

EXPLORING INNOVATIVE TEACHING PRACTICES TO PROMOTE PEACE AND LIVING TOGETHER: DEVELOPING A MODELDr. Amjad Ali Arain¹, Dr. Muhammad Zafar Iqbal², Zubair Ahmed Chacher³**Original Article**

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Abstract

In today's technology based globalized world the nature and level of trans-national and trans-cultural interaction of humans is changing very rapidly and it is contributing to the social, cultural, religious and economic conflicts. As a result the international political environment has continuously been heating in many regions. Education can be used as moderating, neutralizing and change agent. Integrating the concept of learning to live together in formal education is a mean to construct peace in the minds of students. In schools peace can be promoted, constructed and strengthened in the minds of young generation through innovative teaching practices. Thus prospective teachers and teachers must have knowledge and possess necessary skills beyond the school curriculum to promote peace and develop a sense of living together, as the students of contemporary era are exceedingly well informed and using advanced technologies than their teachers. Therefore, it is important for teachers to adopt innovative and effective ways to teach peace and promote the idea of learning and living together. This study has been designed to travel around the opinion of experts about innovative ways of teaching to promote peace and 'living together'. Results will strengthen the beliefs of teachers that diversity is unity. Based on review of international studies and narrative of experts a model is proposed to promote peace education and concept of live together through social networking, violence mitigation, violence prevention, conflict management and resolution, teaching tolerance, teaching love and respect others, forgiveness, co-operation and teaching human rights. Furthermore, linking school with the social networks, taking self-reflections, watching documentaries, artwork exhibitions, distribution of literature about peace, application of problem based learning approach are recommended.

Keywords: *innovation teaching practices; living together, violence mitigation, conflict management, peace Education*

1) Introduction

War and peace both are brain children of man; one is the fierce force while the other is deliberate process to come over the strife. In fact war initially begins in the mind of men then it spreads on the earth. But it can be avoided or surmounted by nurturing peace in human mind. In this regard education can play a crucial role in constructing peace in the classrooms and

ultimately in the world. It is universal truth that education is a catalyst of change and a basic element of peace and a mean to foster peaceful attitude that promotes understanding, coexistence, respect and harmony. Sometimes people with extreme thinking use education as a tool to create communal disorder, social segregation, isolation, intolerance, and violence

that lead to conflict and war (UNESCO, 2011). According the Universal Declaration of Human rights, education is a fundamental right of every person and it is indispensable to exercise all other human rights. An education supportive to peace can help people to work together to find solutions to their existing problems and it also provides them new opportunities for human development and durable peace (UNESCO, 2005). This aims to study the opinion of academicians/expert university teachers about peace and living together through adoption of innovative teaching strategies in the classrooms.

2) Objectives & Research Questions:

This study aims to focus dissemination of 'peace education' and 'concept of live together' through innovative teaching practices in practical classroom settings. Study also aims to explore the judgments of the experts and to develop a model for diffusion of peace education and live together in the classrooms.

How experts perceive peace education and live together? How peace education and live together can be promoted through innovative teaching practices? How peace education and live together is explained in the related research literature? How we can develop a germane model to promote peace education and 'concept of live together'?

3) Literature Review

Shulman concludes that (i) changing the mindset of teachers, (ii) promoting self reflections among teachers (iii) setting a practice to allow students to ask open ended questions (iv) providing a flexible learning environment to students in the classroom (v) putting serious efforts to develop students' personality (vi) application of problem solving teaching approach (vii) allowing students to make mistakes (viii) allowing students to take risks (ix) creating a flipped classroom environment (x) promoting entrepreneur skills among students (xi) and designing students' thinking is inevitable to promote creativity and

peace among students (Shulman, 2018). Likewise, Harper 2020 describes that success of the students depends upon their social and emotional development; they must be able to communicate their feelings to others in appropriate and effective way. It is the duty of the schools to enable students to develop positive relationship with peers, prioritize their academic skills, have self awareness, and adopt problem solving teaching approach. Setting these practices at early childhood education level will result in inculcating peacemaking skills among students. Moreover, teachers needs to acknowledge peacemaking skills of their students, provide them a space for peace in the classroom, develop their own peacemaking skills through modeling, respect the whole child, share positive stories and books related to peace education with students (Harper, 2020).

