French Republic, the Federal Republic of Germany, the Russian Federation, the United Kingdom and Northern Ireland and the USA. This agreement defined Bosnia and Herzegovina as a state within its pre-war and historical borders and consisting of two equal entities: the Federation of Bosnia and Herzegovina, and the Republika Srpska.

Successful in bringing the war to a close, the Dayton Agreement has nonetheless impeded all serious progress towards true democracy. Massive international financial aid lamed for years the local business response. The fragmented constitution of the Federation of Bosnia and Herzegovina with its ten Cantons, by contrast with the centrally governed Republika Srpska, and independently governed city of Brčko (Brčko district), has created a state structure that is both impossibly expensive and uncontrollably inefficient. It is unlikely that, with the current constitutional structure, Bosnia and Herzegovina can qualify for European Union membership. All attempts to change the Dayton Agreement and in particular the Annex that appears to determine the constitution of the country have been dismissed by the Serb Entity.



# THE CONSEQUENCES OF DAYTON FOR EDUCATION



The Republika Srpska (white area)  
and the ten cantons of the Federation of BiH (grey area)

*“From the very beginning, the Constitution has... undermined unity in educational policies, common educational goals, common values, positive and patriotic feelings for one’s country and homeland, etc.”*

— Adela Kreso,  
Professor of education, Sarajevo  
University



Segregated gymnasium in Travnik: the fence between the two parts prevents students from mixing.

The Republika Srpska was established as a centralized mini-state. The other Entity, the Federation of Bosnia and Herzegovina, fragmented into 10 mini-states, each of which has almost unlimited power over education. In addition, there is a third part of Bosnia and Herzegovina, the Brčko District, with its own education policies. Thus the Federal State of Bosnia and Herzegovina has been left with no power or responsibilities in the education sector. There are fourteen Ministries of Education: two Entity Ministries, ten Cantonal Ministries, a separate administration for education in the Brčko District, and a Ministry at the state level (The Ministry of Civil Affairs) that plays a purely nominal coordinating role. In this political framework Educational reform has become a gargantuan task.

It is in this context that the OSCE, the international organisation tasked with coordinating educational reform, established the so-called “two schools under one roof” policy. The practical and very serious consequences have been that generations of school pupils are being raised with nothing in common. They are educated in three supposedly different languages through three different educational systems, learning different histories of their own country and, worst of all, with no personal contact with one another. The dividing lines of education follow closely the war-time frontlines.



# A COMMON EDUCATION SYSTEM FOR BOSNIA- HERZEGOVINA: EXCERPTS FROM THE ST. ANTHONY'S REPORT, APRIL 1998

It was little wonder that political support was being determined by ethnicity, that the young were therefore being trained in ethnic identity, or that the policy of “two schools under one roof” had achieved official and even international recognition and support.

It is ironic, and sad, that a meeting already in April 1998 identified with such clarity the challenges that now faced the country's educators.

*“...the affirmation of Bosnia-Herzegovina's identity through the common education of its citizens ... necessarily forms an integral part of the consolidation of peace in the region ...*

*... the people attending the seminar share the view that Bosnia – Herzegovina must remain a single and undivided country, based on equality of the three constituent peoples, and that this can be achieved only through a common education system, including common curricula, text books and teaching plans ...*

*... the country's three constituent national groups acquire their specific identities, after all, not by way of any separate development, but as the result of intermingling with each other through centuries. They are part of the specifically Bosnian paradigm of ‘unity in diversity’ ...*

*... under the pretext of defending national identities, nationalist leaders in each of the three*

The following excerpts are from a publication A Common Education System for Bosnia-Herzegovina, April 1998 at St. Anthony's Monastery, Sarajevo, with the support of the Congress of Bosniak Intellectuals, the Croat National Council, International Forum Bosnia, The Jewish Community of Bosnia-Herzegovina, and the Serb Civic Council.

*camps are today trying to create separate national institutions whose logic is to disintegrate the country. Such projects threaten further wars and the ultimate ruin of all the peoples of Bosnia-Herzegovina ...*

*...if things are to change, a new way of thinking about itself must be produced, based upon a recognition of the failure of the part of Bosnia-Herzegovina's intellectual élite to predict the war and its horrors. Bosnia's future lies in capitalising on the nature of its society: its ethnic and religious heterogeneity, which opens its people to the experience of the other, to the modern world understood through its diversity...*

*...the country's apparent weakness – its national and religious heterogeneity – turns out to be its real strength ...”*



# SARAJEVO AND A CLASSICAL UWC – A FALSE START

At the outset of the 21st century, five years after the war had ended, Bosnia's education system was still based on the war-time divisions. This constitutional complexity made impossible any major reform through a normal political process. The only way to respond to a situation which many Bosnians considered disastrous for the future of their country was to create a practical demonstration of quality education. Standardised external assessment, supported by proven international criteria and a strong programme of professional development for teachers, would be essential features of this model. This was the

background that motivated the start of UWC work on the ground.

Based on the first public proposal by Sutcliffe, Besse and Torsti in early 2002 the period 2001-2003 focused on securing a number of war ruins in a suburb of Sarajevo for a College of 100 students working on detailed budgets and contacting and meeting numerous potential supporters in Bosnia and Herzegovina within UWC and using worldwide networks of Besse and Sutcliffe. From the outset, this project was planned with new features for a UWC:



It was to be a short-term experiment, its planned life varying between three and six years. If for financial or other reasons it then had to be closed, it was to be remembered as an experiment, a valid contribution to an emergency, well justified by the number of graduates it had educated even in that short period

Each generation (three were envisaged) would arrive in alternating years, all 100 students at the same time. This would ensure that each suc-



cessive generation was a pioneering generation, not bound by previous custom or tradition. This two-year cycle would also favour two-year teacher secondments by governments and other organisations.

The majority of the students would be Bosnian, drawn as a matter of principle from all three Croat, Bosniak and Serb communities. International students, with an emphasis on neighbouring countries of the region and of Central and





Eastern Europe, and on other countries either in conflict or emerging from it, would have a special priority.

Once established as a practical example, around which broader educational programmes and initiatives could be created, with the administrative facilities already in place, the College would become a low-cost centre for a running programme of conferences, seminars and workshops.

Mostar was at this early stage ruled out as a location. Although attracted by the location and history of the city when examining maps together in David Sutcliffe's office in November 2000, Pilvi Torsti later expressed her conviction that the divisions in Mostar in 2001 were too bitter to host a United World College safely.

Two reasons were principally responsible for the failure to open a college in Sarajevo: the costs were disproportionately high for a country ruined by recent war, and few Bosnians or senior representatives of the large and active interna-

tional community could see the relevance of an independent, potentially isolated and outwardly privileged international school in the suburbs of a city that was struggling to rebuild itself physically and economically from almost total destruction.

On the positive side, some leading figures gave their public support. The High Representative in Bosnia and Herzegovina, Wolfgang Petritsch, presided over the first ever press conference to introduce the project; Martti Ahtisaari, who had been the key-note speaker at the Prague Conference in November 2000, gave his backing; Kofi Annan placed his authority as UN Secretary General behind the proposal; and Professor Lamija Tanović, now Head of the Cultural Affairs Department of the Ministry of Foreign Affairs and Bosnian Ambassador during the 1990's war in Denmark, telephoned David Sutcliffe in London to ally herself with the initiative - it was she who had earlier persuaded the Druga Gymnasium in Sarajevo to adopt the International Baccalaureate.

*“I would like to draw your attention to the great merits of a project presented to me by the United World Colleges which aims at establishing a campus in Ilidza, near Sarajevo. Their focus is, as you may know, on high quality international and civic education for future leaders, which will provide an invaluable service in Bosnia and Herzegovina. I have given my full political and moral support to this valuable project, and I would hereby like to encourage you to also provide as much support as you can.”*

– Wolfgang Petritsch, High Representative for Bosnia and Herzegovina 1999-2002, letter of recommendation, April 2002



*“I am writing to tell you how highly I think of the proposal to establish a United World College in Sarajevo ... Education remains the weak link in all our efforts to rebuild civil society in our country ... a concrete initiative of this kind can have a quite disproportionate role at this critical stage in our country's development”*

– Dr. Zlatko Lagumdžija, Minister of Foreign Affairs in Bosnia and Herzegovina, April 2002



*“I personally believe that education is one of the most central conflict prevention tools in the long term. Furthermore, young people in the Balkans need more opportunities for high-level academic education to give them a brighter perspective for the future. I find the proposal to open a United World College in Sarajevo extremely important and I am delighted to lend my name to the project”*

– Martti Ahtisaari, Nobel Peace Prize Laureate, Former President of Finland, letter of recommendation, May 2002

# A UNITED WORLD COLLEGE IN THE POST-CONFLICT SOCIETY?

Some Questions  
and Answers from 2002

*“To me this is the weakness of the UWC movement: no funds for development work. I would like to have a clear answer from the UWC in general and Duino in particular as to whether they wish to support the project financially.”*

– Pilvi Torsti to David Sutcliffe

Q & A paper was completed by Sutcliffe, Torsti and Besse in 2002 to support introductory materials of the UWC work in Bosnia and Herzegovina.

**-International education, especially at the pre-university level, is best pursued in neutral and stable countries where the students, above all those from conflict areas, can feel a sense of security and distance from their home conditions and handle them in discussion with others in a more objective and rational way.**

This was the sensible, probably the only way to launch international education and the United World Colleges. It is, however, time to bring the expertise developed over several decades to areas in which it is needed more urgently than anywhere else and in which, for self-evident reasons of finance and security, it has not hitherto been available. There is the challenge to the idealism of international educators. There is also the strong probability that international education will itself learn new lessons and be greatly enriched by exposure to the raw nature of conditions “on the ground” in such countries.

Countries such as Bosnia have bitterly earned the right to the attention of the world of international education. If they have not, who has?

**-A United World College is expensive and elitist. Bosnia, in common with the region of South East Europe as a whole, has other and more pressing priorities.**

It is impossible to argue against the claims of vocational education and the reform of university structures in Bosnia’s list of educational needs.

At the same time, the country and the country’s teachers will welcome a college which demonstrates clearly in the composition of its teaching staff and student body, and in its academic and extracurricular programmes, an unhesitatingly practical, daily commitment to international and inter-ethnic understanding. The worldwide authority of both the United World Colleges and the International Baccalaureate Organization will ensure exemplary standards. In turn, these will promote the recognition of Bosnia throughout the region and further afield (the UWC has national and selection committees in 120 countries, and the IBO has member schools in over 100 countries). Confidence building will be the College’s most important national role.

**-Hundreds, perhaps thousands, of Bosnia’s most able young people have already left the country. More are constantly seeking opportunities of following them. A United World College will simply exacerbate this drain of talent.**

There is both a short and a long term view. Unquestionably, the College’s graduates, equipped with the IB Diploma, will be welcomed by prestigious universities in the Western world. Most, perhaps all, will seize such opportunities. UWC experience over the past twenty years, however, in which hundreds of their students from Central and Eastern Europe have attended the world’s finest universities in the West, above all in North America, indicates that these students are returning in increasing numbers, now



approaching 80%, to their countries of origin, bringing their additional qualifications and experience to the benefit of the impoverished economies and struggling societies. They see their countries' needs in a new light. Moreover, the presence of an institution such as a United World College will help to persuade many young people, including those unable to attend the College, that Bosnia too has a future on a par with other countries in the West.

**-Parents from safe Western countries will not allow their children to attend even the final two years of secondary education in Bosnia.**

Many will not, at least to begin with. But the reputation of the United World Colleges will ensure that some do. UWC parents from Western Europe and North America have for example entrusted their children to United World Colleges in Swaziland and in a remote area of India. Is there any other organisation that could undertake to bring gifted students from the West to Bosnia for two complete years of secondary education?

**-The International Baccalaureate would be an attractive option for Bosnian schools but is far too expensive as a model in any future educational reform. At best, it could be introduced into a tiny number of existing schools, following the example of the Druga Gymnasium in Sarajevo.**

At first sight a deterrent, this is one of the most powerful arguments for the creation of the College. Bosnia, we argue, has a pressing need for practical models in the curricular reforms envisaged for the immediate future. Bosnian teachers require encouragement, points of reference and benchmarks, contacts with colleagues from other countries and other systems, access to materials and expertise, and routes to higher professional qualifications for the sake of their own motivation and advancement.

The College intends to operate a centre of teacher in-service training, with its own director and staff, if possible in close cooperation with the IBO. Teachers will be welcomed to the College throughout the academic year on individual and small group visits. Seminars and workshops will be organised both in the College and in other premises across Bosnia. Residential courses will be held in the College buildings in the Christmas and summer vacations. The College will be constantly inviting lecturers and educational experts from abroad and will ensure that they are available to local teachers. The College intends to create an international library and resource centre in pedagogy. The College will seek to act as a source of advice and administrative help for Bosnian teachers wishing to take professional courses, whether full time, part-time or extramural, in educational departments and universities in other countries.

**-The College project is nothing more than an unrealistic act of faith.**

It is indeed an act of faith. All education shares this point of departure. But neither Bosnia nor South East Europe as a whole can be rebuilt, or achieve integration with the European community, without this confidence and optimism. It is a critical time. The international organisations face rapidly diminishing budgets and the withdrawal of staff. Their resources are constantly required elsewhere. Yet the tasks they accepted after the Dayton Agreement remain unfinished. At too late a stage, education has been recognised as a vital key for the future. Some uncompromising reflections of the Head of the UN Mission to Bosnia, Jacques Paul Klein, against the background of the imperative need for the continuing presence of NATO and SFOR, make the underlying issues clear.

*“We have now also looked further at this, and – again – the news is bad. The UWC proposal would not be eligible for funding either under the Programme for Development of Civil Society (PDCS), or under the European Initiative for Democracy and Human Rights (EIDHR).”*

– Letter to Antonin Besse from Antony Cary of the European Commission, January 2003.

