# Teaching Peace Related Concepts through Integration of Information and Communication Technology (ICT)

Alia[1]
Sufiana Khatoon Malik[**]

## Abstract

*This paper is an attempt to propose an instructional model about how to integrate information and communication technology (ICT) for teaching of peace related concepts. It was a desk review concept paper. For this purpose, the relevant available literature was reviewed to propose ICT integrated instructional model. A gap was found between theory and practice in the traditional model of teaching peace related concepts as the learning requirements of 21st students' are different from the past generations. During the era of rapid advancement of (ICT) and its related resources like computer, cell phones, laptops iPads, etc. are becoming an indispensable part of our life, especially of 21st century generations' daily life. During the era of explosion of knowledge and developments, there is race of power and domination among nations. In such scenarios we need to teach the peace and its related concepts to students in such a way that these concepts are inculcated among our young generations' thinking and practices. As ICT has become an integral part of our young generation's life, therefore, we need to teach peace related concepts not through oral sermons, rather teaching through integrating ICT related resources. The transformation of the societies into a peaceful world can be done through teaching students peace concepts through ICT embedded instruction. Such transformation requires that students have love and desire for peace and their practice adhere to the universal peace related concepts values like care and respect for humanity, cultural understanding, harmony and tolerance, equality of rights, solidarity, social justice, honesty, kindness, sympathy, serving mankind, living things and environment, realizing the, agonies other people, etc. Teachers adopt certain ways to develop such peace related values among their students. However, the current era requirement is to transform our teaching methods and to integrate technology for teaching of peace related concepts.*

**Key words:** teaching peace, cultural harmony, tolerance, care and respect for humanity, ICT integration

[1] PhD Scholar Education Department, National University of Modern Languages (NUML), Islamabad, Pakistan
[**]Professor of Education/ Director Publications, National University of Modern Languages (NUML), Islamabad, Pakistan, Emai: sufianak1@gmail.com.

## Introduction

The word "peace" itself gives us the message of coolness and calm. In the fast growing world of information communication technology (ICT) what we need is to promote the message of peace and educate people globally about the demand of peace in the world. It can be done through developing tolerance and understanding among people and having regard for difference of opinions and cultures. Today the world is becoming an alarming place for humanity and there is lack of peace and tolerance culture. Teaching the concept of peace can actually spread the real message of peace in the world. Developing a culture of peace requires the teaching of certain universal values and positive attitudes. UNESCO's and many other international organizations have their mission on the top to promote peace in the world through education, science, culture and communication. In a peaceful society people would work together to resolve conflicts, treat each other with justice, would be caring about others' basic needs, and would have respect for each other's opinion.

It has been rightly said that the worthy thing in this world is peace and the outcomes of peace are the pleasure and contentment in the society. Authors, who work on peace related themes at local or regional level found, "conflict transformation, not management or control of a conflict, is effective for creating the conditions necessary for sustainable peace" (Bond, 2014).

### Importance of Teaching Peace related Concepts

The members of United Nations (UN) General Assembly (2015) approved the 2030 Agenda containing 17 sustainable development goals (SDGs) for Sustainable Development which would be considered as a guideline for national actions for UN member countries over upcoming 15 years. Among 17 Sustainable Development Goals (SDGs), the target of SDG-16 is decrease all practices of violence and to find out the ways to resolve conflicts and insecurities from human societies. According to United Nations report (2018) the 2030 Agenda pinpoints the peace as a fundamental element for development. At the same time it describes conflicts as hindrances for sustainable development for human societies.

ARSHA consultants' evaluation report, (2017), suggests that we should develop capability of people through sharing of best practices of conflict resolution, developing faith harmony, promoting peace and justice in the society. Therefore, such programs should be launched that focus on service delivery and interlining the local peace structures in the society.

Discussing the powerful role of ICT in teaching, Colás, (2018) calls ICT as "powerful pedagogical tools" which are conducive for raising awareness on important sustainability issues like as human rights, peace and non-violence, gender equity, environmental education, etc."

According to Fare, (2011) ICT can be called as set of technologies that support us for creating, converting, and storing, processing, retrieving and interchanging information quickly. It can include a wide range of technologies and applications, like radio, television, video, DVD, telephone (landline and mobile), satellite systems, and desktop computer and laptops, and network relating to hardware and software, the apparatus and the services that are associated with these technologies, for example videoconferencing, electronic mail (e-mail) and e-blogs (electronic blogs) (Meleisea, 2007).

