



*Newsletter of the Centre for
the study of Education in an
International Context
Department of Education*

Number 27/ June 2008

New Project in Bosnia and Herzegovina



The famous Mostar bridge, destroyed in 1993 and reopened in 2004

In September 2006 the then newest United World College opened its doors to students in Mostar, Bosnia and Herzegovina. As Paul Regan, the founding Head, explains inside (see pages 2-3), the main rationale of this twelfth UWC was not only to bring together students from different parts of the world, but also to encourage greater integration between those from different Bosnian backgrounds who had previously been educated in separate education systems.

In December 2007 Mary Hayden and Jeff Thompson from CEIC were successful in securing external funding from CfBT, a UK-based educational organisation with extensive international experience, to enable an evaluation to be undertaken of the impact of the new United World College in Mostar (UWCiM). The evaluation began in early 2008 and will run until October 2009, investigating various aspects of the college's impact:

on participating students, on students in the Gymnasia in which it is located, and on other members of the local community. Data have been gathered so far from participating students and Gymnasia students (by questionnaire and group interviews), and from teachers and other staff members in both the UWCiM and the Gymnasia.

Return visits to Mostar are planned for later in 2008 and 2009, to follow up issues identified in the work undertaken to date, and to interact with the new cohort of students due in August/September as well as with others with an interest in the UWCiM.

Further information can be obtained by contacting Mary Hayden by e-mail: m.c.hayden@bath.ac.uk



A personal view by Paul Regan

Internationalism in a Post-conflict Society: the UWC in Mostar

Part of the excitement of Headship is that no two posts are ever the same. I am sure this applies just as much to Heads in national, state schools as it does to international school Heads who must learn to adapt to cultural, linguistic and even legal differences. Most Heads have at some time experienced the moment of vertigo when the thrill of working close to the edge gives way to brinkmanship, and when the momentum of change and innovation goes into freefall.

Managing change is of course a skill which every leader needs. Managing failure and difficulty, or at least being prepared for possible failure, are handmaidens to risk taking. Managing success can be equally challenging, since criteria for success may depend on the observer or stakeholder. I believe all Heads, if they are to succeed, have to juggle a few balls at any one time, and that success, failure, change and excitement are part of the reality of most schools, whether the Head likes it or not.

“Success, failure, change and excitement are part of the reality of most schools”

But what happens when the job description itself requires that the Head, to succeed at all, will have to throw up too many balls all at the same time, and when failure to catch at least some of them might prove problematic not only to the Head but also to the broader aims of the initiative? On the day I agreed to become the founding Head of the twelfth United World College, I knew that I had undertaken a most unusual Headship. But, I reasoned, having been a Head three times already, two of them internationally, what could really be the problem?

What was so unique about this College? Firstly it was new. This meant no tradition, no folk memories, no alumni, no history of results, no graduation ceremonies and no ethos. There were also no staff or students. Secondly, its location was problematic.

Mostar was torn apart by a short but vicious war which was itself part of the wider war that raged throughout Bosnia between 1992 and 1995. The Gymnasia building, where we were to be housed, had been an HQ for the Croat militia, and guns had been fired from its windows, picking off buildings on the other side of the street; many still bear the scars.



Paul Regan is a graduate of Russian and spent 4 years teaching Russian in the UK. He has held 4 headship posts, 3 internationally, and became the founding Head of the United World College in Mostar in July 2006.

“Our role was to show that integration could work”

Thirdly, there was the matter of integration. Since that same war, the architects of the peace process had overlooked education and, failing to see at the time that in a post-conflict situation education is a security issue, had allowed totally separate education systems to develop in parallel; one for the Bosniaks and the other for the Croats. Our role was to show that integration could work, and we would be the first post-war fully integrated school.

