

**ANALYSIS OF THE BOSNIAN TEACHER TRAINING WORKSHOPS:
SARAJEVO, JAJCE, BANJA LUKA, MOSTAR
19th April 2008 – 19th April 2009**

Summary and background

The Bosnian language edition was printed in October 2007 with training activities scheduled to be implemented throughout 2008/2009.

The first **Training of Trainers Conference** was held in Sarajevo, on the 19th and 20th of April, 2008. The event was led by two international trainers, and one local teacher trainer. The Conference was attended by Prof. Dr. Christina Koulouri, series editor of the JHP, Prof. Hayrettin Kaya, editor of the Turkish Edition. Additionally, as local teacher trainer, Dr. Enes Milak was present. The Conference gathered 17 teachers from throughout the country, with the goal of introducing them to the JHP, distributing the materials, and offering training on how to use these same materials, so as to enable this group of teachers to be trainers at future local workshops.

The **first** Local Teacher Training Workshop was held in Jajce, on the 21st and 22nd of June, 2008. The Workshop welcomed 24 participants and was led by three local teacher trainers, Dr. Enes Milak, Munib Efendic and Mirko Ljubez, all of whom attended the Training of Trainers Conference in Sarajevo. Participants were given an introduction to the JHP and to the Bosnian Language Edition by local language editor and teacher trainer, Dr. Enes Milak. The introduction to the methodology and presentation of model lessons was done by now local teacher trainers, Mr. Munib Efendic and Mr. Mirko Ljubez. Additionally, participants had the benefit of hearing the presentations of an array of individuals, such as Prof. Dr. Dubravko Lovrenovic, from Faculty of Philosophy in Sarajevo, Prof. Nijazija Maslak, from the Una – Sana Canton, Mirsan Tokaca, from the Research and Documentation Center in Sarajevo and Ms. Bojana Dukovic – Blagojevic, history teacher and EUROCLIO member.

Following a press conference on the 5th of December which presented the project progress up to date, the **second** local teacher training workshop was held in Banja Luka on the 6th and 7th of December 2008. The workshop in Banja Luka gave 23 history teachers and educators the opportunity to gain a comprehensive perspective of the Workbooks and examine methods of introducing the materials in the classroom. During the two day workshop, discussion focussed on educational methodology as well as multiperspectivity and the encouragement of critical thinking which lie at the core of the Joint History Workbooks. International teacher trainer Dr. Enes Milak supervised the workshop, while local teacher trainers Mr. Munib Efendic and Mr. Dragan Gavran, both participants at the Training of Trainers Conference in Sarajevo, led the activities. Mr. Dzevdet Tuzlic was moderator at the event.

Mostar, 18-19 April 2009, Bosnia and Herzegovina was host to the third and **final** for this cycle, local teacher training Workshop for the Bosnian language edition, gathering teachers from this region of Bosnia and Herzegovina. The Workshop was led by local language editor and teacher trainer Enes Milak as well as by professors of history and teacher trainers Munib Efendić and Dragan Gavran. Professors Efendić and Gavran were first introduced to the JHP at the Training of Trainers Conference held in April 2008 in Sarajevo. Additionally, trainers and participants welcomed international teacher trainer Vesna Janevski whose focus was purely on the methodology of participative, interactive history teaching. Ms. Janevski held a model lesson for trainers and participants alike, enriching the already existing knowledge on how best to use the JHP materials in class.

Overall, a total of 7 different trainers worked with 76 teachers during this Teacher Training phase of the JHP in Bosnia.

At the completion of each of the workshops, standardised questionnaires were given to each teacher in order to enable the CDRSEE and its academic team to evaluate the four Workbooks and the quality of the teacher training activities. The teachers, as final beneficiaries, ‘owners’ and most valuable asset of the JHP, play the most central role in the project’s success or failure. It is therefore of primary importance to not only ask for their opinions about the project, but also to ensure that the project is responsive to their evaluation and input, in the inclusive and democratic manner which its content promotes.

Format of the questionnaires:

The questionnaires consisted of 16 close ended questions, and 10 open ended questions.