Discussing the influential and powerful role of education, Douma, (2018) declares that education being an important aspect of the society, is inseparable from technology. However, the potential of integrating ICT for the purpose of teaching peace relevant concepts has not been fully explored.

Considering the need of 21$^{st}$ century students' learning requirements, Pan, (2017) observes a gap between theory and practice in the traditional model of teaching peace concepts due to the reason that the learning requirements of 21$^{st}$ students' are different from students when there no ICT was introduced. He further realizes that 21$^{st}$ century generation is living in a rapid changing technology environment and smart phones are generally in the pockets of our youth (Pan, 2017).

Keeping in view the importance of endorsing peace related concepts and culture through teaching and use of information and communication technology (ICT) in our life, it has become of paramount importance to integrate ICT in teaching of peace related concepts in order to develop among students the love and inspiration for peace related concepts and practices. As our new generation is living and interacting with ICT resources, therefore, the integration of ICT resources, in teaching peace concepts for developing positive attitude of students in order to promote a culture of peace and harmony among students and to inspire and motivate them to comprehend the theme and internalize the taught concepts for sustainable development of societies. The current paper is an attempt to review the related literature available in shape of research articles, books, reports, periodicals, etc. to find out answer to the following questions 1 and 2 finally to propose an instructional model for integration of ICT in teaching to teach peace concepts:

*Reflective Questions for Present Paper*
1. What is the importance of teaching peace related concepts?
2. What are the characteristics of teaching peace related concepts by integrating in instruction ICT resources?
3. How can we integrate ICT in instruction?

In present paper, the answer to each above- mentioned questions is being discussed in sequence below pages:

*The Importance of Teaching Peace Related Concepts for Sustainable Development*

Peace is a concept of social alliance, harmony and understanding, the absence of hostility and violence, a lack of conflict (such as war) and freedom from fear of violence between individuals or groups. However, the concept of peace is abstract and it can be seen in certain practices of the society.   Peace is so important for survival and progress of the nations that almost all nations, generally recognize the basic problems of human life, like the existence of conflicts, which are mainly based on social injustice and poverty. All nations make their own specific mechanisms to ensure peace, harmony, social justice and tranquility between, among, and within individuals and societies.

In literature, peace has always been described as the greatest, noblest and the supreme human being's value. Martin Luther as cited in Rummel, (1981), "Peace is more important than all forms of justice" as even wars that are being fought for justice are not better than 'peace'.  He further notes that the most popular view of peace in Europe means the absence of conflict, violence, or war, and this meaning is broadly accepted among Irenologists (the experts of study of peace) and for students of peace study it is the basic definition of the term, 'peace'.

It can be seen in current era, a general awareness has been awaken among people globally about concern relating to peace and peaceful environment and practices.  In this regard the role of international organizations like the United Nations Educational Scientific and Cultural Organization (UNESCO) is prominent and admirable. It only through the education process that we can educate human beings to live with peace having regard for self- respect as well as respect of other people. Learning to live together with peace is the basic purpose and aim of peace education (UNESCO, 2005).

Considering the importance of peace environment, Bond, (2014) observes that the process of  peace means to create the conditions for critically analyze the structures, circumstances and relationships that cause and create conflicts while promoting such building structures, circumstances and relationships that are conducive for promoting and developing  peace concepts and practices.

The Agenda 2030 comprised 17 Sustainable Development Goals (SDGs) which had 169 targets to inspire actions in five major areas, called as 5 Ps. They are:

1) People (P1): to terminate poverty and hunger and make sure that all human beings have equal opportunities.
2) Prosperity (P2): to confirm that all human beings can flourish and can enjoy prosperity
3) Planet (P3): to protect earth from degradation and managing sustainably of its natural resources in order to support the needs of the present and future generations.

4) Peace (P4): to foster peaceful, just, and all societies which are free from fear and any sort of violence.

5) Partnership (P5): Global Partnership for SDGs will be promoted to strengthening global solidarity and the needs of the poorest and most vulnerable people will be catered through participation of stakeholders and people from all countries (Olivier, 2016).