And fourthly there was the timescale. Between April and September 2006 we had to admit our first year IB Diploma students, recruit our staff locally and internationally, find residences for them all to live in, find someone to provide the catering, occupy the new space given to us, order furniture, text books and equipment, and obtain IB authorisation. It seemed to me at the time that, if I failed to deliver on any one of these, the whole project could be in jeopardy. As late as the beginning of August, we signed the last contract for residences, and the desks and chairs arrived one day before the beginning of term.

On the occasion of our first staff meeting, I realised that our local staff (all except one of whom could not speak English) were sitting on one side and our very experienced international staff on the other. How was I to build a team?





A personal view by Paul Regan



UWCiM first graduates, May 2008

At our first College assembly, I told the 90 students (of whom 69 had come from different parts of Bosnia, with the remainder from other nations) that they were making history. The phrase stuck and became our first slogan; it became a point of reference for all of us when the going got tough, and we needed context and some way to ennoble our frustrations.

“Our students’ parents had fought on opposite sides in the war”

The students had come from communities as wide apart as can be imagined; their parents had fought on opposite sides in the war and their communities were bitterly divided. But they had come, nonetheless, to taste the fruits of tolerance and friendship which we offered to them on condition that they subscribed to the notions of respect and internationalism.

The history lessons allowed them to understand that most events can be open to different interpretations. Even as the Head I found it difficult to understand why overseas students had chosen to come here from places such as the Netherlands, the UK, Germany, and Finland. Was it love of risk, or love of the United World Colleges, whose appeal to idealism remains their greatest strength?

But we survived and prospered. Finally, in the first term of the second year we dared to devote a whole day to discussion of the war in Bosnia.

Inevitably, it was a difficult day for all of us. But it was a day which turned into a high point for us as everyone realised that, even though old wounds were being opened, we were at least talking. One morning two boys came to my room, one Croat and one Serbian, and told me that for the first time they had talked together in their room without bitterness.

“We had shown that education is a force for peace and reconstruction”

On 29 May 2008 our first generation of students graduated with much pomp and splendour. As they processed the short distance from the College to the graduation hall, in their gowns and hats, it was impossible not to be amazed at what we had done and how it could all have fragmented. But it did not fragment. In a divided city we had shown that education is a force for peace and reconstruction.

Now our College is two years old and our student numbers have doubled, as have our staff. Quite quickly, it seems, we have the traditions, the folk memories, the shared jokes and stories. We have indeed made history and put down the roots which all schools must have if they are to survive.

For me as the Head, the whole experience has been a privilege. I feel like someone who has been given something precious to hold onto and then pass on. The fear of failure has faded, to be replaced with the fear of complacency. Brinkmanship has its own rewards for those who are prepared to embrace it.

Do you have an international education-related Personal View you would like to share with Intercom readers? If so, email Mary Hayden on m.c.hayden@bath.ac.uk

<http://www.bath.ac.uk/ceic>





CEIC AROUND THE WORLD

Study Centre Update



Dubai Study Centre with Mary Hayden and Jeff Thompson, April 2008

In April 2008 Mary Hayden and Jeff Thompson travelled to Dubai to teach the Education in an International Context unit at the English College Dubai. With 16 participants from schools as far away as Sri Lanka as well as closer to home in Dubai itself, Qatar and Abu Dhabi, and including those new to the MA programme as well as a number approaching the end of their unit studies, the discussion drew on the extensive and varied experience of those present, and led to an interesting long weekend for all concerned. As one of the units counting towards the International Baccalaureate Teacher Award, those participants wishing to make the link with that award will be able to do so by ensuring that their assignment is focused on issues reflecting on their own experience of teaching one or more of the three IB programmes. Plans to offer Curriculum Studies (also an IB Teacher Award-related unit) as the next Dubai-based course (see pg 7) will allow IB teachers to continue this link if they wish to do so – though, as is always the case, the units can also be taken by those with no interest in the IB who wish to focus on some other relevant area as their assignment topic. Gail Bradley from the English College had, as ever, made excellent arrangements for the few days, ensuring that all ran smoothly. Thanks to Gail once again for all her support.

