AI Age: Teaching Communication to Preventing Conflicts and Wars

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Abstract

Teaching communication to primary and secondary students is essential to preventing conflicts and wars, as it equips young learners with the skills to express their thoughts, negotiate differences, and resolve disputes constructively. As Hashmi (2014) explains, introducing communication early in education encourages tolerance and mutual respect, lowering the risk of conflict escalation. Beyond improving interpersonal relationships, communication training prepares students to engage with cultural diversity, fostering inclusivity and empathy in increasingly globalised classrooms (Schwaben, 2019). In the age of AI, these skills become even more essential, as digital communication platforms and artificial intelligence tools influence how young people interact, often amplifying misunderstandings or spreading false information. Programmes that encourage dialogue and cooperative learning have been proven to enhance social skills and support peaceful resolution of conflicts (Martínez Lirola, 2019).

Teaching communication not only improves classroom dynamics but also promotes long-term societal stability, as students carry these skills into adulthood, impacting workplace collaboration, civic participation, and conflict resolution on a broader scale, including navigating AI-mediated interactions.

To address these emerging challenges and opportunities, Part 14 of this work, Future Directions in Communication Education in the AI Age, examines how communication curricula must evolve to stay effective. It is emphasised that students need not only interpersonal and traditional communication skills but also the ability to critically navigate

digital and AI-mediated environments responsibly. Future research is expected to focus on how AI technologies, such as social media algorithms, chatbots, virtual reality interactions, and automated messaging systems affect misunderstandings, biases, and conflict escalation among learners. Educators must prepare students to critically evaluate AI-generated content, identify misinformation, and understand algorithmic influence alongside foundational communication skills.

Moreover, the future of communication education will emphasise ethical decision-making, courage, moral judgment, and resilience, skills that are as necessary in digital interactions as they are offline. Teaching students to recognise when AI tools might escalate conflicts and respond constructively will become a central component of curricula. Equally, fostering global digital citizenship, encouraging collaboration across cultures in AI-supported environments, will promote empathy, accountability, and proactive problem-solving, equipping students to prevent conflicts and cultivate peaceful societies both online and offline. Integrating AI-awareness and digital literacy with communication education ensures that curricula not only address current challenges but also prepare a generation of digitally literate, ethically minded, and peace-oriented citizens capable of navigating the complex realities of the AI age.

1. Introduction

Teaching communication to primary and secondary students is essential in preventing conflicts and wars because strong communication skills provide young learners with the tools to express themselves clearly, listen actively, and resolve disagreements constructively. When students learn how to manage differences through dialogue rather than aggression, they are more likely to foster cooperation, empathy, and mutual respect in their interactions with others. Therefore, communication must be introduced early in education as a foundational skill that not only supports academic success but also contributes to peacebuilding and long-term social harmony (Hashmi, 2014).

2. The Importance of Communication in Education

Communication is a vital element in teaching children and youth. Mature communication among people usually leads to positive results and helps build harmonious relationships (Masood Hashmi, 2014). Language plays a crucial role in promoting peace in diverse societies. Implementing peace education and using appropriate language are important strategies. Effective communication techniques should therefore be integrated into curricula at both primary and secondary levels. The main goal of teaching communication to primary and secondary students is to prevent conflicts and wars. This is justified by the fact that many wars stem from poor or ineffective communication.

Teaching communication to young children requires specific approaches suited to their developmental stage, which differ from those used with secondary students. The role of educators is critical; they must demonstrate effective communication and foster an environment that encourages learning and practice during school hours.