Findings of the study conducted by Amin et al revealed that promoting peace education is important and inevitable but it must be disseminated according to the social and cultural perspectives prevailing in any country. Curriculum for peace education should be developed on the basis of spirituality and widely accepted human principles and it must be taught to the pre-service and in-service teachers (Amin, et al., 2020). Interestingly usage of information and communication technologies can help out teachers to apply innovative practices in today classroom. Technology experts working in the field of education have recommend a variety of tools and activities to address students' individual and social learning needs from pre-primary to university level by using communication tools. These tools include internet related forums e.g. weblogs, social blogs, micro-blogging, wikis, virtual social worlds, social networks, podcasts, photographs or pictures, video, rating and social bookmarking, email, instant messaging. The below given tabulated information can be used by teachers while teaching the concept of living together in an innovative way.

2.1) Teaching to live together effectively

Teacher can play an effective role in the promotion of peaceful coexistence in the classrooms; it will result in promotion of peace in the community. Teachers' Professional Development Programmes should include peace education and adoption of innovative teaching practices. It is very crucial for effective teaching and promotion of peace. In this regard there is a dire need to produce professional teachers having appropriate trainings about peace, knowing effective classroom management strategies and having a sense of belongingness (Davies, 2011). Teacher role in peace education and conflict resolution is crucial in Pakistan. There is a need to develop insight among prospective teachers that how they can play their role to deal with conflicts and how they can mitigate inequalities through redistribution, representation, reconciliation and representation (Durrani & Hilali, 2017).

Since the advent of 21st century many countries are passing through a period of transition which is evident from cultural, political, social, and economic change which is accompanied by resistance from different groups inside the society marked by violence in all its forms at all levels. In some cases schools also have emerged as violent places (Harber, 2007). In many parts of the world structural violence, cultural violence, ethnic violence, personal violence, racism and terrorism has penetrated into educational institutions as well. In majority of the instances such type of violence at educational institutions have been perpetuated by the enrolled students or by the bona fides. Furthermore stressful class environment, psychological humiliation of students by teachers, corporal punishment, sexual violence both from staff and students, and peer bullying are widespread around the world particularly in low and lower middle income countries (Leach & Mitchell, 2006). Existing wave of violence in the society particularly in educational institutions is alarming for state and society. This

phenomenon raises many questions in the mind of stakeholders; why is it happening? What are the factors behind it? Is our education system failing? Who is responsible? How can it be rectified? Where to begin with? Answers to these and many more questions are very important to make the world a peaceful place to live. Organizations, institutions and individuals are doing in-depth and multifaceted research studies to investigate into social, political, psychological, religious, economic and biological basis of these problems. It is common consensus that constructing peace in the mind of human beings can be helpful in constructing peace in the society. Thus the cognizant societies are promoting peace education through different means that may include educational institutions, media, literature, cultural activities and events, and social reforms.

4) Research Methodology

In first phase of the study literature about 'peace education', 'living together' and innovative teaching practices was thoroughly reviewed to develop a sense of the phenomena of peace education and living together. In second phase 15 national and international experts having insight about peace education were interviewed to develop a clear understanding of the phenomena. During document analysis important themes related to; peace education, living together, human rights, co-existence, co-operation, forgiveness, tolerance, respecting others, conflict management, violence prevention, violence mitigation, environment protection and innovative teaching practices were formulated. Structured questionnaire was developed. Convenient sampling strategy was chased to collect the data from the experts in person. Researchers ensured to take the prior consent of the respondents and assured that identity of the respondents is not disclosed throughout the report.

5) Results

Thematic analysis was made to the collected data. Following major themes were identified and responses of the respondents were categorized accordingly.

Teaching Human Rights to Students

“Thirty different articles related to human rights e.g. all human being born free; they have dignity, have right to possess property, right of security, right to trade, right of identity, right of no discrimination, right to arbitrary exile, right of fair hearing, right of defense, right of privacy, right of freedoms of movement, right to have a nationality, right to have family, right of freedom of expression, right to have association, social security right, right to have periodic holidays, right to participate in cultural events, choice of employment right, right to develop personality, right to get education, circulated by the Presentation about human rights and many more are circulated by the UNO. We need to teach these rights to students”.