*“...we have no time to spare. The longer the Balkans remain in a no-man's land, the more time there is for the region to become rife with anti-European influences. In the Balkans we have all been challenged to do our work better, to understand the nature and complexity of the region, and to use the right tools and strategies to reach our objective...That objective can be clearly stated: to transform the Balkans and equip it to sustain liberal democracy and the rule of law, grounded in efficient and effective institutions, supported by prosperous market economies integrated into the European Union. There is no viable alternative. As Helmut Kohl once said, ‘The policy of European integration is in reality a question of war and peace in the 21st Century.’”*

*“Yet, if funding is supposed to be provided via the Stability Pact, it might be necessary to increase the percentage of currently 24 % Bosnian students to a substantially higher total percentage of students coming from the Balkans (around 2/3 of the students to come from SEE countries)”*

– Dr. Erhard Busek, Special Co-ordinator of the Stability Pact for South Eastern Europe to David Sutcliffe, December 2002



# MOSTAR

*“The town’s old Gymnazium was established in 1878. In 1991, it had more than 1100 pupils. It was one of the finest schools in the country. In the war it was destroyed, along with the famous bridge...For the Gymnazium, physical restoration is not enough. It deserves to be come once again a model for quality and leadership in education.”*

– In International Education in Post-Crisis Societies: The United World Colleges and the International Baccalaureate Organization Initiative in Bosnia and Herzegovina, published by UWC-IBO Initiative in Bosnia and Herzegovina

By 2003, the City of Mostar had emerged as a litmus test of the international community’s ability to achieve reconciliation. Responsibility for the coordination of educational reform across Bosnia and Herzegovina was also transferred by the new High Representative, Lord Ashdown, from the High Representative’s Office to the Organisation for Security and Cooperation in Europe (OSCE).

The OSCE rapidly developed its own proposals for the integration of Bosniak and Croat classes in the still largely ruined Austro-Hungarian building that had been home to the prestigious Mostar Gymnasium since the late 19th century. Pilvi Torsti travelled to Mostar to explore the possibility of introducing the International Baccalaureate with the participation of UWC international scholarship students. Her proposal was not judged relevant to OSCE plans.

In a change of heart, in January 2004 the OSCE invited Pilvi Torsti to return. Money was now available from the Norwegian Embassy to fund science laboratories and science classes on condition that they were taught to integrated classes, i.e. with no national or ethnic divide. At this stage Croat pupils under Croat administration were attending classes on the partly restored ground floor. The remainder of the building was a total ruin. There was neither space nor the polit-

ical readiness to allow Bosniaks to return to the school building. The situation was made all more dramatic by the fact that the dividing line in the city between the Bosniak and the Croat communities had left all the secondary school buildings on the Croat side, forcing the Bosniaks to use primary school facilities mainly in the evening hours. The Mostar Gymnasium building had been on the front line during the fighting; hence its complete destruction. Now it stood on the street dividing the city of Mostar into two parts.

The UWC team was invited to return to Bosnia and to present plans and a budget for an opening of a UWC as part of Mostar Gymnasium’s planned re-opening in September 2004, in only a few months’ time. The imminent completion of the reconstruction of the Mostar Bridge was generating very strong pressure for the simultaneous public creation of bridges in education. Despite powerful insistence from the Head of the OSCE, Ambassador Robert Beecroft, the UWC team Sutcliffe, Besse and Torsti took the decision in March 2004 that a promise to start five months later was irresponsible. It declined the OSCE request. Lamiya Tanović said later it was the UWC refusal to commit itself under these circumstances that convinced her she was dealing with serious people.



# THE LESSONS LEARNED

*“It is our conviction that this push for quality international education in Bosnia-Herzegovina can only succeed if it is introduced into at least two schools – hence our proposal for simultaneous action in Mostar and Sarajevo. Mostar will be the important torchbearer, but should not be alone. The team is also convinced of the potential for very significant further development. The key to long term success lies however in the successful launch of a pilot scheme. The re-opening of the Mostar Gymnasium offers an unrepeatable opportunity. It must be taken.”*

– Besse, Torsti and Sutcliffe in September 2004



The rebuilt Mostar Bridge re-opened in summer 2004

The transfer of UWC efforts in Bosnia and Herzegovina from Sarajevo to Mostar since late 2003 and more intensively from autumn 2004 onwards was the key to eventual success. Mostar, the scene of such bitter fighting and still a critically divided city in both mentality and practical administration, a wounded community, was at the very same time a clear focus and litmus test for international aspirations and international aid. It remained a formidable challenge to the diplomatic world, the destruction of its bridge having been a symbol for the world of its continuing vulnerability and division.

The relevance to the UWC mission in international education in the historically valuable building, now a war ruin; the challenge of restoring to this once-famous school its former role as a leader in education; the prospect of joining forces with all those who were determined to revital-

ise Mostar itself in the face of bitter antagonisms – was an opportunity that, if seized, would carry its own message and mission.

The insertion of a United World College into the premises and the life of a national school, the students living in local accommodation and taking part actively in city life with their international composition and UWC ideals, would create a whole new dimension for the UWC movement itself and for international education as a whole.

But the planned College, in addition to this direct involvement in a national school, must ensure that its contribution extended far beyond Mostar. A privileged academic institution, however strong its immediate local roots, was an inadequate model for the problems facing the post-conflict society of Bosnia and Herzegovina.



2nd November '04

Dear Tony,

We shall only know, looking back, whether we really did turn a corner over the past few days. It has been a lonely road for the three musketeers, and the milestones have all too often shown that the distance to our destination has grown longer, not shorter. Probably too we have sometimes taken the wrong road.

However, we now have

- a clear plan of action
- a realistic timetable
- a feasible financial goal
- the participation of all three ethnic communities in Bosnia
- the direct and formal backing of our two organisations
- the prospect of Pilvi "on the ground" to put our plans into action.

We cannot underestimate the difficulties ahead. We have identified them clearly enough in our e-mail exchanges. But the purpose of this letter is different. It is simply to thank you for unwavering faith in the outcome, and your generosity in lending the whole team a lift.

Marek :

David :



"The three musketeers": as the trio David Sutcliffe, Pilvi Torsti and Antonin Besse has been called, on their first visit to Mostar Gymnasium in late 2003 which led to the first proposal of the UWC involvement as part of the revitalisation of the prestigious school. On the left a letter of David Sutcliffe to Antonin Besse, an example of numerous emails, notes and telephone calls exchanged between the team 2001-2005.



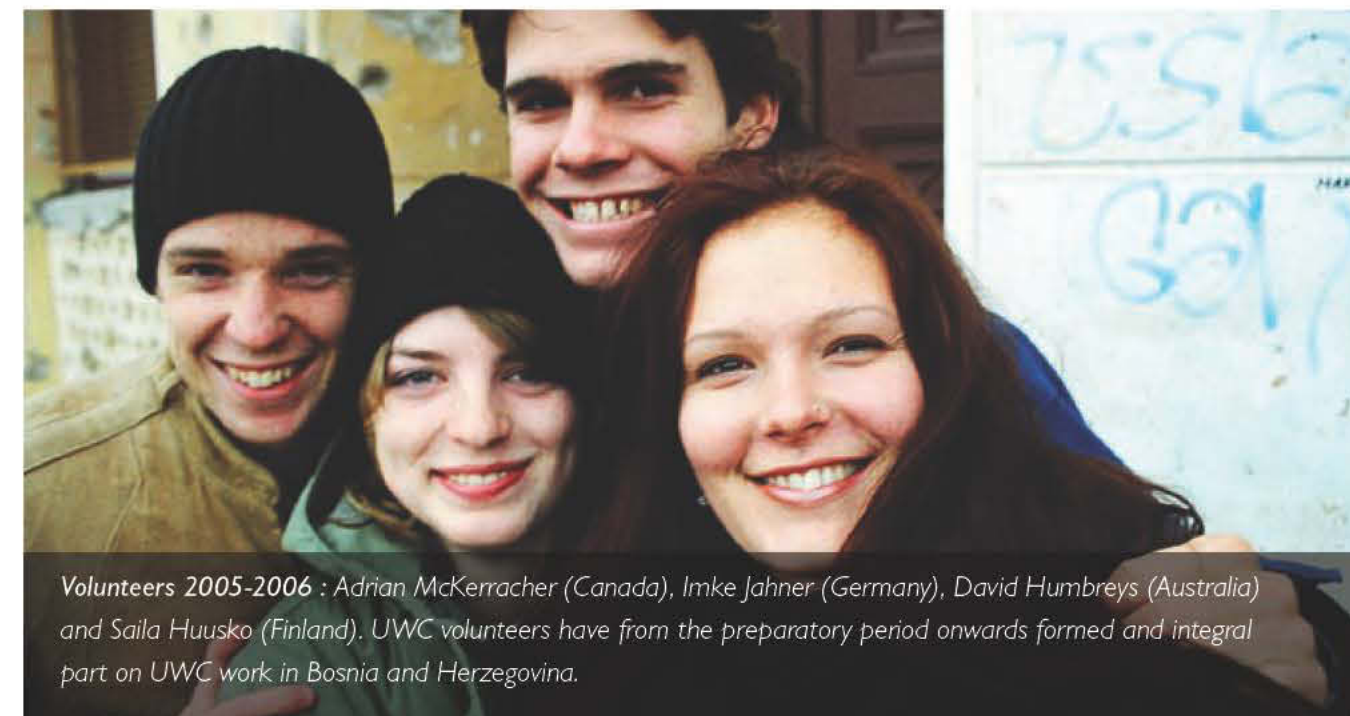
# THE PREPARATORY PERIOD 2004–2006

Direct contact with the Norwegian Embassy after the decision not to proceed in September 2004 revealed immediately that the promised funding was still available if it could lead to integration between the Bosniak and Croat pupils who would shortly be entering the Mostar Gymnasium building but in separate classrooms under different teachers for different curricula and different examinations. In happy contrast with many Bosnian schools working on the principle of “two schools under one roof”, the Gymnasium can be proud of having immediately introduced a unified administration, although teaching remained segregated.

The simplest way forward was laboratory class-

es in the natural sciences, albeit in lessons that would fall outside the formal, officially approved curriculum. The Adriatic College now seconded its senior scientist, Mark Sylvester, for one year, 2005-2006, at its own expense, to design modern new laboratories, equip them, and begin the teaching. He was assisted by Valentina Mindoljević, a physicist in the Gymnasium, subsequently to join the staff of the College and to succeed to the Headship of UWC Mostar in 2010.

A series of visits by “the three musketeers” Pilvi Torsti, Antonin Besse and David Sutcliffe, actively assisted by Lamija Tanović, maintained the pressure. Torsti, with her local knowledge and contacts and mastery of the language



*Volunteers 2005-2006 : Adrian McKerracher (Canada), Imke Jahner (Germany), David Humbreys (Australia) and Salla Huusko (Finland). UWC volunteers have from the preparatory period onwards formed an integral part of UWC work in Bosnia and Herzegovina.*

thanks to her doctoral dissertation on Bosnia and Herzegovina published late 2003, succeeded in recruiting fellow ex-student Ivana Jurisić of the Adriatic College from Mostar to set up experimental projects in community service in Mostar, exploring the terrain for potential activities by the College. There now occurred some critical events.

Pilvi Torsti, on her own initiative, secured a grant from the Finnish Cultural Foundation, long a supporter of the United World Colleges, that would enable her to leave her lectureship at the University of Helsinki and to concentrate on UWC work full-time. She then moved with her husband, Samuli Simojoki and young son Eli-

as Simojoki to Bosnia and Herzegovina for 18 months to lay the detailed groundwork, administrative and financial, for the opening possible of the College.

Antonin Besse now agreed to underwrite a budget for Pilvi's work. Pilvi Torsti had made it a condition of her move to Bosnia that her draft programme of activities - teacher training, a conference on post-war international education, and advocacy of voluntary community service on the UWC model - would be fully funded. The shortfall was 130,000 Euros. Antonin Besse accepted this commitment on the understanding that fundraising for these preparatory activities would continue with undiminished energy. His final ob-





ligation was reduced through successful additional fundraising to 30,000 Euros.

Her way clear, Pilvi moved to Sarajevo in February 2005 and set up a development office. Mirna Jancic, an IB graduate from an International School in London but herself from Sarajevo, became her assistant, and they were supported by a succession of UWC graduate volunteers in both Sarajevo and Mostar. Fully devoted to the project Janjic took charge of the operations of the Sarajevo office during the critical months in the spring 2006 when Pilvi Torsti was on maternal leave and became later the successor of Pilvi Torsti as the programme director in Sarajevo 2006-2007.

The year 2005 also brought to fruition George Walker's statement in Prague: the role of combined operations by like-minded individuals and organisations.

*“Preliminary correspondence with the Director General of the International Baccalaureate has indicated a readiness to explore the concept of a joint UWC-IBO initiative, but it is far too early to assume such an outcome. Clearly a joint project will be far more powerful and far more effective than otherwise. Nonetheless, should IB participation remain slight or even not be available at all, the College, with UWC backing, has the potential under the right leadership, to make an even more decisive contribution than that made by the Atlantic College in the early days of promulgating*

*the IB diploma in the United Kingdom.”*

– In United World College of Sarajevo: An International Proposal for Educational Renewal and Leadership – Progress Report September 2002 by Sutcliffe, Torsti and Besse

Tony Besse, a member of the IB Council of Foundation, won the attention of the IB President,

ed venture, the introduction of the IB curriculum and diploma examinations into the leading gymnasium in Banja Luka. Banja Luka was thereby enabled to join the Druga Gymnazium in Sarajevo, already an IB Diploma school. At a later stage the full resources of the IB Development Office were placed at the disposal of the Mostar College for fundraising, above all in the United States. This was a really significant partnership.