3. Historical Context of Conflict Resolution

The contemporary international landscape remains marked by violence, disputes, and conflicts between nations and communities (Masood Hashmi, 2014). The most effective traditional tool for resolving such conflicts still is war. A review of the international scenario from the post-World War II era to the twenty-first century shows the tragic consequences of conflicts, including thousands of casualties and widespread suffering among civilians as the main victims. War affects people and populations, ranging from genocide and massacre to pogroms and ethnic cleansing. It causes severe damage to infrastructure and natural resources and leads to negative sociopolitical repercussions for peace and development. In light of these circumstances, serious reflections on the complex issue of peace have become increasingly important. Peace education aims to equip learners with appropriate skills and values to work towards comprehensive peace and interpersonal harmony. Education has the potential to transmit social goods, values, and skills; once these are acquired and relevant information and experiences are provided, students can become active agents in promoting peace at local, national, and international levels. The historical background of communication failures and advice given by influential figures in the

development of communication research and skills align closely with efforts in conflict resolution (D. Wolfe et al., 2018). The earliest works on conflict resolution emphasise the vital role of communication and information exchange in resolving conflicts. However, literature from peace studies and international relations highlights negotiation as the central element in all conflict resolution efforts, regardless of scale or context. A substantial body of historical and academic work dating back to the seventeenth century discusses communication and instruction related to conflict resolution and negotiation.

4. Understanding Conflict: Causes and Effects

Conflict is a fundamental aspect of human experience. Efforts to understand and manage the underlying dynamics of conflict date back to the immediate post–World War II period, when U.S. officials promoted research on cooperative decision-making, social power, and related topics at the emerging National Academy of Sciences (J. Jr. Campbell, 1986). Conflict has at least three distinctive characteristics. First, disagreements associated with conflicts concern substantive issues such as resource allocation or adherence to normative rules. Second, these disagreements are accompanied by hostile affect, expressed through antagonistic verbal cues like threats and insults, as well as through nonverbal cues such as menacing gestures and hints of violence. Third, conflict occurs at multiple levels of analysis, including intrapersonal, interpersonal, and intergroup relations. Conflict reflects a fundamental dyadic interaction that affects a large proportion of the world community. Long-standing conflict and its resolution have become increasingly important themes in communication and political science research. Much effort has been dedicated to analysing and resolving culture clashes, problematic social relationships at primary group and organisational levels, and conflicts between neighbouring nations.

5. Communication Skills for Primary Students

Communication is a vital skill that every teacher should develop to effectively manage the classroom and share knowledge. Teaching communication is especially important for preventing conflict and war among primary and secondary students. From an early age, children can be taught to clearly express their emotions and feelings, fostering harmony at

school. This section highlights the essential communication skills that primary students should learn to achieve this goal.

Primary students need to develop basic communicative skills that enable them to share their feelings and thoughts with friends both inside and outside the classroom. These skills include active listening, clearly expressing emotions, and understanding when to speak or remain silent. Step by step, young learners can be guided to recognise the appropriate contexts for speaking and to appreciate the importance of rules that govern effective communication.

Active listening involves focusing on the speaker without interruption, interpreting non-verbal cues, and ensuring understanding before responding. When primary students balance these elements, they can participate in meaningful conversations about their feelings and ideas. Expressing feelings simply, using phrases like "I feel happy" or "I am sad," helps children communicate personal emotions constructively. Given their developmental stage, unnecessary elaboration should be avoided; clarity and honesty are sufficient.

Role-play and simulation exercises are valuable tools for teaching students when to speak or remain silent, helping them understand turn-taking and conversational appropriateness. By encouraging interactions that respect the speaker's turn, activities teach children the principles of courteous and effective communication. Additionally, understanding communication rules in this context complements lessons on active listening and emotional expression.

In this way, primary students can gradually develop a range of communicative skills that prevent misunderstandings and promote peaceful interactions with peers. These early skills lay the groundwork for more advanced communication abilities to be developed during secondary education (Masood Hashmi, 2014).

5.1. Active Listening Techniques

Active listening is a crucial foundation for teaching communication at primary school level. Young students first develop listening skills by interpreting body language, eye contact, and gestures; active listening then helps them understand and relate to others more deeply.

Their knowledge and comprehension of spoken information improve with active listening, reinforcing understanding. Primary students are also better able to reflect on others' messages and respond effectively when they practice active listening.