Among these 17 SDGs, Goal 16 targets to inspire peaceful environment for all societies for sustainable development. In addition, ICT can play an important role in managing calamities, supporting and caring for human beings, building connections, raising quality of services, productions, and promoting innovations and in all forms of peacebuilding efforts (Olivier (2016).

Currently, the integration of technology in teaching- learning process is conducive for improving the quality of teaching and learning practices (Vrasidas et. al. 2007). Therefore, in current era, one of the major challenges academia facing is that how to integrate ICT in teaching for the purpose of promoting peace concepts like love for peace, care and respect for humanity, cultural harmony and understanding among human beings, etc. The more the technology expands the greater would be the virtual learning opportunities for the students. According to Dewey (as cited in Pitman, 2015) we will deprive our students of tomorrow if we teach today the way, we taught yesterday.

In the current era of crisis, the role of teacher in promoting peace concepts and in calculating love for peace among students has become prominent. However, for successful implementation of such concepts, careful planning is needed to promote peace because it is a fact that due to cultural differences, some people may be reluctant in adopting such concepts (UNESCO, 2005). We believe that peace does exists in the very inner of a man, however, there are some external sources that compel him to move towards conflicts. The need of peace in current scientific and technology development era has become of paramount importance than it was realized before. Because in the previous times when men did not have progress much in developing dangerous, harmful and chemical weapons as the people of 21$^{st}$ have developed.

*Characteristics of Teaching Peace related Concepts*

Teaching of peace concepts and promotion of it concept requires comprehensive efforts and commitment on the part of the teachers. Presently, there are certain methods of teaching which are being used for teaching of peace related contents. By integrating ICT in teaching of peace concepts can enhance students' motivation for developing their love and desire for peace as well constructing new forms of knowledge to promote peace. Integrating technology in teaching is not a new concept, rather we can see that in "A curriculum guide" (1981) identifies several examples of university courses that make use of films and videos to observe local and global social issue through a range of disciplines. Realizing the need of integration of technology in teaching Gibson, Tania, Downie, &

Wallet, (2017) describes the nature change of interactions between teacher and students due to expansion of technology-enabled interactions and capabilities.

Discussing the characteristics of teaching peace concepts, Gerhard, (2017) mentions that teaching peace is different from teaching certain other subjects like any language or mathematics. Peace teaching requires the learning of certain values, ways of perception, or rules of conduct, etc. As the purpose of peace education is to raise students' intelligence, general reasoning ability, awareness of social justice, and to promote honesty and reduce selfishness and greed, reduced corruption, and to train them how to make constructive use of the freedoms they enjoy in a democratic society, therefore, these parameters should be keep in view, whatever the method is used for teaching peace concepts (Gerhard, 2017).

The content of the peace education may be included to introduce students about the reasons why do people have wars, reasons relating the issues of conflicts among nations and the ways to resolving them, sensitizing students about the cultural differences, harmony and understating, regard and respect for diverse opinions and the ways of negotiating among people from diverse cultures, discussing the causes of violence, insecurity, hate and prejudice among diverse cultures, social injustice, innocent killing, poverty, destroy the environment, introducing the blessings of peace within a nation, explaining the rights of individuals, caring for humanity without any discrimination.

Riswanda, Sunaryo Ilfiandra, & Ayami (2020) suggests some parameters for teaching peace concepts (i) teachers should be creative; (ii) collective effort of education stakeholders for peace are needed; (iii) every teacher should be missionary for peace; (iv) safe and conducive learning environment for learning peace concepts.

Certain teaching models can be adopted for teaching of peace related concepts like collaborative learning, collaborative learning, culturally responsive pedagogy, conflicts analysis and responses, critical discussion method, problem solving methods, civil society participation are some of the methods of teaching peace related concepts and practices.

Daniel, Barbara & Sanjana, (2011) describe that the awareness about the role of information and communication technologies (ICTs) was recognized for promoting and building peace at a policy level, in the context of the World Summit on the Information Society (WSIS) held in Geneva in 2003 and even today we are observing technology shift in the use of ICT in addressing crisis, promoting peace and resolving conflicts.