Elisabeth Rehn meeting the Prime Minister Mladen Ivanić of Republica Srpska in Banja Luka to present UWC plans.

Monique Seefried, and of George Walker himself. George Walker, with Keith Clark, Executive Director of the UWC, visited Mostar and joined Pilvi Torsti in meetings with key individuals across Bosnia, including the Head of the OSCE. The project took the new title: “The UWC-IBO Initiative in Bosnia and Herzegovina”.

This title was far more than symbolic. The IB for a limited period granted helpful financial concessions, funded the attendance of a number of Bosnian teachers at IB workshops, accelerated the recognition process for the future College in Mostar, and did the same for an important relat-

“Founded in the “Cold War” years of the 1960’s, UWC and IBO [International Baccalaureate Organisation] are separate organisation but have cooperated closely and derived enormous mutual benefit in their shared task of advancing the cause of international education. This is however the first time they have formally joined together to launch a new pioneering initiative” In International Education in Post-Crisis Societies: The United World Colleges and the International Baccalaureate Organization Initiative in Bosnia and Herzegovina, published by UWC-IBO Initiative in Bosnia and Herzegovina.



A photograph of a street in Mostar, Bosnia and Herzegovina. On the left, a large, multi-story building is severely damaged, with its upper floors missing and its structure exposed. To its right, another building is also damaged, showing its brick and concrete frame. In the background, a hill rises with a large white cross on its peak. The street is filled with cars, including a white taxi and several dark-colored sedans. A person in an orange shirt is walking on the sidewalk. The sky is blue with some clouds.

*“The realisation of this project will create the unique situation of an identical curriculum being taught in the three most important cities in Bosnia, which are also the centres of the three national communities. The pioneering and emblematic role of the Mostar Gymnazium, with all three national communities in the same school for the first time after the war, will be especially significant.”*



# GOVERNANCE



*Professor Lamija Tanović (left) and Elisabeth Rehn have played an instrumental role in the local and international governance structures of the project.*

Did Bosnia in 2005 offer an adequately reliable legal and financial environment for the fundraising and governance of a new United World College?

A visit by Tony Besse and David Sutcliffe to Helsinki in 2005 clarified the way forward. They, with Torsti, met Elisabeth Rehn – United Nations Special Rapporteur on the situation of Human Rights in The Republic of Croatia, FRY, Bosnia and Herzegovina and FYROM (1995 to 1998), United Nations Under-Secretary-General, Special Representative of the Secretary General in Bosnia and Herzegovina (1998 to 1999) – in a noisy café and, immensely strengthened by her immediate enthusiasm and readiness to become involved, then proposed a Finnish Association as the governing body.

This was set up on 3rd August 2006 under the name Education from Conflict to Internationalism with the invaluable guidance of the senior partner Seppo Kemppinen, one of Finland's most distinguished experts in charitable law working at attorneys at law Borenus. Its statutes defined its purpose: "To foster education and international understanding in conflict and post-conflict societies and to improve the access to education for the youth, teachers, youth activists and educators in these societies." The Foundation then appointed an Executive Committee to act on its behalf in Bosnia and Herzegovina under the chairmanship of Professor Lamija Tanović.

# THE DECISION TO OPEN

Precautionary advertisements were placed for staff recruitment in early 2006, but financial uncertainties delayed the final decision to go ahead that year until late March. The formal green light was given that month by the UWC International Board, supported by the IB decision to authorise the College as an IB World School from September 2006. The Head, Paul Regan, also just appointed, was able to move forward rapidly. To ensure an effective start the necessity was recognised of appointing a significant number of experienced IB and other international teachers on better contractual terms than were available for Bosnian colleagues. UWC national and selection committees, and their student applicants, responded eagerly to the excitement of founding a new College in such challenging circumstances.



*During 2005-2006 a small dedicated team worked in Sarajevo and Mostar to realise a dream, to open a UWC in Mostar. Preparing towards the opening of the college from left Mirna Jancic (project coordinator in Sarajevo), Ivana Jurisić (project coordinator in Mostar), Mark Sylvester (manager of the science laboratory development in Mostar seconded by the UWCAd, later first IB coordinator of UWC Mostar), Hadda Najeem (UWC graduate, volunteer from the Maldives), Joonas Govenius (UWC graduate, volunteer from Finland) and Pilvi Torsti (programme directors) in her lap Kaius Simojoki, Torsti's younger son who was born in Sarajevo in March 2006, four days after the formal decision to open UWC Mostar in September 2006 was taken.*





*First UWC students started in Mostar Gymnasium in September 2006 sharing the building with the Croat and Bosnian national curricula students.*



# SOME MILESTONES ON THE WAY TO OPEN



*In late 2004 a trip Mostar-Sarajevo-Banja Luka by Sutcliffe, Besse and Torsti (+ 6 months old Elias Simojoki) led later to an important proposal to involve three schools and three cities into UWC-IB work.*

## 2000

The first concept paper drawn up in the UWC Adriatic in Duino, Italy, when Pilvi Torsti meets David Sutcliffe on her way to Sarajevo.

## 2001

Antonin Besse and David Sutcliffe meet Pilvi Torsti in Sarajevo in January for the first exploratory visit.

## 2001-2003

Determined attempts to found a UWC in Sarajevo are unsuccessful.

## 2003

Pilvi Torsti visits Mostar to propose to the OSCE an IB

programme in the war-ruined Gymnasium but is rebuffed

“We may have a subsidiary project in Mostar, smaller in size and scope, and principally to commend ourselves to the “international community” and to make ourselves more eligible for current finance.”

– A UWC in Sarajevo – A Review 15th September 2003

## 2004

The UWC team is invited after all to submit proposals for a College to open in September of the same year. The school building is still largely a ruin and, despite strong pressure, the invitation, accompanied by generous Norwegian funding, is turned down.

“The Norwegian Embassy has confirmed to grant 400.000 Euros, which will be paid directly to UWC. Japanese Embassy has confirmed a grant of 75.000 Euros, again

payable to UWC, to provide the IT facilities. 525.000 Euros remains to be raised to enable a 2004 start.”

– Interim Report on the Visit to Bosnia 21-26 March 2004, written 23rd March 2004 by Sutcliffe, Besse and Torsti to the Board of Directors of United World Colleges at the Meeting at Nordic College 25-27 of March 2004

“During the 2004-2005 school year the partially-restored Mostar Gymnasium has hosted Croat (250) and Bosniak (200) pupils following separate curricula. This is the first year that both groups use the same building since the war. While there have been no violent incidents, interaction between the students from the two groups is poor or non-existent. 250 Bosniak students are still waiting to return to the building.”

– UWC-IBO Initiative in Bosnia and Herzegovina: Progress Report February-May 2005 by Pilvi Torsti 17th of May 2005



# 2005

## February

The Finnish Cultural Foundation announces a three-year grant of 176,000 Euros in part to fund Dr. Pilvi Torsti as Project Director for a start-up period 2005-2006.

*“In February 2005 Pilvi Torsti met with the newly elected mayor of Mostar Ljubo Beslić and the President of the Mostar city administration Murat Corić to present the UWC-IBO proposal and to negotiate about the use of space in the Gymnasium building...The city authorities promised to take the proposal to the City Council. On 12th March the City Council unanimously supported the UWC-IBO proposal for the Gymnasium. On 15th March the President of the City Council, Murat Corić, appeared on the main TV news channel to press the importance of completing the building for the IB programme.”*

- UWC-IBO Initiative in Bosnia and Herzegovina: Progress Report February-May 2005 Draft by Pilvi Torsti 17th of May 2005

## May

*“The Mostar Gymnasium reconstruction funding has almost been secured and the City of Mostar should receive the funds in July 2005. The City Council in Mostar has unanimously supported the project, as has the newly appointed Head of the Gymnazium in Mostar.”*

– UWC-IBO Initiative in Bosnia and Herzegovina: Progress Report February-May 2005 by Pilvi Torsti 17th of May 2005. (Funds were supplied by the Council of Europe Development Bank in recognition of the significance of the UWC-IBO Initiative involvement. The intervention of Elisabeth Rehn was a major factor.)

The senior scientist from UWC Adriatic, Mark Sylvester, on secondment from Italy, designs and supervises the construction of new laboratories for the Gymnasium and the future college. He is assisted by Valenti-

na Mindoljević, a physics teacher in the Gymnasium. Together they found the Mostar Science Teachers' Association for both Bosniak and Croat members.

*“Pilvi Torsti, Matthew Newton and Claude Kieffer from OSCE presented the project proposal for laboratory set-up course design and teacher training] to the Norwegian embassy seeking additional funding for human resources for the spring 2006 in order to contract physics teacher Mark Sylvester from UWCAD for the full school year 2005-2006. Norway approved the additional 50.000 Euros funding in early May 2005 and will give the money directly to UWC-IBO.”*

– UWC-IBO Initiative in Bosnia and Herzegovina: Progress Report February-May 2005 by Pilvi Torsti 17th of May 2005

*“In the spring 2004 the government of Norway donated 400.000 Euros for Mostar Gymnasium revitalisation project. After UWC-IBO postponement in April 2004 OSCE re-submitted the proposal to Norway. It*

*included 200.000 Euros for science laboratories. The condition of the funding given to OSCE was that it will be used by the end of 2005 and that laboratories will be used for mixed classes only and to be open for all pupils within the gymnasium. There was no reference to UWC-IBO in the donation.”*

– UWC-IBO Initiative in Bosnia and Herzegovina: Progress Report February-May 2005 by Pilvi Torsti 17th of May 2005

## October

Pilvi Torsti presents the College proposal to the UWC International Council in Singapore

*“There will be a one day conference in Sarajevo on Friday 28 October, preceded by student and teacher workshops on the Thursday 27th in both Mostar and Banja Luka, to launch the whole enterprise. Andrew Macle hose, former teacher and director of studies of Atlantic College and Adriatic College is taking a lead in the workshop*

*preparations and the possible follow-up teacher training sessions.”*

– UWC-IBO Initiative in Bosnia and Herzegovina: Progress Report February-May 2005 by Pilvi Torsti 17th of May 2005

## December

The Mostar City Council agrees the timetable for the reconstruction of the Gymnasium and designates space for the College. The Cantonal Ministry agrees to cover the costs of maintenance and to part-fund ten Bosnian part-time teachers.



Queen Noor of Jordan, the president of UWC International, met the leaders of the city of Mostar and UWC-IB project in Mostar in the official opening in May 2007.

# 2006

## March

The UWC International Board approves the launch of the College as a three-year pilot project. The Head, Paul Regan, is appointed and in turn enrolls the founding staff, among whom are representatives of Bosnia and Herzegovina, Finland, Kenya, Canada, Italy and the UK

## September

The College opens with 88 scholarship students from 19 countries



# THE EARLY YEARS 2006–2013



*“March 2007: A delegation of 5 Ministries of Education (Federation, Sarajevo Canton, West Herzegovina Canton, Brcko District and Herzegovina-Neretva Vanton) and the State Ministry of Civil Affairs meet at the college to learn about the school’s accent on quality integrated education, social service activities, focus on practical work in science classes, standards guaranteed through external evaluation, and a smaller number of subjects which are taught in depth.”*

– Annual Report 2006-2007: Monthly overview of key activities 2006-2007

*“During its first year, United World College in Mostar has had*

*considerable publicity. The official opening ceremony of the College was organised on 22 May 2007 in Mostar. This exceptional event was attended and addressed by the President of United World Colleges, H.M. Queen Noor, the Chairman of the Council of Ministers of Bosnia and Herzegovina, Minister Nikola Špirić, the Norwegian Ambassador to Bosnia and Herzegovina, H.E. Jan Braathu, the Mayor of the city of Mostar, Ljubo Bešlić, as well as many officials who contributed to the founding of this outstanding institution in Bosnia and Herzegovina.”*

– Lamija Tanović, Chairman of the Executive Committee

*“Arriving here certainly was a cultural shock. All of us had to learn to live in a city full of destroyed buildings. In fact, soon we came to terms with the fact that Mostar is a tale of two cities. That there are two post offices, two bus stations, etc. that you shouldn’t go out in the evening if there’s a football game in Mostar, that bread can be Bosnian : “hljeb” and Croatian: “kruh”.*

– Elena Garadja, first generation student from Russia, Annual Report 2007-2008



*“Many things weren’t perfect. We wondered how we could succeed academically when we had no internet, no books and our school...while seemingly exotic to a West-European tourist, was in its appearance a rather unsettling reminder of Mostar’s recent past. But these were obstacles that just fuelled our motivation. We had a mission. We carried the flag of being the first, history-making generation of UWC in Mostar.”*

– Jasmina Hodži , first generation student from Bosnia and Herzegovina, Annual Report 2007-2008

*“Those who come from countries currently experiencing war or countries that suffered from war are seeing the country working hard to rise again, making comparisons with their own countries and experiences. But all students, whether from developing or developed countries, are now conscious that wars and disasters caused by humans really do happen around the world and that they are not just part of a very realistic film set.”*

– From Living Together: Residential life at UWCiM, Annual Report 2007-2008



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

– Living Together: Residential life at UWCiM, Annual Report 2007-2008

*“Personally, I really think that our project week should be a good example*

*of the true UWC spirit. It is about daring and it is about establishing communication and interacting with different communities that experience troubles. I believe that we helped the people of Priština (Kosovo) to continue rebuilding something that was destroyed during wartime. We helped them to break the ignorance and create a living space for inspiration in all forms of art, not only theatre, I hope.”*

– Vladimir Rosovski, a student from Russia, Annual Report 2007-2008



*On November 14, the UWCiM Ecological Group organized a big public environmental action “Community Care Day.” The action was an enormous success! The bags were handed out in less than an hour and a lot of young people from other high-schools and many other citizens joined UWCiM cleaning actions, organized on the same day at several locations in Mostar.”*