A successful visit to our Shanghai Study Centre took place between 9th and 12th May. Twelve participants attended the unit 'Leading & Managing Schools and Colleges', taught by Mike Fertig. It was especially encouraging to see that nine of the group were new to the Bath MA in Education programme. As always, arrangements for the visit had been extremely well organised by Yolanda Pu, our local coordinator. The atmosphere within the group was really positive and, despite the sessions taking place over a busy weekend, all participants contributed fully within sessions. This was a really positive experience for all involved. Thanks again to all the students and to Yolanda.



Shanghai Study Centre with Mike Fertig, May 2008

New Study Centre News

New Study Centres planned to open as follows:

Munich International School, Germany
(opening August 2008)

Sotogrande International School, Spain
(planned to open March 2009)

Watch this space!

and check:

www.bath.ac.uk/ceic/studycentres.html





CEIC AROUND THE WORLD

IB Research Award Honour for Jeff Thompson



Prof Jeff Thompson

On 15 May 2008, at a dinner held in Cardiff, the International Baccalaureate organisation launched a new scheme to encourage teachers and administrators within schools offering one or more of the three IB programmes (Diploma, Middle Years and Primary Years) to engage in IB programme-related research.

The new scheme, which will make available small incentive grants, is to be known as the Jeff Thompson Research Grant Scheme, in recognition of the role Jeff has played in establishing the research profile of the IB organisation over many years of involvement, most recently as Director for International Education and Academic Director.

Speaking at the dinner, Jeff Thompson said 'I appreciate the honour the IB has bestowed on me in creating such an important part of the future development of the organisation in my name. Most of my own academic life, both in universities and in over 40 years of involvement with the IB in different capacities, has focused on encouraging the improvement of practice in the promotion of international education, by teachers and administrators, through personal research. I am therefore proud to be associated with support for practitioners through such a scheme'.

IB World School teachers and leaders are eligible to apply for the scheme, via an award application template which will be available on the IB research web pages:

www.ibo.org/programmes/research/

Some Recent Publications (2008)

Hayden M C and Thompson J J (2008) *International Schools: Growth and Influence*, in UNESCO International Institute for Educational Planning (IIEP) Fundamentals of Educational Planning series, Paris: UNESCO (in press)

Hill S and Hayden M C (2008) Children on the Move: using Pollock's transition model for better understanding of internationally mobile primary-aged pupils, *International Schools Journal XXVII*, 2, 37-43

International Baccalaureate (2008) A review of research relating to the *International Baccalaureate Diploma Programme*. Cardiff: International Baccalaureate, Available online at: <http://www.ibo.org/programmes/research/resources/dpresearchreview.cfm>

Marshall H (2008/9 forthcoming) Global citizenship educations and situated global citizens: Educating the European citizenship in a global age, *Journal of Curriculum Studies* (in press)

Marshall H and Arnot M (2008) *Globalising the school curriculum: gender, EFA and global citizenship education*, in: S Fennell and M Arnot (eds), *Gender Education and Equality in a Global Context: Conceptual frameworks and policy perspectives*, London: Routledge, pp165-180

Nampota D C and Thompson J J (2008) Curriculum continuity and school to university transition: science and technology programmes in Malawi, *Compare* 38, 2, 233-246

Pearce R and Cambridge R (2008) Challenging assumptions about international education research. *International Schools Journal XXVII*, 2, : 9-15

Sears C and Grimshaw T (2008) 'Where am I from?', 'Where do I belong?': The negotiation and maintenance of identity by international schools students, *Journal of Research in International Education* (in press)

<http://www.bath.ac.uk/ceic>



CONGRATULATIONS!

to all who graduated in December 2007, as follows:

MA in Education

Carlos Arango Merchan
Alan Connah
Andrew Hunt
David Noble
Kamaldev Ramdoyal
Tasneem Shafi
Onalenna Silas

MA in Ed (English Language Teaching)