Considering students' learning requirements in changing times of ICT, Gibson et al., (2017) note, and "There is need to be focused on having information about ICT usage in teaching and learning process". After consulting the relevant literature, the authors are

proposing in below pages a model of instruction for teaching peace related concepts through integrating ICT.

*Proposed ICT integrated instructional model for peace related concepts (ICT-IIMP)*

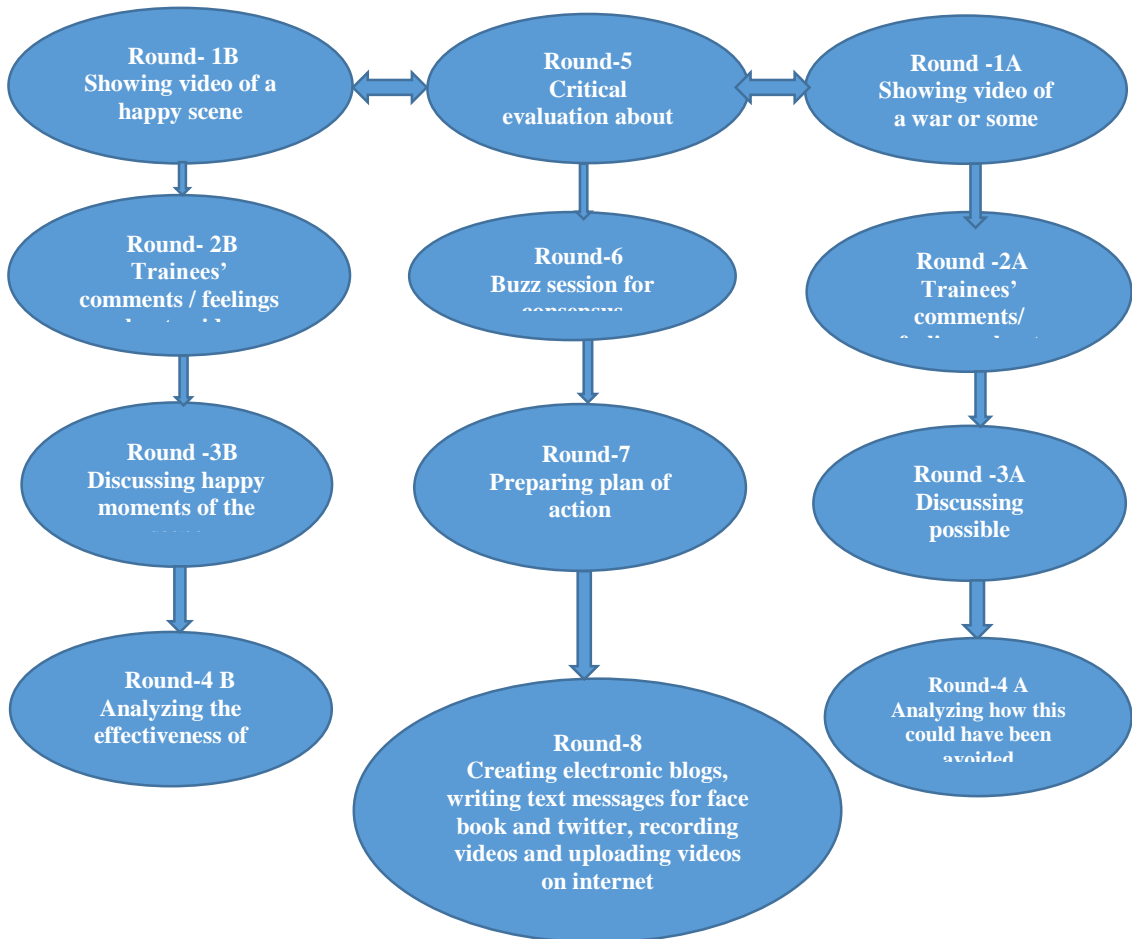Following is the graphical presentation and description of the ICT-IIMP model:



*Figure 1.* ICT integrated Instructional Model for teaching peace related concepts Round-

*Detailed Description of Proposed ICT integrated instructional model for teaching of peace related concepts*

*Round -1A: Showing video of a war or some calamity/ disaster scenes*

The teacher starts the teaching session by showing video for 2- 3 minutes about some calamity like video on incident of war, bomb blast, poverty, murder, event, etc. which can cause of trouble and dichotomy among human beings.