– Activities and Achievements – List of CAS achievements, Annual Report 2009-2010





*“The University of Bath started the first comprehensive research of UWCiM’s influence on the integration in Gymnasium Mostar and Mostar community.”*

– Summary of Achievements – Other, Annual Report 2007-2008

*“The programme of integrated extra curricular science practicals for all Gymnasium Mostar students successfully continued. Almost all of 800 Gymnasium students from both national curricula attended science practicals.”*

– Summary of Achievements – Cooperation with Schools in Bosnia and Herzegovina, Annual Report 2007-2008

*“UWCiM is the only school in the Balkans and only UWC to have taken part in the global environmental campaign, initiated by the United Nations and the International Debate Education Association.”*

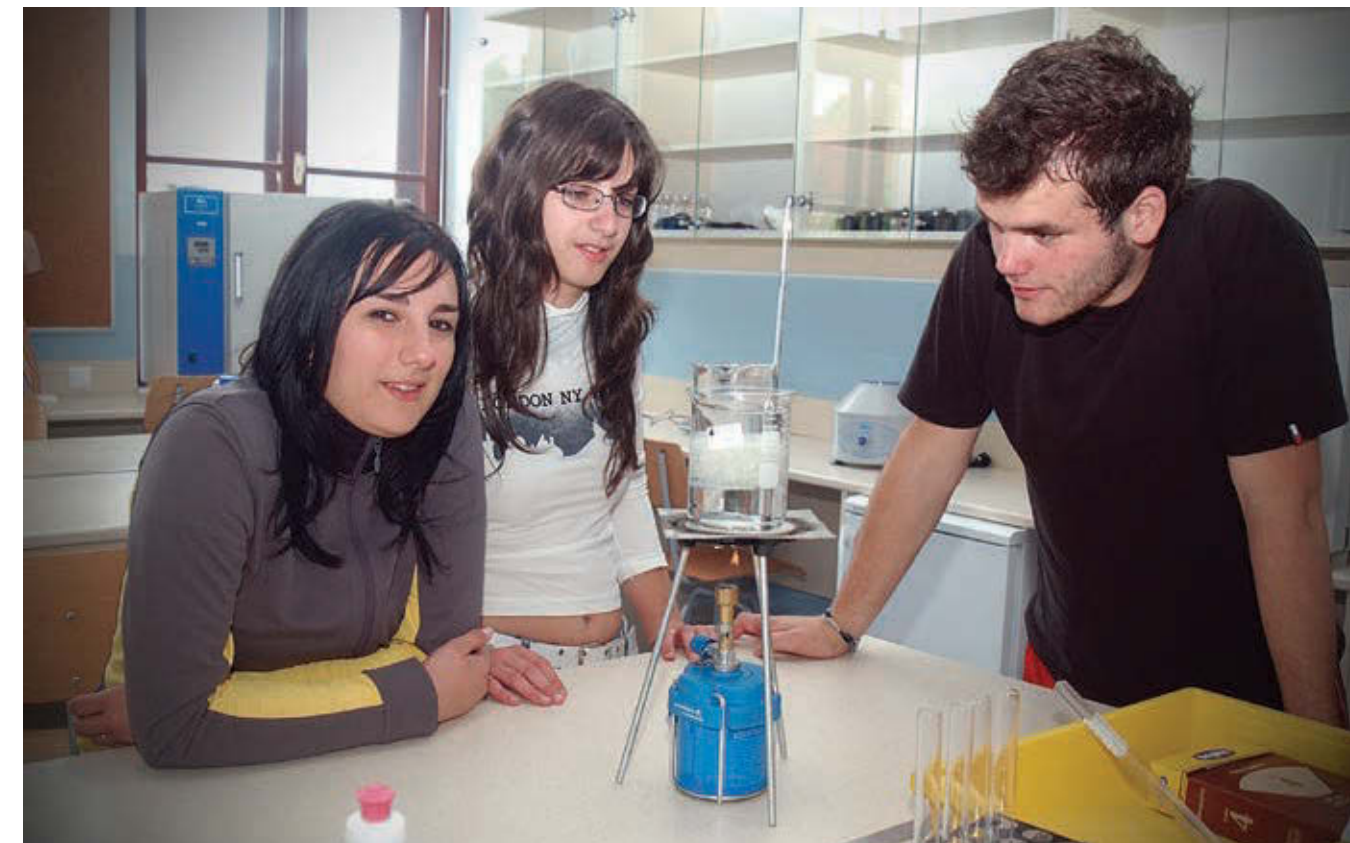
– Activities and Achievements - Community Service Programme (Creativity, Action, Service), Annual Report 2009-2010

*“On November 14, the UWCiM Ecological Group organized a big public environmental action “Community Care Day.” The action was an enormous success! The bags were handed out in less than an hour and a lot of young people from other high-schools and many other citizens joined UWCiM cleaning actions, organized on the same day at several locations in Mostar.”*

– Activities and Achievements – List of CAS achievements, Annual Report 2009-2010

*“On February 10, the UWCiM students organized a public conference “Education Reform in Bosnia and Herzegovina” which gathered the students from ten different schools, who all together represented a diversity of ethnic groups and viewpoints. Such diversity provided a rich source of perceptions and opinions expressed on the subject of educational reform. The gathering resulted in the students’ Declaration on Educational Reform which was sent out to all education ministries in Bosnia and Herzegovina.”*

– Activities and Achievements – List of CAS achievements, Annual Report 2009-2010



*“Mostar robotics team “Spirit of the United Neretva” initiated by the UWCiM student, Ingrid Fielder, which gathered the students from four Mostar high-schools won the “Rooky Inspirational Award” in the International Robotics Competition in Tel Aviv (Israel) organized by Dean Kamen Laboratories”.*

– Activities and Achievements – Prizes and Awards, Annual Report 2009-2010

*“UWCiM officially introduced compulsory learning of Bosnian/ Croatian/Serbian for the international students, as it is essential for their integration in the community”*

– Activities and Achievements – College Development, Annual Report 2009-2010

*“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 cross Bosnia and Herzegovina and the Balkans region, including UWC students from Maastricht and Adriatic Colleges.”*

– CAS Achievements, Annual Report 2010-2011

*“March 2007: The French and German Ambassadors to BiH, Ambassadors Marice Berniau and Michael G. Schmunk respectively, select the UWC in Mostar as the venue to present the first joint French-German history textbook, emphasising that UWCiM serves as proof that all national groups in BiH can work together and find a common interest for a better future.”*

– Annual Report 2006-2007: Monthly overview of key activities 2006-2007



Visit of the IBO Secretary General to UWC Mostar. From left Mark Sylvester, George Walker, Mirna Jancic, Paul Regan, Ancica Covic, Bakir Krpo. On right, George Walker planting a tree in front of the Gymnasium.





# THE FINANCIAL STRAINS

All students are selected for the UWC Mostar within the framework of comprehensive scholarship programmes. The concept of fee-payers attending classes in a national school is not acceptable.

Now, in 2013, the majority of teachers are Bosnian, and all the positions of responsibility are held by staff from Bosnia or the region. The scholarship costs have not risen since the College opened in 2006.

None of this has been achieved without a struggle or price. The College operates year by year on austerity budgets. The facilities, especially in the student residences, are austere.

Every autumn, from 2008 onwards, the Executive Committee was confronted with the question: Can we authorise another student enrol-

ment next September? These anxieties were contemporary with the growing evidence that the college in post-conflict Mostar had become a flagship for the UWC mission. In the words of Lamija Tanović from 2009:

*“This year we faced severe challenges on the financial front. Last November we felt unable to authorize the enrolment of new students in September 2009. However, we came under great pressure to reconsider our decision from many sides, both in BiH and from abroad, and perhaps most of all from the International Board of the United World Colleges...After the initial decision made in November not to enrol the fourth generation of students due to an unsecured financial base, the Executive Committee of the UWC-IB Initiative has resolved to enrol 50 new students for the school years 2009-2011.”*

*“For UWCiM, our very survival beyond 2010 was called into question by the uncertainty of future funding for scholarships. The sense of insecurity which also gave rise to a surge in support and a renewed optimism once a decision was made to enrol a smaller fourth generation.”*

– Paul Regan, Headmaster’s Overview of the School Year 2009-2010, Annual Report 2009-2010

*“Throughout the year we all witnessed great improvements in the teaching process. This is mostly due to the establishment of the professional development committee to oversee the training of the local teachers. They were sent to a number of specialized professional IB workshops in Athens (History, Psychology, Visual Arts, English B, Librarian) but also to seminars in the IB schools in Slovenia and our sister school UWC of Adriatic in Italy.”*

– International Baccalaureate Diploma Programme in UWCiM, Annual Report 2009-2010

*“This last year also saw the high water mark of the role and participation of international staff in the College. The training of local staff which has been going on for four years is now bearing fruit and our staff of local teachers have become expert and experienced IB teachers”.*

– Paul Regan, Headmaster’s Overview of the School Year 2009-2010, Annual Report 2009-2010



# THE CENTRE FOR THE PROFESSIONAL DEVELOPMENT OF TEACHERS

*“The reform of the educational system in Bosnia and Herzegovina with regard to syllabus, methodology and assessment has been painfully slow, and the existing divisions in the classrooms still constitute a major concern for the country’s peaceful and viable future.”*

– Five Years of UWC-IB Initiative in Bosnia and Herzegovina, Annual Report 2009-2010



International education in a post-conflict society cannot be limited to a single school to be effective – or, in the eyes of the local inhabitants, even legitimate.

This became fully clear after the false start in Sarajevo. The influence of international education must penetrate into national schools. A condition of the extensive Norwegian support has from the outset been allied to its impact on the

still- divided local population of the gymnasium in Mostar, the contribution to city life through community service programmes, and its impact on national educational reform as stated in internal memorandum May 2005.

“What we propose must be convincing and rewarding, with recognisable practical consequences, for the local people. It must be tailored to the local situation, taking advantage of nation-



al traditions and accomplishments. If it is élit-ist, it must nevertheless be reasonably accessible to those who want it. It must be capable of further local development to ensure relevance. It must be value for money by standards and figures that we are not accustomed to. To ensure sustainability, it must be dovetailed into existing structures and have strong local participation. To secure funding it must be convincing to international agencies and therefore politically alive. It will indicate clearly a path towards local takeover. To gain credibility and create confidence, it will almost certainly be programmed in incremental stages. Idealism and practical necessity will move hand in hand.” Memorandum 12th May 2005

This was the rationale behind the project’s determination to influence educational reform by combating segregated schools and teaching, by press-

ing for the introduction of external assessment into school-leaving and university entry examinations, and by helping to equip Bosnian teachers with the aspirations and methodology of contemporary IB educators.

The Centre for the Professional Development of Teachers is led by Ivan Lorenčić, who was commissioned by the Slovene Ministry of Education to lead the reform of Slovene secondary education in the mid-1990’s. The principal feature of these reforms was the reintroduction of external assessment into secondary school examinations, combined with the reduction in the number of subjects to be studied and a greater emphasis on dialogue and personal research in the classroom. Ivan Lorencic based his work on his experience of the International Baccalaureate, which he had first encountered in the United World College of the Adriatic in the 1980’s.



Press conference on The Centre for Professional Development Teachers.  
Second on right, the Director of the Centre Ivan Lorenčić.

The Centre for Professional Development of Teachers, an integral part of the UWC work in Bosnia and Herzegovina from the start, has conducted some 20 seminars and workshops for over 650 teachers and representatives of Ministries and Pedagogical Institutes from all parts of Bosnian and Herzegovina. It is still the only organisation to offer such opportunities to all national communities in the country, irrespective of ethno-national origin.

*The activities of the Centre for Professional Development of teachers listed as an annex.*





# COMMENTARIES ON THE PROGRESS ACHIEVED

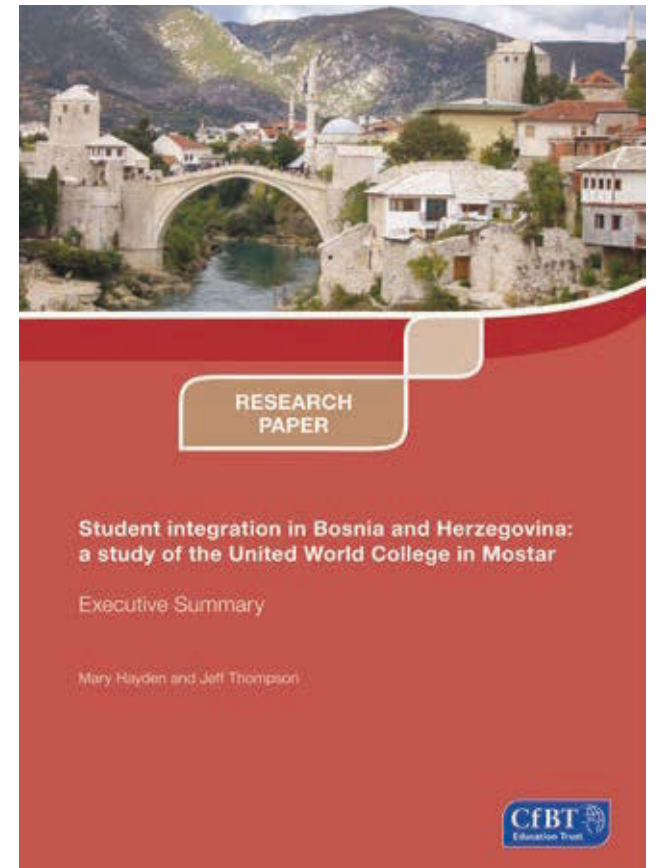
Bosnian Citizens  
UWC Graduates  
Board Members  
Reflections of the Founders  
International Patrons

A research study was undertaken by the University of Bath in 2010 under the direction of Professor Jeff Thomson and his colleague Dr. Mary Hayden. This study examined the extent to which the United World College had achieved one of its major aims - integration between the Bosniak and the Croat communities in the Mostar Gymnazium.