Literature about basic human rights as a citizen is frequently available at different websites; many organizations are working on basic human rights in different regions. There must be social justice for everyone. Many human rights activists are also mobilized in the field of human rights. Every student should be allowed to have social contacts with classmates or school mates through social networking.

Teaching the vitality of co-existence

Man is social being and cannot afford to survive alone due to fulfillment of different biological and social needs. Teaching the concept of ‘co-existence’ to students all levels seems very important. Teachers are required to explain nature of co-existence with other students belonging to different regions and cultures, speaking different language. Development of interpersonal

skills among students is imperative to train that how they can successfully apply these skills for co-existence. Teachers can provide examples of co-existence to the students and distribute literature (pictures, paintings, charts etc) reflecting co-existence among other species with their students. Ensuring the participation of students in games can strengthen their concept of co-existence.

Forgiveness

Teaching the concept of forgiveness is not easier, but forgiveness is crucial to promote continue relationships. Islam highly focused on forgiveness and associates it with leading characteristics of our creator. Holy Prophet PBUH focused and practically promoted forgiveness through setting different examples. Relationship of love and concept of peace education remained incomplete without promoting forgiveness. Teachers surely need to demonstrate forgiveness in the class to promote peace and teach them the concept of ‘living together’. Schools can organize seminars on forgiveness; can quote examples and quotations about forgiveness. Quotations about forgiveness can be displayed in the educational institutions. Forgiveness is the leading attribute of great people. Teachers can share literature and videos with their students to promote peace and forgiveness. Promoting forgiveness will surely promote peace.

Teaching about ‘Conflicts’ and ‘Conflict Management’

Promoting collaborating, teaching about nature of conflicts, teaching how to avoid conflicts/ teaching how to accommodate others can promote peace. Teachers need to organize discussions about causes of conflicts among individuals, societies or countries. During 21st century it is imperative to inculcate conflict resolutions

among students. Conflict management required different skills, e.g negotiation skills or better self understanding skills. Teachers need to sensitize students that how they can avoid or deal with conflicts. Usually higher academic competitions among students cause conflicts.

Teaching about 'Violence' and Violence Prevention

Different forms of violence exist in different society e.g physical violence, social violence or psychological violence. Violence is mostly exercised in the schools situated in poor communities. Parents and teachers play a significant role to promote violence among students particularly at elementary level of education. Home environment, security threats, unavoidable circumstances, financial stresses, exposure to violence, absence of certain facilities, continuous social threats promote violence among young learners. Social norms, lack of resilience among students works as leading agents to prop up violence in any society. Schools need to devise effective strategies to stop different forms of violence. Always there is a cause behind the violence, many times gender related, racial related, political or religious factors also contributes to promote violence in the schools or society. Schools and classrooms must be violence free zones to promote peace in the society or in the country.

Teaching 'Respecting Others'

Ultimate purpose of education is excellent socialization and 'respecting others' is its essence. Concept of

respecting others refers to respect women, respect people belonging to different cultures, having racial difference or speaking different languages. Diversity is the beauty of this universe. There must be demonstrations about 'respecting others'. Teachers can write a simple script and involve students in role playing to teach them the concept of 'respecting others'. Giving explanations to the students about respecting ideas presented by others, teaching them it is their duty to respect the religious practices of those belonging to different religions, teaching them about different cultures will result in promotion of peace in the community.

Role of Classroom Environment to Promote Peace

Classroom environment is more than the physical infrastructure or classroom seating arrangements, it also include social & psychological environment of the classroom. Positive classroom environment can play a significant role to promote good behaviour among students. Ideal relationships among students and teacher can reshape students' behaviour. Teachers can place reading material about peace education to prevent violence and engage the students in free classes. It is the duty of teachers and schools administrators to ensure quality physical, social and psychological environment in classroom.