*Round-2 A: Trainees' comments/ feelings about video*

The teacher asks from students to write down their comments and the nature of feelings they have about the video that have watched.

*Round -3A: Discussing possible consequences of happening*

At this stage the teacher seeks students' views to think about what can be the possible consequences of this type of happening? Here the students may hypnotize about the consequences that may happen as result of such type of events.

*Round-4 A*

*Analyzing how this could have been avoided*

Here teacher seeks students' opinions about what measures could had been done so that such type of calamity might had been avoided. Here the group members discuss from each point of view to see what were the possible measures could had been done before.

*Round -1B: Showing video of a happy scene*

The teacher starts the teaching session by showing video for 2-3 minutes about some like celebrations on national and international days, charity events, cultural ceremonies, festival, game events, or such type of event which can be a cause of feeling of relief, satisfaction and happiness among human beings.

*Round-2 B: Students' comments/ feelings about video*

The teacher asks students to write down their comments and the nature of feelings they have about the video that have watched.

*Round -3B: Discussing happy moments of the scene*

At this stage the teacher seeks students' views to think about how they feel about the event? How much it was entertaining for them? How it leads towards feelings of rest and peace? Here the students may hypnotize about the possible outcomes of such joyful and peaceful events.

*Round-4 B: Analyzing how such type of joyful events and ceremonies can be endorsed for expanding the concept of peace throughout the world*

Here students' opinion is asked about what type measures can be taken so that such type of peaceful and enjoyable events are encouraged to be promoted the world over. Here the students in group discuss from each point of view to see what the possible measures could be taken for this purpose to increase the number of happiness events in throughout the world.

*Round- 5: Critical evaluation about the comparison of both scenes*

The students have observed the both types of videos and now they are invited to discuss freely about the both situations and try to explain their feeling and emotion for each scene they have observed. The teacher will assign them task to find out how the miserable things / events are hard to describe, hard to observe and even more hard to live with and how it is pitiable to live in miserable and unsecure environment like war. On the other hand, how human being get pleasures and joy from happy events of life and how the human life can be full of pleasures, happiness and joys when there is no threat of war, no worries of insecurity, injustice and distress in human societies.

*Round- 7: Preparing plan of action*

After discussing each and every points, the teacher divides students into two groups through draw methods to assign them task for preparing a plan of action for both type of events and required procedures for implementation. It is the round of planning for creative and innovative ideas.

*Round-8: Creating electronic blogs, writing text messages for face book and twitter, developing video and uploading video on internet (based on the slogans of peace and developing understanding among diverse cultures and respect for difference of opinions, caring and regard for humanity and social justice)*

It is the most creative and innovative round for students in order to generate ideas. In addition, students create mutual electronic online dialogue blogs, text /WhatsApp messages for mobile, videos and messages to share at Facebook and twitter in their respective accounts. The teacher scrutinizes material developed by students to see that no harmful or controversial material is uploaded or shared online.

## Discussion and Conclusion

It is expected the present instructional model has its implication for teaching the peace related concepts to every level of students e.g. primary, secondary and tertiary level. It the need of the hour to create a global culture of peace, care and respect for humanity, regard for diverse religions; promoting interfaith dialogues, harmony and tranquility among the nations all over the world by having regard for human being and humanity, their beliefs, cultures without any sort of discrimination and to abolish the culture of horserace for having the latest weapons and latest technology to use it for

destroying and killing the innocent humanity.  According to the universal declaration of human rights United Nations declares, *"Whereas recognition of the inherent dignity and of the equal and absolute rights of all members of the human family is the foundation of freedom, justice and peace in the world".* There is need to resolve the issues between and among nations through negotiation and not through attacking each other with heavy weapons. There is need to promote justice because existence of justice in a society itself promises peace and promotes feeling of harmony and tranquility among the citizens whereas "injustice always breeds evil" and evil based culture is not conducive for peace. There is need to abolish the horserace for beating each other and nations should reserve their energies and wealth for eradicating hunger and improving the living standards of the human beings throughout the world. Who would like to be the first to begin this campaign? In our opinion teacher are the torch bearer of peace who will have to play their role in inculcating and promoting peace related concepts among students because students are our future leaders and they are going to lead the world in a peaceful way. In order to perform this noble function, definitely, teachers should be provided practical training in how to integrate technology for teaching and promoting peace related concepts among students.