In preparation for the present booklet a questionnaire was circulated in late 2012 to many who had become associated with the project at different stages.

Copies of the University of Bath research study and the full responses to the questionnaire can be obtained from the UWC Mostar.

In the following pages you will find selected extracts from responses to the questionnaire.





# BOSNIAN CITIZENS



“Generations of students have already been raised during the recent 20 years, educated under different curriculums, not having an opportunity to meet each other...the UWC-IBO was something what I like to call ‘exit from the educational chaos in Mostar ... The project has already started to make difference in our domestic education. As the first step, the students from our domestic/local schools are frequently comparing the programmes, talking to each other and expressing their wishes for mutual cooperation.”

– Amela Božić, Political Officer, the Office of the High Representative, Mostar

“The most important for me is that Mostar students have finally been given an opportunity to make a choice and a chance to learn in a different and more contemporary way, and that they now have a chance to continue education abroad...the most important aspect is the Centre for Professional Development of Teachers...the knowledge the Bosnian teachers gain at workshops they immediately apply in their schools and classrooms. It is a step towards education reform in our country.

I think it is, because through the Centre for Professional Development of Teachers (operating within UWC-IBO), successfully led by Mr. Ivan Lorenčić, yielded fantastic results.

Through the workshops organized by this Centre many BiH teachers have been educated thus far. The knowledge they gain at workshops they immediately apply in their schools and classrooms. It is a step towards education reform in our country.”

– Ankica Čović, Pedagogy and Psychology Teacher and Mostar Gymnasium Deputy Head

“The project anticipated the elements of contemporary, worldly, I would say, education...it is an introduction to and the best foundation for the education reform.”

– Bakir Krpo, Gymnasium Mostar Head

“Being myself a survivor of the Bosnian War 1992-1995 I was well aware of the importance of such peace building educational project...for the whole region of Balkans and beyond...a training hub for educators in Bosnia and Herzegovina.”

– Dženan Hakalović, History, Peace and Conflict Studies and Theory of Knowledge

teacher YEARS



“...I felt weak and incapable to change anything in my previous school. I would compare it to Don Quixote fighting the windmills. Only the windmills of the system of our country were not illusionary, but real giants. This was the opportunity to grasp something pure, disinfected from all the prejudices...we teach them how important it is to accept the role of an activist ... the majority of our students come from societies oppressed in this or that way ...those who come from the developed parts of the world learn that the world is far away from being an idyllic planet, they become ready to see and grasp the reality. And the most important virtue of our college is by far its location. This is where the problems exist and this is where the students need to act.”

– Ivana Knježević, English B teacher, Pastoral Coordinator, School Board member

“I started working for UWC Mostar in September 2006 as the Croatian A1 teacher. Prior to this position I was working as a teacher in Gymnasium Mostar. In the beginning, my work at UWC Mostar was a great challenge for me: a new school with the new programme, and after all a new view of the world. There are many people in Bosnia and Herzegovina who would like to see this school, the first in the country to educate students from all ethnic groups together ... what I am really enjoying is communication with our students, because all of them are com-



*Team of the Mostar Gymnasium: Jasminka Bratić, Bakir Krpo and Ankica Cović in a working meeting with Pilvi Torsti and Elisabeth Rehn.*

ing from different countries, cultures, religions and backgrounds. Every day I am learning something new from them, and that is the biggest benefit of this work. In the end, I can say that this experience changed me as a teacher.”

– Ivona Sušac, Teacher of Croatian A1 and Local language, Admissions coordinator, previous CAS coordinator

“UWC gave me tools to support my colleagues in local schools, offer them professional development which they lack due to lack of resources,

inform them of contemporary trends in teaching, infect them with idea that we should all work together on our mutual aim: educating (not only by teaching) young people for the future of this place in order to prevent the events which we experienced twenty years ago.

In autumn 2003 I was invited for a meeting about “some interesting project” by Mr Matthew Newton, the director of the education department of OSCE in Mostar. He was working at that time on integrating the Gimnazija Mostar (Croatian and Bosniak curriculum under the project of Two Schools under One Roof). We met with Pilvi Torsti, David Sutcliffe and Antonin Besse and they presented the idea of opening the UWC in Mostar in Gimnazija building. The day after we went to the building to see the space and plan how the classrooms for UWC could be combined with the space for Gimnazija.

In spring 2004 I also met with Mark Sylvester and we did necessary planning and measurements for the science labs... With Mark Sylvester and the volunteers we equipped the labs and started integrated science classes for Gimnazija students funded by the Royal Norwegian Embassy in Sarajevo ... it was also a school year in which we organized the first seminar for local teachers’ development for sciences and mother tongue teachers. At that time we also started the Science Teachers’ Association, which was the first organisation for science teachers of both curricula in town.

In July 2006 the first group of teachers attended the IB workshops in Athens together with Banja Luka IB teachers as at the same time the IB department in Banja Luka was being founded. I was employed to teach Physics from the very beginning and was working still full time in Gimnazija. In October 2006 I also volunteered to be a house-mom and moved to one of the initial residences. In September 2007 I moved completely to work in the College and continued working as the house-mom + TOK teaching. In the first four years I had been running and organizing the science classes for Gimnazija students, which were attended by more than 1000 students in total. In January 2008 I became the assistant to IB Coordinator, in September 2009 Director of Studies, in July 2010 I took over the head’s position.

... In the post war period, when education became separated and a tool of politics, which we had in former Yugoslavia – one felt pretty much alone in still having the ideals and taking education in completely different context, student based and as a post of any society .... So, the idea to be able to contribute in getting young people together, give them proper knowledge that they deserve, equip them with skills and values necessary to rebuild this society was overwhelming.

On the other side, I have truly appreciated the opportunity of sharing all this with the local community. UWC gave me tools to support my colleagues in local schools, offer them professional development which they lack due to lack





of resources, inform them of contemporary trends in teaching, infect them with idea that we should all work together on our mutual aim: educating (not only by teaching) young people for

the future of this place in order to prevent the events which we experienced twenty years ago ... For international education it is a great example that this was possible to do in a developing post-conflict country showing how much the sense of internationalism and education based on it can help rebuild and influence this aspect of a society.”

– Valentina Mindoljević, teacher of Physics, Mathematics and Theory of Knowledge, Director of Studies, from 2010 Headmistress.

“The division among young people in whole Bosnia and Herzegovina and in particular in Mostar hurt me so much and it still hurts. I grew up in completely different atmosphere. I finished the same school where the College was supposed to be. And we were all different nationalities there and still were able to have the best period of our lives all together even not being aware or interested who was of which nationality. I thought that the project was an excellent idea to give a



chance to young people to finish their secondary education in such atmosphere again ... the students from Bosnia and Herzegovina become the best ambassadors of the country in the world.”

– Velema Rokša, Administrative Coordinator

“Being the Minister of Education, Science, Culture, and Sport of the Herzegovina-Neretva Canton, I have been involved in the project since it was still just an idea, around the years 2004 and 2005 As, in a way, I monitor and create educational policy in Herzegovina-Neretva Canton, I wish to emphasise that UWC Mostar has been accepted seriously and with due respect in this town. I know of many local students who wish to enroll, and I know of many of them who attempted to enroll but did not succeed. I think that Headmistress Mindoljević has to be given credit for a job well done and the favourable reception of the college in Mostar.”

– Jago Musa, Former Minister of Education

“From 1998 to 2006 I was acting as a Selection Contact Person for Republika Srpska. I am proud of being involved in offering UWC scholarships to students and happy to know they made remarkable achievements.”

– Marica Šeatović, Local employee of the International Committee of the Red Cross in Sarajevo now and earlier in the ICRC office in Banja Luka

“First I worked as the Project Coordinator and then as Development Director for the initiative. This all happened between 2005 and 2007 ... I was extremely motivated by the possibility of the initiative to bring together students of various national groups, from across Bosnia and Herzegovina, to study together in the same classroom, to live together, to celebrate each other’s traditional holidays, to learn history through mul-



ti-perspective lens, to learn to think critically, and to experience the international context through friendships with international students.”

– Mirna Jancić Doyle, Education Consultant

“In the August of 2006 I heard from the employees that the UWC in Mostar is considering starting Visual Art Classes at college ... I applied and was soon called for an interview with Mark Sylvester and Mr. Paul Reagan. ... at that time I considered it to be just another teaching job, but I soon found out that it is more than just passing knowledge to others. It was a fulfilling experience in which I was closer to my calling of an artist, and profoundly closer to true education than our national curriculums were offering to Bosnia and Herzegovina students. I cannot say that I had any disappointments over these six years. I was only hoping that during that time our national school system, at least in our county that has the education under its jurisdiction, would absorb or accept some of the excellent things from the IB approach to education.”

– Saša Šantić, Visual Art Teacher, Head of Arts Department and a member of the School Board

“I met Pilvi Torsti in 1999 when she came to Bosnia and Herzegovina in order to work on her master’s degree. Later, when the college was founded she realised that I would be relevant person as a member for the UWC National Committee ... At first, I was not aware of the task that was expected of me. I was not aware of the importance of quality and everything else at that time. I learned about UWC a lot from former students from Bosnia, who were educated in India,



Italy, Norway, before the UWC opened in Mostar ... the connections that students make with the local community are important ... graduation from the IB is also important because it opens the doors to university education in around the world ... After each selection I am always disappointed that we cannot accommodate more students. In selection I face the dilemma of how to opt for one of several equally good students? ... I'm thrilled with the way the classes are organized in the college and the way in which students are placed and by the fact that children are learning from our teachers and professors from abroad."

– Suada Ninić, Assistant to director - Head of Cabinet Agency for Pre-primary, Primary and Secondary Education

"The first generation of students was accommodated in our hall of residence. So, we have been providing accommodation to students since August 2006. In 2007 the college asked us to prepare part of the meals for students. After three months, a survey was conducted and it showed that 90% of students were satisfied with the quality and organization of our service. The College management offered to us to take over the

entire board. We accepted and have been doing it since ... our aim is not just finishing it, through our job it become friends with the college ... the students that we talk to every day transfer part of their energy and enthusiasm to us, and we transfer it to our job that we wish to improve all the time.

We have been sharing the same house for seven years now. We are not aware of any incident on ethnic, national, political, religious, geographical or other grounds. We only see students living together, socializing, helping one another, sharing bedrooms, sorrow and joy.

After watching the news on TV, it becomes even more interesting to read the names of students on bedroom doors and realize over and over again that they come from every corner of the world, in particular from the Middle East and former Yugoslavia, and despite that live together and enjoy their time here, respect one another without prejudices.

What connects them is not the past, but the future. We think that all of us who are involved in this project should struggle for its future."

– Zdenka Sušać, Director and Founder of Bijeli Brijeg Hall of Residence and Ivan Sušać

"The most important aspect in UWC Mostar is that young people belonging to different cultural, ethnic and national backgrounds live and learn together in peace ...

Bosnia and Herzegovina, due to its political-historical context, is a fertile soil for an artificial creation and fostering of ethnic and cultural divisions. Similar situations occasionally occur in other parts of the world. Therefore, the UWC is important per se, and the one in Mostar in Bosnia and Herzegovina is of monumental importance."

– Ilijas Šimić, Founding member of Bosnian UWC Committee in 2002



Mayor of Mostar Ljubo Bešlić and Minister Jago Musa with Elisabeth Rehn.

"I was involved in the UWC-IBO Initiative project when the idea was brought to daylight, a few years before the opening of the College, when I was a Deputy Mayor. Mostar was not reunified at that time, so that project implementation was parallel with the reunification of the city.

My involvement was actually the creation of an ambiance for such an important project. As the Mayor of Mostar I offered my support and ensured college premises in Mostar.

The project has definitely had positive influence on Bosnia and Herzegovina. It sent strong messages to the world, and owing to this project, many foreign and national high-ranking officials, ambassadors, ministers visited Mostar.

This project put an emphasis on the great importance of international education with all its advantages and opportunities for the successful continuation of education.

This project helped create a positive image of Mostar in the world. Many cultural events and manifestations took place in Mostar and many workshops were held within the project, and all of them were a result of the joint work of those young people.

In particular, I wish to emphasize community service. It is of great importance, but it has been unavailable through education in Mostar so far."

– Ljubo Bešlić, Mayor of Mostar



# UWC GRADUATES



“Having been a pioneer student when the Red Cross Nordic UWC opened its door in 1997, it was an amazing opportunity to use my experience as a UWC-IB graduate to help set up a new UWC and make sure it went ‘live’. I was also thrilled by the relevance of the College in the country and the region ... the college is situated in a country deeply wounded and in a region where tensions are still simmering ... the bravery of youngsters to join the adventure and to confront their prejudices, having been taught all their lives that they were different from each other ... the courage of parents to go beyond their memories of the war and the associated suffering and to support their children in attending the college ... the worries: the constant struggle to find funding, and the relationship and cooperation with the Mostar gymnasium and making sure it wasn’t becoming ‘three schools under one roof’ ... the rising elitist reputation of the College ... the concern that local students are applying motivated by the prospect of studying at university in the USA with a full bursary as opposed to by the ideals of the college.”

– Melanie Coquelin, PA to the Director of International Cooperation and Development at the International Olympic Committee, previously a fundraising officer and Governance secretary at the International Baccalaureate Organization.

“It seemed to me that one of the biggest challenges was coping with the state of Bosnia and

Herzegovina and the bureaucratic political nightmare we constantly had to go through ... although I had a hard time at the UWC of the Adriatic, coming as a refugee and being traumatised by the war, and although it was more than challenging to work on the project in Bosnia and Herzegovina, I do believe in the philosophy of the UWC movement and if I ever had my own children, I would encourage them to apply to a UWC school.”