Listening is the most essential communication skill and the one used most often in daily life. People listen 45% to 55% of the time in casual communication (Schwaben, 2019). With stronger critical listening skills, students can better interpret unclear messages and keep an open mind when listening to others to understand the full message. Active listening demands effort to fully grasp the message before responding. Not only do primary students need to focus on active listening, but they can also learn how to communicate effectively just through listening.

Effective listening is especially challenging when a person grows up in an environment where communication is limited or where learning or social skills may be impaired. When a student listens carefully and understands the message, it enables them to engage more fully in conversation. Communication experts highlight listening as the most important step in gaining knowledge, building rapport with others, resolving conflicts, and deciding how to respond to messages. Teaching active listening at primary level can therefore help students build a solid foundation for future communication skills.

5.2. Expressing Emotions Effectively

Effective emotional expression is vital for constructive communication, especially among primary and secondary school students who are developing their interpersonal skills. In primary education, the challenge often lies in the limited expressive vocabulary at this stage of cognitive development. To address this, children learn various techniques, including using a wide range of emoticons, to enhance the verbalisation of their feelings and better communicate their internal states (Filella et al., 2018). The aim is not merely to describe emotions but to acquire vocabulary that helps identify the causes and intensity of these feelings.

The importance of these skills becomes more pronounced during adolescence, when emotionality tends to grow more intense and radical. Students are therefore encouraged to

use communication strategies that focus more on tone and irony in their verbal expression to mitigate the emotional impact of their messages.

Alongside sharing emotions, it is also crucial to learn how to regulate those feelings to maintain balanced relationships. Throughout history, communication has invariably been accompanied by an emotional charge. This is why both young children and adolescents need to acquire skills that enable them to express their feelings without causing harm, while also equipping them to critically evaluate the emotional expressions of others.

5.3. Role-Playing Conflict Scenarios

Role-playing conflict scenarios offers young children the opportunity to imagine how a real-life disagreement might unfold (D. Wolfe et al., 2018). Students then reflect on how different communication strategies could influence the outcome. These exercises enhance children's ability to anticipate the consequences of their words and actions, thereby reducing the likelihood of damaging conflicts. Primary children gain several specific skills from role-play practice, including: - Simulating plausible dispute dynamics. - Formulating effective verbal responses. - Faithfully representing a multi-party conversation. - Evaluating how courteous or disruptive messages affect group relationships (Hilliard, 2014).

6. Communication Skills for Secondary Students

Developing communication skills in secondary students is a crucial element of conflict prevention programmes within educational settings. In general, communicative competence encompasses knowledge and skills that enable individuals to understand and produce discourse suitable to various contexts, with particular attention to levels of formality (González-Alonso et al., 2020). Perceived communicative competence—how well individuals believe they can convey and comprehend messages—is positively correlated with self-esteem and social skills and acts as a safeguard against victimisation in bullying situations. Since effective communication fosters self-esteem, empathy, and tolerance through the development of friendships and social interactions, establishing a positive perception of one's ability to understand others' arguments and feelings is an

essential programme outcome. Practically, this often involves learning how to manage disagreements through discussions or debates, where communicative competence promotes a sense of belonging. Because communicative competence relates to language skills acquired through formal instruction, programmes tend to focus on developing speaking, listening, reading, and writing skills. Accordingly, secondary curricula designed to prevent conflicts emphasise negotiation, argument development, and cultural awareness. Communication instruction at this level encourages mediation via reasoned argument rather than confrontation, guiding learners to inform school authorities of bullying or harassment when dialogue fails to produce amicable solutions. Activities centre around constructing and defending complex arguments, complemented by tasks that raise awareness of diverse cultural norms and foster empathy for others' behavioural standards (Lucas, 2011). Developing these skills, along with active listening and emotional intelligence, boosts students' confidence in facilitating peaceful resolutions—thus, reducing the potential for conflict (Tsai & Elledge, 2008).

6.1. Negotiation and Mediation Skills

Negotiation builds on basic communication skills introduced to primary students, allowing secondary pupils to elevate their conversations and interactions. This stage involves managing multiple issues and stakeholders. While negotiation mainly focuses on collaboration, it can sometimes include competitive elements. Secondary students are taught to reconcile conflicting interests and develop agreements that benefit all parties, addressing various considerations at once; however, they learn to avoid outright "win–lose" scenarios.