Ali Al-Balushi
Younis Al Zaabi
Yong-Sin Chuang
Lan Li
Yin-Wei Lin
Yun-Wen Liu
Dayana Octavien
Shuichi Otomori
Wen-Ya Tsai
Jing Zhang

MA in Ed (International Education)

Ruth Grant
John Rolfe

MA in Ed (Educational Management)

Helen Abela
Maria Ignatiou-Della
Lidia Irene Jeansalle
Douglas Johnson
Louiza Kyprianou-Tricomitou
Xiao Yu Liang
Eleni Louka
Graham Martin
Vasiliki Papageorgiou
Paul Wood
Yi Zhang

MA in Ed (Sports Coaching)

Zoe Avner

MA in English Language Teaching

Mark James

MA in Ed (Environmental Education)

Sophie Papoutsidou
Luis Sanchez Corrales

MA in Ed (Learning and Teaching)

Ying-Hsiu Chen

Master of Research in Education

Mark McCormack
Susanne Mueller

Doctor of Education (EdD)

Kamal Abdel-Nour
Rimona Cohen

Doctor of Philosophy (PhD)

Irit Diamant
Sidney Freeman
Maimuna Nimulola
Kin Wai Michael Siu

New: International Journal of Development Education and Global Learning



CEIC's Harriet Marshall is a member of the editorial board of this brand new internationally refereed journal, which publishes the outcomes of research and current debates on development education and related concepts such as global learning, global education and global citizenship.

The journal is an academic response to the increased public and educational interest in learning and understanding about the wider world. The content reflects international debates and understanding of public support for global development issues. The journal also

carries book reviews, conference proceedings and reviews, retrospective analysis of activities in a particular field, critical commentaries on policy issues and comparative aspects of development education issues.

The first editorial meeting took place in March 2008, where key themes for the journal were identified, including how young people learn and engage in global and international development issues, debates on what is meant by global citizenship, review of strategies on development education around the world and links between learning and action for global social change. For more information see: www.trentham-books.co.uk/acatalog/International_Journal_on_Development_Education_and_Global_Learning.html





NEW for September 2008!

MA in Coach Education and Sports Development

This new Masters degree, which can be studied either full-time or part-time, is for those who wish to develop a critical understanding of the relationships between sport, coaching, physical activity and the social context.

The University of Bath has an international reputation for the quality of its research and teaching in education and sport, and this programme will be taught by highly experienced teachers from the Department of Education and from the Department of Sports Development and Recreation. While registered on the Masters Degree, participants will be able to take advantage of the university's world class sports facilities and the international coaches who work in the Sports Training Village. The course is designed to provide an in-depth and

critical understanding of a wide range of theories and practices associated with sport, culture and coaching. It will encourage critical analysis of:

- the wider social, economic and political significance of sport and coaching
- sport and coaching as diverse experiential forms through which physically active bodies are organized, regulated, trained and consumed
- the psychological foundations of coaching and performance
- the practical and theoretical foundations of coaching pedagogy.

For further details, see:

www.bath.ac.uk/education/ma/coach_ed/index

STUDY CENTRE DATES FOR YOUR DIARY

Munich International School, Germany: 11-14 August 2008
Education in an International Context

Gama-Bell Teacher Training College, Krakow: 3-6 October 2008
Leading and Managing Human Resources in Education

The English College Dubai: 16-19 October 2008
Curriculum Studies

International School of Brussels: 25-28 October 2008
Research Methods in Education

Shanghai Study Centre: 7-10 November 2008
Education, Globalisation and Change

Sevenoaks School, UK: 10-11 January and 14-15 February 2009
Curriculum Studies

Munich International School: April 2009
Research Methods in Education

For further details, including application forms, see:
<http://www.bath.ac.uk/ceic/studycentres.html>

<http://www.bath.ac.uk/ceic>





Coming Soon!

ALLIANCE FOR INTERNATIONAL EDUCATION



The fourth AIE conference will be held in

ISTANBUL, TURKEY

24 -26 October 2008

It's not too late to register!

See the AIE website:

www.intedalliance.org

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