– Ivana Jurisić, PhD student, interpreter and project assistant, student of Mostar Gymnasium prior to war in early 1990’s, UWC Adriatic graduate

“I would say it has definitely made a change in both Bosnia and Herzegovina and international education. It gave a possibility for young people from Bosnia and Herzegovina to experience a completely different way of education, frequently used as the most positive and beneficiary example of progress in education in Bosnia and Herzegovina.”

– Irma Husić, UWC Mostar graduate

“The greatest impact for my personal development was CAS activities. I am grateful that, besides detailed curriculum, we had the opportu-





nity to actively contribute to the development of local community. I believe I thereby acquired a basis for socially responsible work, which I continued to practise after graduating. In fact, I started a non-governmental organization that deals exclusively with strengthening the capacities of local communities to build a more effective civil society.

Since I was a part of the first generation, after the graduation I was faced with distrust of public educational institutions and my colleagues towards the IB program. It took some time to justify the true values and working habits and principles gained through education at UWC.

After completing my studies at UWC, I had the opportunity to look objectively at how the College is presented to the rest of the community. I was positively surprised by the increasing involvement of the College in local projects. Thereby the reputation became positive – an educational institution that fosters the development of the community. Such policy should provide greater support of the authorities, as well as the support of local NGOs, who can strengthen UWC position through their public advocacy.

Without any false pretension, I can conclude that I am very proud to be a part of the UWC story. I am grateful for the gained knowledge, the contacts throughout the world, the perfect relation-





ship between the management and students, and the stimulus to focus on community service in professional manner.”

– Maida Rahimi , Psychologist at Association of Young Psychologists, UWC Mostar graduate



“My involvement in the project began by joining merging initiative of the Republika Srpska and the Federation of Bosnia and Herzegovina National Committees. A few of us participated at the UWC-IBO initiative conference in Sarajevo. At the moment, I hold the volunteer position of the Executive Secretary of the Committee...

The UWC Mostar produced generations of students who are to return to Bosnia and Herzegovina as global citizens, citizens aware of the traps of the predominant nationalistic discourses in the country and across the globe. Admin and local teaching staff at the UWC Mostar are true pioneers, whose efforts are to be widely recognised.”

– Goran Batić, Project Assistant, Education Section, OSCE Mission to Bosnia and Herzegovina, UWC Adriatic graduate





# BOARD MEMBERS

“I believe the project has the potential to change educational system in Bosnia and Herzegovina and to influence the role of UWC movement around the world in becoming more active player in the communities where they exist.”

– Ivan Lorenčič, Head teacher II. Gimnazija Maribor, Slovenia, Director of the Centre for Professional Development of Teachers

“It always disappoints me when there isn’t money for good ideas and when the survival of useful projects is endangered by lack of money... there is always money for missiles...This education is not burdened with ethnic/national iden-

tity and it is good for post-conflict societies that prefer to live within their own confines (territorial, economic, education)...the teaching methods that, in a democratic dialogue, allow for different arguments in the understanding of past, present and future historical and other events critical to human race. Living in Bosnia and Herzegovina changes the students in accepting other people’s experiences.”

– Jasminka Bratić, Bachelor of Law, Assistant Minister, Ministry of Justice of the Herzegovina-Neretva Canton

“I became involved because it was impossible not to be inspired by the aims of the project and by

the enthusiasm and commitment of its early pioneers: Pilvi Torsti, David Sutcliffe, Antonin Besse, Lamija Tanović and others. It was also evident that I was in a position to channel practical IB support to the project in its early stages.

Intangibly, the sheer vision of the project reminded the world of international education that one can still turn dreams into reality...I guess the most important outcome will be the impact of the project on the professional development of teachers in the region.

I am disappointed that the IB has not seized upon this example as a template for further initiatives. I believed very strongly that the IB, with its worldwide reputation and so many benefits, had a moral obligation to help those less fortunate.

I am not in a position to judge the impacts made in Bosnia and Herzegovina. However, it has been an inspirational example for others. Whether others have followed it remains a different matter. I guess there will never be an objective evaluation of its success, but so what? Surely there remains a place for serious acts of faith.”

– George Walker, Former Director General of the International Baccalaureate

“I was the Academic Director of IB and a member of the UWC International Board and was instrumental with George Walker in arranging the collaboration for the two institutions to come together to design the UWC Mostar ... only time will tell the answer to this question (has/will the project made/make a difference in a) Bosnia and Herzegovina b) international education) ... indications are evident from the research project undertaken by my colleague Dr Mary Hayden and myself, from which a number of publications have arisen.”

– Professor Jeff Thompson, Professor of Education, CEIC, University of Bath



# OTHERS INVOLVED IN THE FOUNDING YEARS

*The first year of the College was very much a matter of improvisation ... we did something that had been discussed in Duino, as an idea that could never be implemented – one day a week having morning devoted to service and afternoon for the classes.*

– Mark Sylvester, senior science teacher of the UWC of the Adriatic, working in Mostar 2005-2007

“We have admired ... the recreation of an atmosphere of respect between three communities and the model of conflict resolution for students. Your disappointments? None, only admiration. We have visited it and have been very happy to meet some graduates.”

– Ferdinand and Monique Seefried, President Seefried Properties and Monique former Chair of the IB Board of Governors

“I do regret that the IB has not used more this project as a model for developing tools for teachers in post-conflict parts of the world. I do hope UWC as a movement will promote the achievements of UWC Mostar.”

– Monique Seefried, former Chair of the IB Board of Governors

“I became involved in the Mostar project around 6-7 years ago, as a small contributor and financial supporter of 3-4 students, as part of the first classes of students, together with Monique and Ferdinand Seefried. I was captivated by the concept of having young people from countries of great strife both learn to live and go to school together, to obtain an IB diploma and learn about tolerance of others ... these same people may have the chance to be highly instrumental in the long-term success of moving their home countries

forward in a more humanitarian way.

I believe the most important aspects are ... that the selection process is based upon scholastics and merit and not based upon family influence or ability to pay the tuition, and that the students both live and study together ...not a disappointment, but a concern as to whether the students who graduate, then go to colleges/universities around the world in places like Western Europe, U.S., and England; will they really go back to their home country and help, aid, and make a difference in order impact and foster a change?

I already know the program has made great strides, on a worldwide basis. I was wondering if there could be a ‘pay it forward’ concept, where the students who obtain great jobs in countries other than their home country, because they decided not to go back, would be willing to repay over time some of the cost of their education back to the program, and this capital could be used to fund the new student initiates and costs.

Our family has really enjoyed being a part of the program, while we enjoy reading the quarterly communication piece about what is going on at the UWC in Mostar school. It would be good to do a piece on where are they now, for example, the first graduating class in Mostar. I think it will keep a connection between the donors and the students, and we serve a good fundraising tool in the future.”

– Robert Rakusin, President of Seefried Properties



“It was clear already at the start that this was going to be more than just making science labs: together with young volunteer graduates from



other UWCs we were doing the groundwork for the start-up. Later, I applied to stay on as the Director of Studies and the UWCAd Head, Marc Abrioux, agreed that this could take the form of a two-year secondment in terms of which I would remain employed by UWCAd to work in Mostar.

The first year of the College was very much a matter of improvisation ... we did something that had been discussed in Duino, as an idea that could never be implemented – one day a week having morning devoted to service and afternoon for the classes.

When I consider how things were in Bosnia in those years, and how the news I get from Mostar suggests that not that much has changed for ordinary people, I believe that the fact of being there as an organisation in which personal qualities counted more than connections and which actually did what it was supposed to be doing delivered a message of hope.”

– Mark Sylvester, senior science teacher of the UWC of the Adriatic, working in Mostar 2005-2007



# INTERNATIONAL PATRONS

“Since 1995 I have been involved with the Balkans, as Special Rapporteur on the Human rights situation in the Former Yugoslavia, 1998-99 in charge of the UNMIBH mission in Bosnia and Herzegovina as a Special representative of the Secretary General, and 2003-05 as Chair of Table 1 for the Stability Pact for South East Europe.

It was therefore natural that I was very enthusiastic when Pilvi Torsti contacted me with the plans for the UWC-IBO initiative in 2005. The totally neglected reconciliation regarding the education in BiH had been a great disappointment for me.

Since then I have involved myself as much as possible in the development of the college, not least fundraising. My good contacts with the

Norwegian Foreign Ministry helped to consolidate the remarkable ongoing financial support from the government of Norway. As I knew the political leadership of Bosnia and Herzegovina well from my many years in the region, it was helpful for us to establish contacts with the politicians on the highest levels, informing them about the project ...Some of my contacts expressed their feelings for the college with the words: Finally some light in the end of the tunnel! And I very much agree. Following Bosnia through the sad years after Srebrenica, very little good news has been delivered. This goes especially for the education system, which still continues to watch the history of the country as three different histories, through Bosniak, Serb or Croat lenses. To be able to get the people closer through education to the young students with no regard to nationality, religion or ethnicity is

the main reason I have found the UWC so important and attractive.

I have always pointed out that UWC Mostar is not only about education, it is about working for Peace, Human Rights and respect for others.

As UWC has the important teacher education on their working program, I believe we will in the long run have an influence on the education in BiH. Our presence sharing a building with two divid-

ed gymnasiums, Croat and Bosniak, has also influenced them to some cooperation. Every step is a welcome one.

It has been an honour for me to have had the privilege of working together with so many devoted personalities in favour of the future of Bosnia and Herzegovina.”

– Elisabeth Rehn, United Nations Under-Secretary-General, Special Representative of the Secretary General in Bosnia and Herzegovina (1998 to 1999)

## Why (and how) did you become involved?

Wolfgang Petritsch (WP): “I deem this project crucial for reconciliation in BiH”

## Which aspects of the projects do you consider most important?

WP: “The positive impact of the region of the former Yugoslavia”

## What have been your disappointments with the project?

WP: “The EU’s obvious lack of interest (and funds)”

## Will the project make a difference?

WP: “Yes, in its impact on Bosnia and Herzegovina’s future generations and on Bosnia and Herzegovina’s image in the world.”

## Is there anything else you wish to mention or stress?

WP: “Keep on going – and so will I”.

– interview with Wolfgang Petritsch in 2012, High Representative for Bosnia and Herzegovina 1999-2002



# REFLECTIONS OF THE FOUNDERS

– Antonin Besse, David Sutcliffe, Lamija Tanović Pilvi Torsti interviewed in 2013

*“...I believe the driving motivation was the spirit of Bosnia and Herzegovina that has puzzled many – somehow many stakeholders from donors to teachers and heads have firmly believed in the relevance of the proposed educational model and been therefore willing to commit themselves on a personal level.”*

The common thread binding together the “three musketeers”, Antonin Besse, Pilvi Torsti and David Sutcliffe was the shared experience of the East-West mission of the UWC of the Adriatic. Lamija Tanović was the first ally they found in Bosnia and Herzegovina itself, and naturally so – she had founded a large number of schools for Bosnian refugees during her spell as Bosnian ambassador in Denmark during the war in her own country; and it was she who had pressed, successfully, for the introduction of the International Baccalaureate into the Druga Gymnasium in Sarajevo in 2000.

For Antonin Besse, in Bosnia and Herzegovina for the first time in January 2001, “my visit to Sarajevo was an eye opener. I was immediately struck by the dilapidated war-damaged state of the city and the great number of cemeteries and freshly dug tombs dotted all over town, the evidence of civil war casualties hurriedly removed from the streets before daylight. Signs of war and destruction were everywhere ... A Christian church and a mosque nearby had fortunately been spared. This is where we were to start our project ... ethnic problems were standing in the way of all forms of development. Decisions reached one day were countermanded, opposed or defeated the next. Joining the European Union seemed like a good idea. Signs of good will and positive encouragements were being proffered from many directions without being taken up to assist in the needed advancement of the country”.

For Lamija Tanović, who became the Chairperson of the Governing Board of the Initiative as soon as it was registered, the International Baccalaureate was the driving motivation. The Bosnian curricula had become “too heavy ... 13-17 subjects in a year, assessment of students’ work has not been objective and preparation for higher education has been bad ... when I got in touch with persons who advocated for the opening of a UWC in Bosnia and Herzegovina, I had already started to work on the secondary education reform. The idea to establish a UWC in Bosnia and Herzegovina perfectly fitted in my work ... on the other side, international students coming to Mostar to attend UWC Mostar have an opportunity to see ‘live’ (‘in situ’) all the disadvantages of divided and segregated cities, schools, and administrative systems. In Mostar, they learn the reality of all those things that the first UWC was organized for 50 years ago: reconciliation, conflict resolution and such ... the UWC-IB Initiative offered the professional education of teachers, the good example of IB system in UWC, cooperation among IB schools in Bosnia and Herzegovina ... I find it very important to emphasize that the College itself would not have its full meaning and significance for the region without the other two parts of the project that are essential for the reform of pre-university education in Bosnia and Herzegovina.”

For David Sutcliffe, Bosnia was an opportunity to revive the missionary roles of both the United World Colleges and international education. “International education in the 21st centu-



*“The failure of the EU to recognise our work has been a severe blow. The process of integration within the Mostar Gymnazium (between its two local communities) has been too slow. The failure to enroll the capabilities and resources of Bosnian business illustrates how far we still have to travel to anchor the project securely within Bosnian society.”*

ry must adopt a more adventurous and idealistic approach to the world’s problems, taking the expertise and resources, especially human resources, that it has developed over the past fifty years in countries of political and financial stability to regions and communities that, themselves lacking these advantages, have the most pressing need for international and intercultural understanding among the young. It is also time for the United World Colleges to place themselves once again in the vanguard as they were in the 1960’s and 1970’s ...” and “for both cost and educational reasons, the future of international education lies in a recognition that its principles and its people (staff and students) must operate in a close and influential relationship with state education and state schools”. And many challenges remain. “The failure of the EU to recognise our work has been a severe blow. The process of integration within the Mostar Gymnazium (be-

tween its two local communities) has been too slow. The failure to enroll the capabilities and resources of Bosnian business illustrates how far we still have to travel to anchor the project securely within Bosnian society. A more recent institutional disappointment has been the refusal of the International Baccalaureate, after several years of shared leadership, to ally itself with the project’s continuing and determined efforts to influence Bosnian educational reform, notably by the introduction of external assessment into the transitional phase between secondary school and university”.