The close ended questions were designed to prompt a ‘ranked’ response in order to extract quantitative data. The open – ended questions were designed to encourage unrestricted meaningful response. Furthermore, the inclusion of open-ended questions ties into the JHP’s overall philosophy and provides a vital mechanism for the assessment of the project as a whole: that the project is an on-going, inclusive process and that just because the CDRSEE has not asked a question about a specific aspect, does not mean that it is not a valid issue or a non-valuable piece of information. Further to this, not everything that is valuable can be measured in a ‘closed-ended’ question, even when that question asks for an opinion. The open-ended questions have allowed for the greatest possible qualitative feedback about all aspects of the JHP, thus ensuring that the teachers have an on-going and responsive role in the progress of the project itself-not just as final recipients of a static product.

The following document contains a summary of the most significant responses, taken as an overall view of the 4 Workshops.

Analysis of the close ended questions

Teachers were invited to rank their replies to each question with one of the following:

strongly agree, agree, neutral, disagree, strongly disagree

The reply categories of each question were summarized and converted into percentages. Table 1 presents a brief of some of the most central questions concerning the workshops, while table 2 presents a brief of some of the most central questions concerning the workbooks:

Table 1 – Workshop

Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Blank
My decision to attend the workshop was the correct one.	47%	51%	2%			
The training session provided me with ideas and methods that will be useful in the classroom.	26%	72%	2%			

The training session was a good opportunity to meet other teachers and share ideas.	28%	72%				
I felt encouraged and supported by the trainers.	18%	78%	4%			
Participation in the workshops was valuable to me.	25%	69%	6%			

98% of all participants agreed that their decision to attend the workshop was the correct one. The training sessions provided teachers with new methods of teaching and were at the same time a good opportunity to meet colleagues from other cities. Participants felt encouraged by the trainers and market the experience as a valuable one.

Table 2 – *Workbooks*

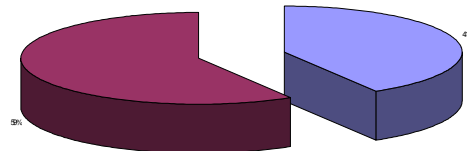
Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Blank
The content of the workbooks will be interesting to my students.	14%	84%	2%			
The activities and methods in the workbooks will be interesting to my students.	13%	81%	6%			
The workbooks will be useful for my students	18%	82%				
I will use these books in class.	18%	79%	3%			
The methods in the Workbooks are useful tools for introducing participative and critically reflective ways of learning.	19%	81%				

Overall, 98% of participants felt that the content of the workbooks will be interesting to students, and 94% felt the activities and methods of teaching will also be interesting to students. Only 3% of all participants were unsure about whether or not they will use the books in class.

Analysis of the open ended questions

Workshop

Overall, 59% of the respondents have participated in other workshops focused on multi perspective and participative learning methods. Most often these seminars were organized by OSCE, EUROCLIO and the Pedagogical Institutes at various Cantons throughout Bosnia. For 41% of participants it was the first workshop of this kind.



For many of the participants the workshops were a unique opportunity to meet colleagues from other parts of Bosnia Herzegovina and share ideas about the various methods of teaching history. The group work was pointed out as being particularly useful, as it also gave chance for discussing many different historical issues.

Workbooks

Multi perspective was singled out as one of the most important aspects of the workbooks. The illustrations in the books were also noted as extremely useful. It was stated that although the curriculum might not allow enough time to use the materials in every lesson, nonetheless, a teacher who plans the class properly, would be able to incorporate them often. It was also noted that it would be beneficial to have a textbook to accompany the additional materials.

One of the most common criticisms of the books was that there are not enough sources from and related to Bosnia Herzegovina. Of course, participants eventually understood that the goal of the materials is to make available sources from the countries of the region, not their own. Finally, it was also noted that similar materials should be put together for the period prior to the Ottoman Empire and the 1990s.

Conclusions

One of the greatest benefits of the implementation of teacher training activities in Bosnia Herzegovina was not only introducing additional materials which promote multi perspective and teach pupils about their neighbours, but also the possibility for teachers to meet their counterparts from all throughout the country. Due to the design of the education system in Bosnia Herzegovina it is not common for teachers from one entity to know teachers from the other, or teachers from one Canton to know the teachers from another. Thus, the workshops made participants realize how important exchange of knowledge and experiences with colleagues is and gave the idea to start an initiative for creating a cross country network of teachers.

Although it was noted that more sources from Bosnia Herzegovina would be beneficial, it was accepted that such additional materials are of great value for teachers and students alike, and make history teaching and learning more dynamic and interesting.