Mediation expands upon these techniques by introducing a third-party role that helps negotiators identify problems and create collaborative solutions. Embracing the principle "a wise man to settle his own quarrel is absolutely a fool" (Barkai, 1996), secondary pupils take on the mediator's role—a responsibility that requires maturity and accountability. To mediate effectively, students must go beyond active listening; they need to understand genuine concerns, reframe issues, and suggest innovative options. Critical thinking skills underpin this process.

The ability to critically evaluate information is essential, as negotiations can produce numerous solutions of varying suitability. Secondary students analyse alternative approaches to identify the most appropriate option. Arbitration, or adjudication, is recognised as a more formal dispute-resolution process that educators should introduce, although it is less emphasised in secondary curricula.

Effective negotiators require advanced listening skills that exceed basic training. Nuances and implicit messages become more significant as parties often hide true intentions or rely on unspoken cues. Students learn to observe nonverbal signals and recognise when the explicit message does not align with deeper feelings (D. Wolfe et al., 2018). Cultural awareness also plays a vital role, with educators encouraging students to avoid ethnocentrism and to remain attentive to issues, values, and communication styles unique to different cultures.

Facilitating Multi-Cultural Communication involves engaging with diverse populations or cross-cultural contexts. This skill closely relates to other Lifelong Learning Skills, helping secondary students navigate increasingly international societies.

6.2. Critical Thinking and Dialogue

Dialogue remains an underused method of teaching and learning despite its widespread endorsement, even though it summons many cognitive skills believed to underpin understanding, meta-cognition, and meta-consciousness. It is a disciplined way of sharing ideas and opinions. It is intuitive, unthreatening, and enjoyable. It encourages abstract reflection, critical inquiry, and the expression of new viewpoints. Furthermore, it allows us to speak in ways that enhance the quality of the audience's thinking and provides a platform for new learning and creativity. (Mashalidis, 2016) One of the core tasks of any education system is to foster open relationships between individuals and groups who differ in significant, and sometimes fundamental, ways. Regardless of cultural traditions, religious beliefs, national identity, gender, sexuality, or ethnicity, the conditions for a sustainable society require instructional methods that can preserve those differences while encouraging solidarity across them. In developing effective dialogue, a teacher aims to promote deep questioning, open-minded debate, and respect across differences (LaMaster, 2017).

Dialogue offers a way in which students and teachers can develop skills and qualities that empower them to operate within academic and political institutions, as well as within the social semiotics and meanings they produce (Masood Hashmi, 2014). Socrates' debates with Xenophon and Lysias still resonate with relevance. Given the state of the world, skills in critical and rational dialogue, where the underlying interests of any argument or proposition are thoroughly explored, are more vital than ever.

6.3. Cultural Sensitivity in Communication

Culture influences how people communicate, either in low- or high-context ways. In a low-context culture, most information is contained within the explicit message. Messages tend to be clear and specific. The verbal message carries nearly all the information, and the situation or context is relatively unimportant. People from such cultures tend to be more direct and say what they mean. English-speaking countries such as Australia, New Zealand, the United States, and most of Europe generally share low-context communication styles. Conversely, high-context cultures exhibit the opposite traits. Most of the information is embedded in the person or the context rather than just in the message. Many Asian countries are examples of high-context cultures.

7. Integrating Communication in the Curriculum

"Communication is the process of conveying information and meaning from one person to another through the use of mutually understood signs, symbols, and semiotic rules" (LeBlanc, 2010). It plays a significant role in preventing wars because it brings people together. The more people understand each other, the fewer wars are likely to occur. Therefore, it is essential to enhance effective communication between individuals. The most effective intervention is during a child's formative years. Teaching communication to children in primary school and improving it during secondary education would positively contribute to preventing wars.