Pilvi Torsti, the first to have worked professionally and full-time to launch the project in 2005-2006, the most significant discovery was that it was not necessary to look on Bosnia as a special laboratory for developing new concepts - quality education as embodied by the UWC and the IB

*“for both cost and educational reasons, the future of international education lies in a recognition that its principles and its people (staff and students) must operate in a close and influential relationship with state education and state schools”.*

had the same attraction for families and for students as in other more peaceful environments. The challenges were elsewhere. Of the major institutions such as the UN and the EU, only the Norwegian government had rules and mechanisms that were flexible enough to target a critical problem through concrete action and funding (she also mentions appreciatively the Dutch ambassador to Bosnia at the time “who simply forced his government to find the way to support”). Even later, “it has been disappointing to see how the most relevant institutional players locally and institutionally have not been able to promote and adopt UWC Mostar model more strongly which has in very concrete terms proved to be able to function as a unifying education force in Bosnia and Herzegovina. Steps have been taken into the right direction towards institutionalizing the experiment, but the process has been too slow within the Mostar Gymnasium, pedagogical institutes, local ministries and the EU”.

Pilvi Torsti also puts into words the most important conclusion drawn by the founders. Educational systems fall victim to conflict and failing states. Education is then regarded as a nation-

al matter by the international institutions such as UNESCO and the EU. But “it is always critical to make sure that able young people are given a chance in these situations. The future reconstruction of the region/state always depends on the capacity of young generations to build up their immediate society ... the project’s teacher training component has been disappointingly weak during the last years because of financial difficulties but will, I believe, grow in size and significance again ... international education will remain truly relevant in the globalised world of the 21st century only if it manages to provide answers to the acute problems and questions of our time. The UWC and IB work in Bosnia has been one important opening in that direction and offers many lessons that should be taken into account.

I believe the driving motivation was the spirit of Bosnia and Herzegovina that has puzzled many – somehow many stakeholders from donors to teachers and heads have firmly believed in the relevance of the proposed educational model and been therefore willing to commit themselves on a personal level.”

*... international education will remain truly relevant in the globalised world of the 21st century only if it manages to provide answers to the acute problems and questions of our time. The UWC and IB work in Bosnia has been one important opening in that direction and offers many lessons that should be taken into account.*



# THE BALKANS IN EUROPE'S FUTURE



The United World Colleges project in Bosnia and Herzegovina has drawn much of its inspiration from the report “The Balkans in Europe’s future” of the International Commission of April 2005 under the Chairmanship of Giuliano Amato:

*“Four graffiti on a post office in Sarajevo in the mid-1990’s*

*This is Serbia*

*This is Bosnia*

*No, you idiots, this is a post office*

*This is Europe”*

*“The most memorable encounters were those with the youth and the students, impressive young individuals who are trying to shape their future against bleak economic prospects in societies which have only begun to come to terms with their past. All of them see the future of their countries within the European Union...we regard our recommendations as reaching out to these gener-*

*ations of potential leaders who are the future of the region and its hope for reconciliation...*

*These constitutional frameworks...were shaped by elites associated with armed conflicts...Power-sharing, not the enforcement of rights, was the main principle...there is a major gap between the rhetoric of the civil society that is at the centre of international efforts to democratize the region on the one hand, and the struggle to enshrine the rights of ethnic groups that is at the heart of the adopted constitutional arrangements on the other...(there is an) irresistible temptation for both international representatives and local governments to shift accountability on to one another. Citizens are left without a clear idea of who is responsible for what...”*

It is now just over twenty years since the outbreak of war in Bosnia. Does Bosnia want a European future and, if it does, does it know what this means? And can it become a European country on the basis of any of the present political platforms? In the year 2009-2012 the percentage of external aid for Bosnia and Herzegovina devoted to education was 1%.



# NOW AND THE FUTURE

*“For once it is not a big international organisation offering something for Bosnia and Herzegovina because of the political agenda of the organisation. Instead, a group of individuals driven by idealism and personal commitment have worked effortlessly and despite the changes in priorities of donors or politicians.”*

– Lamija Tanović, Founding Chairperson of the Governing Board

The UWC-IB Initiative was a pilot project with a planned life of only a few years. Would it achieve acceptance in Bosnia and Herzegovina, in the international community, with students and their families? Would sponsors come forward to ensure that entry was based on genuine personal merit?

At the start, Bosnia was in the headlines and the recipient of aid that eventually exceeded that of per capita Marshall Aid to Europe in the immediate post-Second World War period. But all the other pressures pushed education into the background. Is this inescapable in humanitarian crises, and what can educators do in response?

It was clear from the beginning that this venture could not have come into being without, in Pilvi Torsti's words, “the unusual and sometimes also risky and unpopular commitments of individuals and various people from various backgrounds and institutions - both locally and institutionally”. But in order to utilize the lessons learnt for possible future post-conflict and transitional situations, it is important to analyse the work carefully, its particular strengths and weaknesses.

Among the strengths must be the flexibility to adapt to local circumstances and to generate rapid responses to prevent institutional mechanisms from holding back the pace of development. At the same time, a deeper insight into the potential relationship between the United World Colleges and major international institu-

tions with related aims might have strengthened the early work. We would argue nonetheless that governments and international agencies must themselves be readier in future to respond constructively and with funding to proposals from international educators whose human resources and experience qualify them for careful attention and in our experience were in this instance under-recognised

Greater emphasis on the need for the systematic encouragement of institutional support must also go hand in hand with more methodical and more thoughtful staff recruitment, conducted with the most open and modern practices, and with timely recognition of the importance of sound governance structures.

Reflection on the past decade leads sadly to disbelief over how little progress has been made in the de-segregation of education in Bosnia and Herzegovina. Educational reform has been stationary. The achievements of the UWC initiative, with a flourishing College and a widely welcomed, warmly appreciated programme of teacher professional development, remain the more exceptional. Yet this idealistic venture has to struggle year by year for financial survival.

With the decision in 2010 to try and ensure the College and the associated activities a long-term future, the logical step was taken of transferring the governance responsibility for the Association in Finland to Bosnia.



There are now two bodies registered under Bosnian law: The Foundation Education in Action, The Board of the UWC in Mostar

The Foundation leads the project's wider aims: educational reform and for assisting teachers through its Centre for Professional Development. It is also responsible for ensuring the financial viability of the United World College in Mostar.

The College Board is responsible for the College's governance and for all relationships with the United World Colleges and the International Baccalaureate.

“In brief, the Foundation will pursue what we have always called “the broader aims” of the old UWC-IB Initiative, 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.”

– The Chair's Message - The Circumstances Leading to the Creation of the Foundation Education in Action, by David Sutcliffe, Chair of the Governing Board of the Foundation Education in Action, Annual Report 2010-2011

“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.”

– Foundation Education in Action – Aims and Objectives, Annual Report 2010-2011

“Economic stringencies have compelled us to limit the number of teacher seminars and workshops we have organised in recent months. This is too important a part of our work to be neglected in this manner for long. The recent formal appointment by the Federal Minister of Education of the Foundation as a consultant on national educational reform, with a special emphasis on the introduction of external assessment in school-leaving and university entrance examinations, is a significant pointer to our future role in the country.”

– Foundation Education in Action - Message from the Chairman of the Foundation by David Sutcliffe, Annual Report 2011-2012





# ANNEXES



# THE STUDENT GENERATIONS 2006–2013

## 1st generation

2006-2008 88 students from 19 countries: M 33 F 55

Belarus (1), Bosnia and Herzegovina (64), Czech Republic (1), Finland (1), Germany (2),Iraq (1), Israel (2), Italy (1), Kosovo (2), Macedonia (1), The Netherlands (2), Palestine (1), Poland (2), Romania (1), Russia (1), Serbia (1), Slovakia (1), Turkey (2), UK (1)

## 2nd generation

2007-2009 94 students from 29 countries: M 31 F 63

Albania (1), Belarus (1), Bosnia and Herzegovina (53), China (1) Croatia (1), Czech Republic (1), Egypt (1), Germany (3), Iraq (4) Israel (3), Italy (1), Kosovo (2), Lebanon (1), Macedonia (2),Maldives (1), Montenegro (1), The Netherlands (2),Palestine (1), Poland (2), Romania (1), Russia (2), Rwanda (1), Serbia (1),

Slovakia (1), Spain (2), Tajikistan (1), Turkey (1), UK (1), USA (1)

## 3rd generation

2008-2010 99 students from 31 countries: M 32 F 67

Afghanistan (1), Albania (1), Belarus (1), Belgium (1), Bosnia and Herzegovina (55), China (1) Croatia (1), Czech Republic (1),Denmark (1), Ethiopia (1), Finland (1), Germany (3), Iraq (2), Israel (3), Italy (1), Lebanon (1), Macedonia (2), Montenegro (1), The Netherlands (2), Norway (1), Russia (2),Rwanda (1), Serbia (1), Slovakia (1), (South)Sudan (2),Spain (2), Surinam (1), Swaziland (1), Tajikistan (1), Turkey (4), USA (2)

## 4th generation

2009-2011 54 students from 17 countries: M 22 F 32

Austria (2), Belgium (1), Bosnia and Herzegovina (30), Czech Republic (1), China (1), Croatia (1) Finland (1), German (3), Israel (1), Kosovo (1) Montenegro (1), The Netherlands (3), Russia (1), Spain (2), Turkey (1), UK (1), USA (3)

## 5th generation

UWCiM 2010-2012 50 students from 21 countries: M 19 F 31

Albania (1), Austria (1), Belarus (1), Belgium (1), Bosnia and Herzegovina (22), China (1), Czech Republic (1), Finland (2), Germany (4), Lebanon (1), Libya (1) Kosovo (1), Israel (1), Montenegro (1) The Netherlands (3), Spain (1), Sweden (1), Turkey (1), UK (2), USA (3),

## 6th generation

UWC Mostar 2011-2013 72 students from 26 countries, 27 M, 45 F

Afghanistan (1), Albania (1), Austria (2), Bosnia and Herzegovina (35), Czech Republic (1), Egypt (1), Finland (1), France (1), Germany (3), Israel (3), Macedonia (1), Montenegro (1), Namibia (1), North Korea (1),Norway (1), Pakistan (1), Palestine (1), Poland (1), Russia (1), Serbia (1), Slovakia (1), Spain (2), The Netherlands (3), Turkey (1), United Kingdom (2), United States of America (3)

## 7th generation

UWC Mostar 2012-2014 72 students from 32 countries, 27 M, 45 F

Afghanistan (1), Albania (1), Austria (2), Bosnia and Herzegovina (29), Belarus (1), Belgium (1), Brazil (1), China (1), Czech Republic (1), Croatia (1), Egypt (1), Ethiopia (1), Finland (1), France (2), Germany (3), Greece (1), Hong Kong (1), Italy (1), Israel (3), Kosovo (1), Macedonia (1), Montenegro (2), Norway (2), Russia (1), Serbia (1), Slovakia (1), Spain (2), Syrian Arab Republic (1), The Netherlands (3), Turkey (1), United Kingdom (2), United States of America (2)



The UWC-IB  
Execution Committee 2006-2010

Members of the Executive Committee of the Association Education from Conflict to Internationalism which governed the work of UWC-IB Initiative in BiH

Lamija Tanović – Chair	Gianfranco Facco Bonetti
David B. Sutcliffe – Deputy Chair	Adila Kreso
Jasminka Bratić	Ugo Vlasisavljević
Jeff Thompson	Davor Vuletić
George Walker	Srđan Dizdarević
Michele Zanetti	Ivana Vrhovski, (non-voting)
Ivan Lorenčić	Paul Regan, (non-voting)
Pilvi Torsti	Vanja Ibrahimbegović, (non-voting)
Melanie Coquelin	Valentina Mindoljević, (non-voting)

Members of the Governing Board of the  
Foundation Education in Action

David B. Sutcliffe – Chair  
Jasminka Bratić – Deputy Chair  
Ivan Lorenčić – Deputy Chair  
Gianfranco Facco Bonetti  
Adila Kreso  
Adriaan de Mol van Otterloo  
Miljenko Perić  
Magnus Persson  
Andrew Watson  
Hans-Christof von Sponeck  
Valentina Mindoljević, (non-voting)  
Elma Hodžić, (non-voting)

Members of the Board of the UWC Mostar

Jasminka Bratić - Chair  
Ivan Lorenčić – Deputy Chair  
Saša Šantić  
Ivana Knježević  
Ronald Sturm  
Andrew Watson  
Sanja Ostojić-Bojanić  
Valentina Mindoljević, (non-voting)  
Sara Maurer, (non-voting)  
Jacob Hartwig, (non-voting)

International Patrons

Giuliano Amato

Prime Minister of Italy from 1992 to 1993 and from 2000 to 2001

Minister of the Interior (2006 to 2008)

Vice-President of the Convention on the Future of Europe that drafted the new European Constitution

Chairman of the International Commission on the Balkans 2004-2006

Bakir Izetbegović

Member of the Presidency of Bosnia and Herzegovina

Wolfgang Petritsch

Austrian Ambassador to the Federal Republic of Yugoslavia (1997)

The European Union’s Special Envoy for Kosovo (1998 to 1999)

The European Union’s Chief Negotiator at the Kosovo peace talks in Rambouillet and Paris (1999)