## References

Arsha C. (2017).  Final Evaluation Report of Norwegian Church Aid's Project "Just and Sustainable Peace in Pakistan" PAK 3045-14/000. 4-B, Black Horse Plaza, Blue Area, Islamabad - Pakistan April, 2017

Bond. C.  J. (2014). Sustainable Peace and Added Dimension to Social Sustainability in the Mining Context. *The International Journal of Sustainability Policy and Practice.* Volume 8 Issue 4

Colás, P. (2018).   Special issue guest editor. Professor of Research Methods and Diagnosis in Education, Faculty of Education Sciences, University of Seville, Seville, 41014, Spain retrieved on 10th March 20120 from https://www.mdpi. com/ journal/sustainability/special_issues/ICTESF

Daniel S.  Barbara W., Sanjana H., (2011). Digital development debates' Crisis Management: Understanding the Real Impact of ICTs, Social Media and Crisis Mapping. The ICT4Peace Foundation (www.ict4peace.org)

Douma A. (2018).  Are we doing enough in the field of ICT for peace? DOI - 10.13140/RG.2.2.33642.98245

Fare, A. (2011). ICTs and global citizenship: A Peace Studies perspective", in Nos Aldas, Eloisa; Martin Galan, Jose Iganacio; Ahamed Ali, Fatima (eds.): *Comunicación para la paz en acción. Periodismos, conflictos, alfabetización mediática y Alianza de Civilizaciones / Communication for Peace in Action. Journalisms, Conflicts, Media Literacy and Alliance of Civilizations*, Castellón de la Plana, Publicacions de la Universitat Jaume I, 199-215. ISBN 9788480218221

Gerhard Meisenberg, (2017). Teaching Peace along with routine education: A simple and easy to implement strategy for a peaceful happy world Article, March 2017 DOI:10.15415/iie.2017.51006 retrieved from: https://www.researchgate.net/ publication/320226054

Gibson, D., Tania, B., Downie, J., & Wallet, P. (2017). Evolving Learning Paradigms: Re-Setting Baselines and Collection Methods of Information and Communication Technology in Education Statistics. *Journal of Educational Technology & Society.21* (2), 62-73.

Meleisa Ellie, (2007). *The UNESCO ICT in Education Programme,* Bangkok, UNESCO.

Nathan Bond, Editor (2015). *The Power of Teacher Leaders. Their Roles, Influence, and Impact Instructor's Guide.* New York and London. Routledge Taylor & Francis Group

Olivier, Serrat, (2016). *Information and Communication Technology for Peace and Partnership*. Retrieved on 10th March 2020 from https://www.researchgate.net/ publication/310674403_Information_and_Communication_Technology_for_Pe ace_and_Partnership

Pan Shaswati, (2017). "ICT in peace and value education. *International Journal of Current Research*, 9, (5), 50832-50834.

Pittman, T., Trudi, T., (2015). Technology integration in third, fourth and fifth classrooms in a Florida school district. *Educational Technology, 63*(4), 539-554.

Riswanda S., Sunaryo K., Ilfiandra, A. N. (2020). A Peace Pedagogy Model for the Development of Peace Culture in an Education Setting. *The Open Psychology Journal* (ISSN: 1874-3501) Volume 13.

Rummel, R.J., (1981). *Understanding conflict and war. The Just Peace (Vol. 5)*. Beverly Hills, California: Sage Publications.

UNESCO (2005). Peace Education Framework for Teacher Education. United Nations

United Nations Report (2018). Corporate Framework to support sustainable peace in the context of Agenda 2030. Food and Agriculture Organization of the United Nations Rome, 2018

Vrasidas. C., Zembylas, M., Evagorou M. Avraamidou L. and Aravi C. (2007). ICT as a Tool for Environmental Education, Peace, and Reconciliation. *Educational Media International* Vol. 44, No. 2, June 2007, pp. 129–140 ISSN 0952-3987 (print)/ISSN 1469-5790 (online)/07/020129–12 © 2007 International Council for Educational Media DOI: 10.1080/09523980701295125