7.1 Primary

Communication should be embedded in the curriculum in primary schools at three levels. Firstly, at the meta-level, the importance of communication and its role should be

emphasised at the start of the year during student orientation week. Secondly, at the subject level, communication should be incorporated across all subjects. Language classes should include both oral and written exercises. Social studies should underline the role of communication in interpersonal relationships. Other subjects such as arts and music should clarify the importance of communication in non-verbal interactions. Lastly, at the skills level, discussions about communication should define the various skills, techniques, and attitudes children should acquire and develop. Teachers should integrate these skills into their daily lessons.

7.2 Secondary

The integration of communication should be strengthened in secondary schools to reflect its increasing complexity. Communication naturally features in school life because it facilitates all interactions. At the curriculum level, efforts should be made to link courses and present communication as a thread running throughout all syllabi. Teachers should emphasise the importance of each individual's specific contribution. Teaching methods should focus on dialogue, negotiation, and synthesis to mirror the role of communication in the classroom. Communication should be explicitly discussed whenever a subject requires it, and its importance should be stressed. The skills necessary for effective communication should be repeatedly reinforced throughout the year until they become an integral part of pedagogical thinking (Masood Hashmi, 2014).

7.1. Curricular Strategies for Primary Education

Primary education establishes the foundation of intellectual skills, attitudes, and values necessary for effective functioning in life. Promoting communication, creativity, and cooperation helps foster appreciation for dissent, stimulates argument formation, enhances critical thinking, and enables the evaluation of alternatives. The study aims to identify curricular strategies for teaching communication to prevent conflicts and wars among primary and secondary students. It also examines the challenges faced by teachers in this process. Additionally, the research seeks to evaluate the support from administration on teaching communication and its impact on the development of primary and secondary students.

The researcher utilised the descriptive-survey method, employing an adopted questionnaire as the research instrument. Data from one hundred twenty primary and secondary teachers in Asingan, Pangasinan, were analysed using frequency counts, percentages, t-tests, and Pearson r correlation coefficients.

Implementing teaching communication to prevent conflicts and wars among primary students involves dividing the curriculum into three key tasks, with the first being to prepare students for later adolescence. Primary students should learn a limited set of strategies that help identify common problems and support constructive resolution. Core skills such as active listening, expressing feelings, and clarifying misunderstandings remain central. Role-playing can help students explore detailed topics like issuing apologies or rationalising disagreements; however, complex issues like negotiation are better introduced in secondary education (Masood Hashmi, 2014).

At the primary level, the curriculum mainly focuses on transmitting information. Accordingly, the teaching framework should incorporate content from which students will later learn to distinguish and identify discrepancies. Students at this stage need a shared base of knowledge before they are encouraged to analyse or interpret. Therefore, the curriculum should emphasise centralised communication media, with the artist conveying messages to the listener. These materials are suitable for differentiation but not content evaluation. This focus is maintained in the development of teaching systems at the primary school level.

7.2. Curricular Strategies for Secondary Education

The curriculum that addresses communication to prevent conflicts and war in secondary education concentrates on progressing from primary strategies, emphasising the consolidation of speaking, reading, body language, and composition skills, as well as the acquisition of a second language—skills fundamental for responsible and effective dialogue. Cross-references to Communication Skills for Primary Students (section 5) establish the foundation upon which secondary education builds (Martínez Lirola, 2019). Within this curricular framework, students are equipped to exchange ideas influenced by diverse opinions; formulate hypotheses and solutions to conflict situations; analyse discrete

cases; discern the appropriateness of various communicative approaches; develop debate and legal argumentation skills; and employ more effective means of communication than the expression of aggression to forge consensus. According to Rodriguez-Gómez, Foulds, and Sayed (Rodriguez-Gómez et al., 2016), education must develop skills that enable students to understand the causes of conflict, manage and deescalate tensions, and collaborate to create circumstances that prevent disputes. Curricular strategies then set out practical procedures through which these communication skills can be incorporated into secondary education, laying the groundwork for pedagogical interventions that ensure young people acquire the competencies necessary to prevent conflict and promote dialogue.

