

PEACE PEDAGOGIES IN BOSNIA AND HERZEGOVINA: THEORY AND PRACTICE
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Abstract

This book is dedicated to the problem of peace pedagogy in Bosnia and Herzegovina, which is becoming increasingly important throughout the world, taking into account the level of hostility, xenophobia and hate speech, as well as other potential threats and risks to humanity. The book analyzes the international development of peace pedagogies and the mechanism for their implementation in Bosnia and Herzegovina, identifying key words and formulating key questions. In this context, current issues and problems in the education system and political context of Bosnia and Herzegovina are analyzed. With the assistance of international organizations and Western countries, the educational system of Bosnia and Herzegovina advocates a more active and systematic strengthening of peace pedagogy in order to more effectively harness the potential of education as a means of reconciliation. The book examines the wide range of international and local initiatives that arose in post-war Bosnia and Herzegovina with the aim of integrating the values of peace and peace education into the education system in Bosnia and Herzegovina, through formal and informal European educational mechanisms.

Keywords: peacebuilding competences, divisive ethnonationalist politics and narratives, ethnic divisiveness, country's teacher education policies, pre-war political and pedagogical grammar,

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post-war education reform process, cross-border pedagogical initiatives, peacebuilding through curriculum and pedagogy.

During UN peacekeeping operations in the former Yugoslavia, unique experience in practical interaction between the UN and regional organizations has been accumulated. It is important to be aware of what UN peacekeeping can and cannot achieve in a civil war. International and European peacebuilding and integration assistance provide an important channel of communication between parties, facilitating mutual understanding and cooperation. Their very participation and presence in the region brings relative calm and stability to the situation.

In the post-war society of Bosnia and Herzegovina, peace pedagogy should turn to personal communication between teacher and student, their dialogue, which contains limitless opportunities for the formation and development of human individuality based on European values. Pedagogical dialogue acts as a civilized, the only reasonable and humanistic alternative to ethno-political ambitions that impede peace and the search for balanced and reasonable solutions. It is pedagogical dialogue that meets the needs of peace education and democratization of social structures.

In the various chapters of this book, the authors analyze the mechanism of decolonization of education systems and peace education, which are becoming increasingly important throughout the world. In this sense, emphasis is placed on the key work of educators and teachers in the post-war society of Bosnia and Herzegovina, thereby contributing to the Europeanization of the education system. It is no coincidence that the authors of the books problematize the Western understanding of peace and peacebuilding from the point of view of multi-perspective dialogue, without which it is not possible to create or maintain peace both in Bosnia and Herzegovina and in other post-war countries (Kasumagić-Kafedžić and Clarke-Habibi 2023; Pašalić-Kreso 2023; Emkić 2023).

This book consists of four main parts, each of which includes several chapters.

In the first part, the authors focus on peace pedagogy, concepts and contexts, thereby analyzing the international development of peace pedagogy and ways of their implementation in Bosnia and Herzegovina. In the chapters of the first part, the authors analyze problems in the education system and political context of Bosnia and Herzegovina. The authors argue for more active and systematic strengthening of peace pedagogy to more effectively harness the potential of education as a vehicle for reconciliation. From the perspective of European values and the future membership of Bosnia and Herzegovina in the EU, the authors analyze the wide range of international and local initiatives that arose in the post-war period with the aim of integrating the values of peace and peace education into the education system of Bosnia and Herzegovina ((Kasumagić-Kafedžić and Clarke-Habibi 2023; Pašalić-Kreso 2023; Emkić 2023).

In the second part of the book, the authors focus on the mechanism of peacebuilding through teacher education. In this context, peacebuilding mechanisms through teacher education are important, as is the experience of the Western Balkans. The authors provide a comparative analysis of the main steps to modernize school curricula,

discussing the special role of teacher education and the importance of networking in the field of human rights and democracy and peace. The authors explore and focus on the unique opportunities in the education system of Bosnia and Herzegovina that open up for teachers to become critical researchers (Dujković-Blagojević 2023; Kasumagić-Kafedžić 2023; Mavrak 2023; Clarke-Habibi 2023).