Innovative Teaching Practices to Promote Peace and Live Together		
Behavioural Development	Activities & Support for teachers	Activities and tasks for students
Human rights	<ul style="list-style-type: none"> • Presentation about human rights • Examining the cultural, political and religious context of basic rights of children, women and citizens • Exploring websites of International organizations working for human rights • Explaining human rights and dignity through Universal Declaration of Human Rights • Discuss the ways to strengthen human rights and fundamental freedoms of human beings. • Developing an understanding about social justice and democracy • Inviting "human right activists" in the classrooms 	<ul style="list-style-type: none"> • Reading literature about 'living together and peace education' • Reading content about social networking • Mutual networking of all classmates through face book, twitter or other social media forums • Display Declaration of Human Rights of UN in the classroom • Writing poems about peace 'co-living' or human rights • Participation in debates about human rights • Writing stories about 'living together' and about the notion of peace education
Co-existence	<ul style="list-style-type: none"> • Dissemination of knowledge of the history of peace education • Exploring other cultures • Understanding provisions about human rights in major religions • Identifying factors related to coexistence of students • Promoting socio-emotional literacy among students • Explaining the Universal Declaration of Human Rights • Establishing a practice of asking and responding open ended questions 	<ul style="list-style-type: none"> • Giving presentation about characteristics of different cultures. • Participation in inter-faith and intra-faith discussions • Role playing in classrooms and its sharing through social media • Singing songs or poems about human 'live together' and peace education
Co-operation	<ul style="list-style-type: none"> • Explain nature of co-operation • Describe its need and importance • Provide interpersonal skills • Present examples from animal world • Motivate students to show cooperative behaviour in the class • Sharing stories about cooperation • Teaching about dealing with differences of opinion and conflicts 	<ul style="list-style-type: none"> • Drawings/ pictures/ cartoons to depict Co-operation • Extending cooperation with classmates and school mates • Participation in games and supports • Highlighting marginalised and excluded communities • Avoid to sharing any material contradictory to peace education
Forgiveness	<ul style="list-style-type: none"> • Teaching the concept of forgiveness • Explaining provisions about forgiveness in major religions • Practicing the concept of forgiveness in the classroom 	<ul style="list-style-type: none"> • Collecting stories on this theme • Promoting a culture of forgiveness • Writing essays or stories on forgiveness • Observing ethical values during discussion in the classroom • Studying religious teachings about forgiveness
Tolerance, respect and	<ul style="list-style-type: none"> • Explaining the concept of tolerance and intolerance with examples 	<ul style="list-style-type: none"> • Enlist the advantages and disadvantages of tolerance on the

love	<ul style="list-style-type: none"> • Understanding cultural, religious and racial differences • Discussions about UNESCO Declaration of Principles of Tolerance (1995) • Encouraging the students as and when they will observe tolerance • Asking students to provide tolerance examples • Promoting active listening, critical thinking, problem solving skills among students 	<p>social network and start discussions</p> <ul style="list-style-type: none"> • Create stories on this theme • Review the UN role in the promotion of tolerance • Organize drama on this theme • Searching videos about peace and sharing with classmates.
Conflict management and resolution	<ul style="list-style-type: none"> • Clarification about “what is conflict?” • Discussions about the root causes of conflict among individuals • Teaching students how they can deal with conflicts? • Development of reconciliation skills among students • Providing examples related to major conflicts existing around the globe 	<ul style="list-style-type: none"> • Formulate <i>Conflict Management and Resolution Committee</i> in every classroom • Devise conflict management toolkit with the help of teacher and make it available on the school website. • Enlist the necessary steps to resolve conflict • Role play a mock ‘court’ • Present the solution to the existing conflict at individual, family and national levels • Developing emotion management skills
Violence prevention	<ul style="list-style-type: none"> • Define and describe violence • Identify different types; gender, racial, political, religious, sexual • Explain strategies to stop violence • Presents the Universal Declaration of Human Rights • Give an understanding psychological factors behind violent behaviour • <i>Interpret Declaration on the Rights of Peoples to Peace, 1984</i> • Develop behaviour of nonviolence 	<ul style="list-style-type: none"> • Differentiate conflict and violence • Design and create “<i>violence prevention declaration</i>” for the children • Collect data on different types of violence through media • Present case studies on this theme • Declare school <i>Violence Free Zone</i> • Participation in volunteer works • Studying literature about peace
Violence mitigation	<ul style="list-style-type: none"> • Describe the role of religion in the mitigation of violence • Explain the principles of violence mitigation and peace • Play his role in mitigating bullying in the class • Introduce and highlight the role of different national and international organization and NGOs working for peace 	<ul style="list-style-type: none"> • Explore root causes of the violence in the society and ways to mitigate it. • With the help of parents make a list of factors and causes of <i>family violence</i> • <i>Arrange workshop of parents students, teachers and community</i> • Join <i>Causes</i> of national and international organization working for peace.
Respect of others	<ul style="list-style-type: none"> • Given an understanding about the diversity of ideas, cultures, races, religions, economic levels, etc. • Explain that diversity is a trait of nature 	<ul style="list-style-type: none"> • Respecting mates belonging to different cultures, regions, and religions • Sharing ideas to promote peace