The High Representative of the International Community for Bosnia and Herzegovina (1999 to 2002)

Permanent Representative of Austria to the United Nations in Geneva

Elisabeth Rehn

Chair of the former Board of Directors of the Association “Education from Conflict to Internationalism”

United Nations Special Rapporteur on the situation of Human Rights in The Republic of Croatia, FRY, Bosnia and Herzegovina and FYROM (1995 to 1998)

United Nations Under-Secretary-General, Special Representative of the Secretary General in Bosnia and Herzegovina (1998 to 1999)

Carlos Westendorp

Spanish Secretary of State for the European Union (1991 to 1995)

Minister of Foreign Affairs (1995 to 1996)

Permanent Representative of Spain to the United Nations in New York (1996)

High Representative of the International Community in Bosnia-Herzegovina (1997 to 1999)



**Centre for the Professional Development of Teachers in Bosnia and Herzegovina**

**Director: Ivan Lorenčić**

The Centre for Professional Development of Teachers in BiH has so far implemented 19 workshops and 6 study visits to Slovenia for more than 600 participants:

**May 2006** – Workshops in sciences and the teaching of mother tongue languages and literature, attended by 55 teachers representing 9 towns (Banja Luka, Bijeljina, Gradačac, Jablanica, Lukavac, Mostar, Nevesinje, Sarajevo, Zavidovići)

**May 2007** – Workshop for English language teachers, headteachers and education experts attended by 64 participants, with 29 teachers, 28 headteachers and 7 representatives from 6 pedagogical institutes, all together representing 23 towns (Banja Luka, Bihać, Bugojno, Cazin, Doboj Istok, Donji Vakuf, Goražde, Gornji Vakuf, Gračanica, Gradiška, Livno, Maglaj, Mostar, Novi Grad, Prijedor, Prnjavor, Sarajevo, Tomislav-grad, Tuzla, Travnik, Visoko, Zenica, Žepče)

**November 2007** – Workshop for History teachers entitled “History Teaching in Post-Conflict Societies”, attended by 37 teachers representing 28 towns (Banja Luka, Bihać, Bijeljina, Bosanska Krupa, Breza, Bugojno, Donji Vakuf, Gornji Vakuf, Gračanica, Gradačac, Hadžići, Ilijaš, Livno, Maglaj, Mostar, Prijedor, Sarajevo, Široki Brijeg, Tomislavgrad, Travnik, Trebinje, Tuzla, Usora, Vareš, Visoko, Zavidovići, Zenica, Žepče)

**November 2007** – Study visit to Slovenia entitled “Slovenian Good Practices – A Guide for Educational Reform in BiH” attended by 26 participants, with 9 education ministers (Ministry of civil affairs BiH, Federal Ministry of Education, Ministry of Education of Herzegovina-Neretva Canton, Ministry of Education of Tuzla Canton, Ministry of Education of Bosansko-podrinjski Canton, Ministry of Education of Posavina Canton, Ministry of Education of Una-Sana Canton, Ministry of Education of West Herzegovina Canton and Department for Education of Brčko District) and 17 gymnasia headteachers, representing 13 towns (Banja Luka, Bihać, Goražde, Gračanica, Livno, Ljubuški, Mostar, Odžak, Orašje, Prijedor, Prnjavor, Sarajevo, Visoko)

**March – April 2008** – Study visit to Slovenia entitled “English Language Classes in Slovene Gymnasia” attended by 20 English language teachers representing 14 different towns (Banja Luka, Bihać, Brčko, Bugojno, Gradačac, Livno, Mostar, Milići, Novi Grad, Orašje, Prnjavor, Sarajevo, Srbac, Trebinje)

**May 2008** – Workshop for Mathematics teachers entitled “Making Mathematics More Visual” attended by 38 teachers representing 26 towns

(Banovići, Banja Luka, Bijeljina, Bosanska Krupa, Breza, Bugojno, Derventa, Donji Vakuf, Gračanica, Kalesija, Kozarska Dubica, Mostar, Mrkonjić-grad, Nevesinje, Novi Grad, Orašje, Prijedor, Sanski Most, Sarajevo, Tešanj, Tomislav-grad, Tuzla, Visoko, Vlasenica, Vogošća, Zenica)

**May 2008** – Workshop for Geography teachers entitled “The Core – Population, Resources and Development” attended by 31 teachers representing 25 different towns (Banovići, Banja Luka, Bijeljina, Breza, Bugojno, Cazin, Derventa, Donji Vakuf, Gacko, Goražde, Gračanica, Mostar, Nevesinje, Novi Grad, Orašje, Prijedor, Prnjavor, Sanski Most, Sarajevo, Tešanj, Tomislav-grad, Tuzla, Visoko, Zenica, Žepče)

**October 2008** – Study visit to Slovenia entitled “Science classes in Slovene Gymnasia” attended by 24 science teachers representing 19 towns (Banja Luka, Bihać, Doboj Istok, Donji Vakuf, Gradačac, Ilijaš, Kakanj, Maglaj, Mostar, Orašje, Sarajevo, Srbac, Srebrenica, Šamac, Teočak, Tešanj, Tuzla, Uskoplje, Žepče)

**November 2008** – Study visit to Slovenia entitled “Intercultural Dialogue in Education” attended by 19 high school headteachers representing 19 towns (Banja Luka, Bijeljina, Bugojno, Donji Vakuf, Gacko, Gornji Vakuf, Gračanica, Hadžići, Konjic, Kozarska Dubica, Milići, Mostar, Novi Grad, Odžak, Orašje, Prijedor, Rudo, Sanski Most, Sarajevo)

**November 2008** – Workshop for German language teachers entitled “Challenges in Teaching the German language” attended by 33 German language teachers representing 18 towns (Banja Luka, Banovići, Breza, Cazin, Čelić, Gračanica, Gradačac, Livno, Maglaj, Mostar, Novi Grad, Orašje, Prnjavor, Sanski Most, Sarajevo, Tešanj, Vareš, Živinice)

**February 2009** – Conference for representatives of pedagogical institutes and education ministries entitled “Contemporary Trends in Education and the Role of Pedagogical Institutes” attended by 6 pedagogical institutes (two pedagogical institutes from Mostar, the Pedagogical institute Sarajevo, the Pedagogical institute Zenica, the Pedagogical institute Tuzla and the Pedagogical institute RS) and 6 education ministries (Ministry of Education of RS, Ministry of Education of Tuzla Canton, Ministry of Civil Affairs, Ministry of Education of Herzegovina-Neretva Canton, Ministry of Education of Zenica-Doboj Canton and Ministry of Education of West Herzegovina Canton)

**March 2009** – Follow up workshop “Good Practices of the IB programme in Science Classes in Schools in BiH” attended by 14 science teachers representing 10 towns (Banja Luka, Donji Vakuf, Gradačac, Kakanj, Sarajevo, Srebrenica, Srbac, Šamac, Tuzla and Žepče)

**May 2009** – Workshop for mother tongue teachers entitled “Contemporary Trends in Teaching Mother Tongue Language and Literature”



attended by 39 teachers of Bosnian, Serbian and Croatian languages representing 20 towns (Brčko, Bijeljina, Cazin, Čelić, Donji Vakuf, Gradačac, Gračanica, Istočno Sarajevo, Kalesija, Maglaj, Mostar, Novi Grad, Novi Travnik, Posušje, Sarajevo, Vareš, Velika Kladuša, Visoko, Zenica and Žepče)

**May 2009** – Workshop for history teachers entitled “Teaching History in a Post-conflict Society” attended by 23 history teachers representing 19 towns (Banja Luka, Bijeljina, Bosanska Krupa, Breza, Donji Vakuf, Gračanica, Goražde, Maglaj, Mostar, Mrkonjić-grad, Novi Travnik, Sarajevo, Sapna, Sanski Most, Tešanj, Usora, Visoko, Zenica and Zvornik)

**October 2009** – Workshop for Math teachers entitled “Contemporary Trends in Teaching Mathematics” attended by 25 Math teachers representing 16 towns (Velika Kladuša, Mostar, Novi Travnik, Bosanska Krupa, Kalesija, Sarajevo, Gornji Vakuf, Cazin, Orašje, Banja Luka, Maglaj, Bijeljina, Visoko, Zenica, Lukavac, Bosanska Krupa)

**October 2009** – Workshop for English teachers entitled “Contemporary trends in teaching English language” attended by 27 English teachers representing 21 towns (Tešanj, Mostar, Kakanj, Goražde, Jajce, Novi Grad, Novi Travnik, Bijeljina, Orašje, Rudo, Busovača, Cazin, Gradačac, Ribnik, Lukavac, Banja Luka, Donji Vakuf, Gornji Vakuf, Sarajevo, Maglaj, Vlasenica)

**November 2009** – Study visit to Slovenia for representatives of education ministries entitled “Contemporary Trends in Education Development in Slovenia” attended by 6 representatives of 5 education ministries (Ministry of Civil Affairs BiH, Ministry of Education of Herzegovina-Neretva Canton, Ministry of Education of Posavina Canton, Ministry of Education of Tuzla Canton, Ministry of Education of Una-Sana Canton)

**March 2010** – Education conference for gymnasia headteachers entitled “Perspectives of introducing the IB programme to gymnasia in BiH” attended by 42 gymnasia headteachers representing 30 towns (Bužim, Bijeljina, Busovača, Bugojno, Bosanska Krupa, Donji Vakuf, Doboj Istok, Gračanica, Goražde, Gornji Vakuf, Kakanj, Kladanj, Kalinovik, Kalesija, Lukavac, Maglaj, Mostar, Milići, Odžak, Orašje, Sarajevo, Sanski Most, Srebrenik, Tuzla, Vitez, Visoko, Vlasenica, Zavidovići, Zenica and Zvornik)

**November 2010** – Seminar for Physics teachers entitled “Contemporary trends in science teaching” 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)

**November 2010** – Seminar for Chemistry teachers entitled “Contemporary trends in science teaching” 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)

**November 2010** – Seminar for Biology teachers entitled “Contemporary trends in science teaching” 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, Sanski Most, Sarajevo, Srebrenica, Tuzla, Višegrad, Zvornik)

**November 2010** – Study visit to Slovenia entitled “History and Geography classes in Slovenian gymnasia” 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)

**May 2011** – Seminar for Chemistry, Biology and Physics teachers entitled “Contemporary assessment methods” attended by 19 Chemistry teachers, 18 Biology teachers and 17 Physics teachers representing 24 towns (V. Kladuša, Bosanska Krupa, Maglaj, Tuzla, Breza, Kalesija, Kakanj, Sarajevo, Zavidovići, Jajce, Jablanica, Cazin, Mostar, Hadžići, Zenica, Travnik, Banja Luka, Kreševo, Živinice, Lukavac, Busovača, Uskoplje, Fojnica, Visoko)

**November 2011** – Seminar for BHS and English

language teachers entitled “Contemporary assessment methods” attended by 21 BHS and 21 English teachers representing 29 towns (Bugojno, Maglaj, Posušje, Zavidovići, Tešanj, Kakanj, Trebinje, Donji Vakuf, Vlasenica,

Sarajevo, Novi Grad, Zenica, Banja Luka, Goražde, Cazin, Kreševo, Tuzla, Jajce, Živinice, Brčko, Mostar, Višegrad, Bijeljina, Jablanica, Glamoč, Gradačac, I. Sarajevo, Ilijaš, Bužim

**May 2012** – Seminar for Physics, Chemistry and Biology teachers titled „Comtemporary assessment methods“, attended by 17 Biology, 18 Physics and 21 Chemistry teachers representing 21 towns (Gornji Vakuf/Uskoplje, Velika Kladuša, Bosanska Krupa, Maglaj, Tuzla, Breza, Kalesija, Kakanj, Sarajevo, Zavidovići, Jajce, Jablanica, Cazin, Hadžići, Zenica, Travnik, Banja Luka, Kreševo, Lukavac, Busovača, Fojnica)

**November 2012** – Seminar for English language and mother tongue (Bosnian, Serbian, Croatian-BHS) teachers titled „ Contemporary assessment methods“, attended by 21 English language and 21 BHS teachers representing 29 towns (Bugojno, Maglaj, Posušje, Zavidovići, Tešanj, Kakanj, Trebinje, Donji Vakuf, Vlasenica, Sarajevo, Novi Grad, Zenica, Banja Luka, Goražde, Cazin, Kreševo, Tuzla, Jajce, Živinice, Brčko, Mostar, Višegrad, Bijeljina, Jablanica, Glamoč, Gradačac, Istočno Sarajevo, Ilijaš, Bužim)

The Center for the Professional Development of Teachers in BiH published the brochure „Guide



for High-School Teachers of Chemistry, Physics and Biology in 2010.

Ivan Lorenčič from Slovenia, Head of II. gimnazija in Maribor, was appointed by the Minister of Education in the 1990’s to direct the reform of upper secondary education nationally. He based his reforms on his detailed experience of the International Baccalaureate.

A vital element for the succesful realization of College and CPDT activities is the firmly established institutions in Mostar and beyond:

- [Federation BiH Ministry of Education](#)
- [The City of Mostar](#)
- [The Ministry of Education of Herzegovina-Neretva Canton](#)
- [Gymnasium Mostar](#)
- [Second Gymnasium Sarajevo and Gymnasium Banja Luka](#)

In this sense, it is also important to recognize the enormous efforts UWC Mostar Headmistress Valentina Mindoljević is investing in her work as advisor to the Herzegovina-Neretva Pedagogical institute, sharing experiences with teachers working according to both curricula in Mostar-based high-schools.

Furthermore, the College is regularly inviting aspiring teachers, who are still studying, to attend classes and learn from experienced IB teachers.

From 2006, up to date, the College has been a strong reference point for local teachers and pedagogical institute employees, where they can share their ideas and experience and learn about the latest educational trends and developments.



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