The results of the authors' research on reflective practices and cultural mediators in foreign language lessons are interesting, thereby emphasizing the special value of integrating critical and intercultural pedagogy into teacher education. In this sense, the book emphasizes Gestalt psychology in adult education as a path to inner, interpersonal and intergroup peace (Mavrak 2023). Clearly this is a process of self-awareness in the general approach to adult education and teacher training. It is also important that the authors analyze the teacher's identity and its role in the context of post-conflict peace education practice, thereby using narrative analysis of interviews with teachers (Clarke-Habibi 2023). This provides an opportunity to explore such issues as teachers relate to peace education in contemporary Bosnia and Herzegovina.

The third part of the book examines ways of building peace through curriculum and pedagogy (Plasto and Dujković Blagojević 2023; Ljubojević 2023; Karahasanović-Avdibegović 2023; Sobhani 2023; Šiljak and Šahinović 2023; Cerić, Alić and Habibović 2023). It is clear that the key challenges and opportunities for promoting peace pedagogy are possible through history education in Bosnia and Herzegovina. To achieve this goal, a comparative analysis of curricula, textbooks and examples from the practice of teaching world and national history is important for the authors. It is of civilized importance that the authors share their practices of peacebuilding in the classroom, drawing on their teaching experience. It is very interesting to learn how language and literature education can enable young people to develop an analytical perspective on issues in post-war society and their own role as social actors in the European integration of Bosnia and Herzegovina (Plasto and Dujković Blagojević 2023; Ljubojević 2023).

Peace Pedagogy in Bosnia and Herzegovina provides an empirical assessment of intercultural sensitivity among high school and university students, revealing important implications for the success of peace pedagogy in the post-war society of Bosnia and Herzegovina. In this part of the book much can be learned about practical methods of engaging students in a transformative pedagogy of peace based on drama, as well as the role of theater in promoting social and political change in Bosnia and Herzegovina (Ljubojević 2023; Karahasanović-Avdibegović 2023). The practical example of the Education for Peace project and the inclusion of pedagogy peace themes in all curricula are also very educational. The authors provide further examples of a case study of the the ETOS Initiative and SAPERE program, which introduced ethical reflection using intercultural pedagogy, competencies and methods (Šiljak and Šahinović 2023; Cerić, Alić and Habibović 2023).

The fourth part of the book examines the challenges of partnerships for peace education at the community level. All research efforts focus on issues of peace, citizenship, democracy and difference, demonstrating the potential for community participation in development and promoting a culture of peace (Millican and Kasumagić-Kafedžić 2023; Kasumagić-Kafedžić, Pickering and Brown 2023). In this part, it is interesting to learn about the most important results of 23-year-long American-Bosnian

Collaboration (ABC) project, which combines non-formal education with interinstitutional, intercultural, intergenerational, school-based learning (Kasumagić-Kafedžić, Pickering and Brown 2023). In particular, it is interesting to learn about models of community and student cooperation in order to promote a culture of peace and intercultural understanding among Bosnian youth.

The future of Bosnia and Herzegovina is closely connected with the transformations that modern Europe and the EU political system are experiencing. The interweaving of the processes of globalization and regionalization, the aggravation of security problems, the introduction of new technologies and much more is important for both large and small European countries, and largely determines the direction and pace of their sustainable development. At the same time, the long-term development of Bosnia and Herzegovina and other Balkan countries on the basis of the European social, economic and political model integrates the economy, social values and political culture of these states.

The Balkan region is heterogeneous in terms of the level of economic and political development of its constituent countries, and is also characterized by a high level of conflict potential. Solving the problem of stabilizing the region, the UN, EU, NATO and other organizations specifically developed a long-term strategy for integrating the Balkan countries into their structures, which took into account not only the possibilities of peaceful coexistence, but also the escalation of armed conflicts and the growth of crisis phenomena.

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