	<ul style="list-style-type: none"> Encourage students to respects for others values <i>Declaration and Programme of Action on a Culture of Peace, 1999</i> <i>Invite community members from diverse religions, cultures</i> 	<ul style="list-style-type: none"> Exploring cultural diversity
Environment protection	<ul style="list-style-type: none"> Introduce different types of environment; natural, social and cultural and its impact on the human behaviour Describe factor contributing to the improvement and degradation Create peaceful environment at class and school level Provide reading material and internet links to further knowledge 	<ul style="list-style-type: none"> Watching documentaries on peace Active contribution to protect school environment Participation in community programs Volunteer work for environmental protection
Living together	<ul style="list-style-type: none"> Describe Philosophy of living together Link peace education with learning to live together Equip students with necessary skills to educate them about peace education Presentations from the literature published by UNESCO and UNICEF related to “learning to live together” and peace education Explaining religious resources for ethical living with other human beings 	<ul style="list-style-type: none"> Respecting others Create a Face book page to share ideas about peace Initiating discussions about peace and living together on social networks Display charts, drawings and other art work in the classroom illustrating the idea of peace

6). Conclusions & Discussions:

- Peace Education Programd e.g Teacher Training Manuals 1 to 3 (UNESCO-INEE) and Teacher activity books (UNESCO-INEE) published by the United Nations Educational, Scientific and Cultural Organization. Teachers’ Training for Learning to Live Together: a training manual published by Education for International Understanding (EIU), Education for Sustainable Development (ESD), Asia-Pacific Centre of Education for International Understanding by Lee Seunghwan (2008) can clearly guide to the teachers to know about peace education and ‘live together’.
- Teachers are trend setters and future of new generation lies is in the hands of teachers. It is the professional responsibility of every teacher to do justice with students to promote peace and concept of living together. Results of this study matched with the literature (INEE-UNESCO, 2005). It is imperative for teachers to adopt innovative teaching practices while shaping their ideologies and constructing peace in the minds of students. Educational activities and materials aimed towards development of peaceful living skills can be distributed among students.
- Innovative teacher should use interactive methods of teaching as students learn better and participate actively when they are given opportunity to participate, to use different types of learning materials, to apply their ideas and to relate the class activities to their own lives and to share their personal experiences. Thus lessons plans and activities should be to support learning and skill development as well (INEE, 2010).
- Education is a fundamental right of every person and it is indispensable for the exercise of all other human rights. It is also a powerful a mean to promote coexistence, tolerance and peace. Teachers, in the era of information and knowledge, should use ICT based innovative teaching methods and techniques in the classroom to construct peace in the mind of students. Study conducted by Selanik & Gokdemir reflects

that there is a need to target students' skills and attitude by educating them about peace and by making them more tolerant. It is the social responsibility of teachers to guide their students in this regard (Selanik & Gokdemir, 2020). Result of this study have maximum similarity with the results of many studies conducted on peace education e.g (Durrani & Hilali, 2017, Harber, 2007, Leach & Mitchell, 2006, Amin, et al, 2020, Harper, 2020 and Shulman (2018).

- Giving presentation about human rights, explaining cultural, political and religious difference, sensitizing students about women and citizens rights, reading literature about 'living together and peace education', planned social networking of students, displaying declaration of human rights of UN in the classroom, writing poems or stories about peace 'co-living', human rights and participation in debates about peace, co-existence will be helpful for teachers to educate students about peace education and living together.

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