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| Nota di contenuto       | Preface -- Chapter 1. Violence, Violent Conflict and Schooling -- Chapter 2. Education as potentially preventative of violent conflict -- Chapter 3. How might schooling be transformed to contribute to peace? -- Chapter 4. A (partial) post-conflict educational success story? Colombia -- Chapter 5. Evidence on schools and peacebuilding in post-conflict developing societies school governance, management and ethos -- Chapter 6. Evidence on curriculum - Peace Education in Africa -- Chapter 7. Evidence on curriculum - Peace Education in Asia (and |

the Middle East) -- Chapter 8. Evidence on curriculum - history and religious education -- Chapter 9. Evidence on curriculum - citizenship education and classroom teaching methods -- Chapter 10. Evidence from further post-conflict countries -- Chapter 11. Explaining the failure of education as a vehicle for peaceful transformation - and why is the myth perpetuated?

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Sommario/riassunto

This book explores how, and if, formal education affects peacebuilding in post-conflict societies. As schooling is often negatively implicated in violent conflict, the author highlights the widely expressed need to 'build back better' and 'transform' schooling by changing both its structures and processes, and its curriculum. Drawing upon research from a wide range of post-conflict developing societies including Cambodia, Colombia and Kenya, the author examines whether there is any empirical support for the idea that schooling can be transformed so it can contribute to more peaceful and democratic societies. In doing so, the author reveals how the 'myth' of building back better is perpetuated by academics and international organisations, and explains why formal education in post-conflict developing societies is so impervious to radical change. This important volume will appeal to students and scholars of education in post-conflict societies.

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