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in formal education in Bosnia and Herzegovina; Eleonora Emki -- Part II: Peacebuilding through Teacher Education -- Preparing future teachers to educate for democracy and human rights: the Western Balkans approach; Bojana Dujkovi- Blagojevi -- Integrating critical and intercultural pedagogies in teacher education and language didactics; Larisa Kasumagi-Kafedži -- Fostering inner, interpersonal and intergroup peace through a Gestalt psychology approach in adult education; Mirjana Mavrak -- Teacher identity as a barrier and bridge to peace pedagogies; Sara Clarke-Habibi -- Part III: Peacebuilding through Curriculum and Pedagogy -- Peace in history education of Bosnia and Herzegovina; Melisa Fori Plasto & Bojana Dujkovi Blagojevi -- Teacher reflections on peacebuilding through mother tongue language and literature education; Branka Ljubojevi -- Drama-based pedagogy: theatre for social change in classroom; Naghmeh Sobhanil -- Peace pedagogy in intercultural and interreligious learning: insights from the ETOS Initiative and SAPERE BiH program (2014-2020); Zilka Spahi Šiljak & Melika Šahinovi -- Evaluating intercultural sensitivity among high school and university students; Haris Ceri, Amel Ali, Sedin Habibovi -- Part IV: Partnerships for Peace Learning -- Applied learning for peace: Experiential pedagogies, teacher practice and engagement in higher education; Juliet Millican & Larisa Kasumagi- Kafedži -- Promoting peace and intercultural understanding through sustained partnership: the American-Bosnian Collaboration Project; Larisa Kasumagi-Kafedži, Paula M. Pickering, Ethan Brown; Closing Editorial: Peace Learning and Peace Action in Formal Education in BiH: From Romanticised Ideal to Orienting Paradigm and Achievable Objective; Sara Clarke-Habibi and Larisa Kasumagi-Kafedži.

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#### Sommario/riassunto

This collection presents interdisciplinary perspectives on educating for peace in Bosnia and Herzegovina. It explores a range of theories, contexts, pedagogies and practices within formal education settings and draws attention to the multiple roles that teachers play in fostering socially transformative learning. The volume offers readers a critical exploration of peace pedagogy as an imagined ideal and fluid space between post-war educational politics, institutional and curricular constraints, and the lived experiences and identities of teachers and students in socially and historically situated communities. The book highlights local voices, initiatives and practices by illustrating good examples of how classrooms are being connected to communities, teacher education programs and teachers' continued professional development. It demonstrates why and how the grammars of peace in Bosnia and Herzegovina are still in a state of flux and negotiation, and what the implications are for classroom practice and pedagogy. Recommendations are offered for policymakers, curriculum developers, teacher educators and teachers on how peace pedagogies can be promoted at all levels of the education system and through pre-service and in-service teacher education, taking into account the structural uniqueness of the country. .

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