8. Teaching Methods for Effective Communication

The teaching methods used to deliver communication skills for preventing conflicts and wars to primary and secondary students mainly focus on collaborative and project-based approaches. Students stay engaged and achieve better learning results when actively involved in real-world, practical activities. Communication acts as a catalyst for learning in these scenarios, enabling students to share ideas, ask for help, and incorporate peer feedback. Project-based teaching demands careful planning, during which teachers must anticipate any knowledge gaps and provide timely support; at the same time, this method allows instructors to recognise and address misconceptions as they arise. Projects build resilience because any mistakes do not necessarily result in failure and can be corrected without compromising the entire task. Creating tangible products or artefacts encourages the development of a shared vision, clarifies goals, helps meet deadlines, and organises information, all of which foster ongoing peer interaction and promote further discussion.

8.1. Collaborative Learning Approaches

Collaborative learning combines cooperation with increased student engagement. It promotes respect for differences and encourages active participation by fostering teamwork. Viewing conflict resolution through a cooperative-learning perspective sets it apart from other methods, emphasising the importance of personal commitment in

supporting a neutral party. Cooperative approaches create a classroom environment conducive to reflection and discussion on social issues, exposing students to peers with diverse opinions. Subsequent analysis allows for exploring the roots of conflicts, highlighting the disputed values and the social skills necessary for resolution. Analytical frameworks that examine the sources and expressions of conflict further clarify suitable intervention strategies. Peace education methods support the development of skills such as empathy, tolerance, respect for diversity, social justice, solidarity, and critical thinking. These involve analysing issues related to inequality and exclusion across social, political, and economic levels. Literature integrates peace education with cooperative learning to foster tolerance and cohesion within European higher education contexts. The resulting classroom environment nurtures values and social competencies through multi-level activities addressing topics like dignity, human rights, disarmament, development, and peace. Among the social skills promoted by this approach, communication and conflict resolution are particularly notable for their intrinsic link to peace promotion. Since cooperative learning involves the exchange of ideas, joint task completion, and explaining work processes, it naturally includes face-to-face interaction—a key requirement for successful cooperation. Such an environment also develops interpersonal and small-group skills, including caution in interactions, negotiation, and conflict resolution, all core to peace education and crucial for fostering cooperation. Recent surveys reveal high enthusiasm among participants; 95% value the integration of peace education with cooperative learning, while 93% report that the programme provides strategies for peaceful conflict resolution and negotiation. Furthermore, many participants recognise improvements in their communication skills attributable to engagement with cooperative learning activities (Martínez Lirola, 2019).

8.2. Project-Based Learning

Project-based learning actively involves students in using their communication skills while completing a meaningful task, such as preparing to present a book they have read (Martínez Lirola, 2019). Teachers promote cooperative interaction and discussion throughout all stages—planning, organising, researching, addressing problems, and evaluating outcomes.

The physical environment supports collaboration by providing indoor and outdoor areas for group work and spaces for sharing, displaying, and discussing work. The roles of listening and speaking together help foster new relationships and a sense of belonging (Masood Hashmi, 2014). This structure is well suited to primary and secondary school settings and also promotes gender equity, much like class discussions do—by giving students a voice and a stake in the process.

9. The Role of Teachers in Conflict Prevention

Teachers of primary and secondary students play a vital role in conflict prevention. They do not simply transfer knowledge about conflict to pupils; instead, they assist them in developing specific communication skills for everyday situations (Masood Hashmi, 2014). They support the development of practical abilities in speaking, listening, and collaboration, allowing pupils to take active part in pupils' councils and similar democratic activities. They encourage students to apply the skills they learn at school to their lives outside the classroom. Through activities such as role playing, drama, study groups, dialectics, games, brainstorming, and projects on topics that matter to them, students learn to communicate more effectively by practising oral and written communication techniques. The teacher's goal is to promote dialogue, exchange, and the sharing of information. It is contradictory to focus on conflict prevention through communication and then say, "Here is the right answer" (Dio Jen et al., 2016). Communication should be potentially open-ended.

10. Case Studies: Successful Communication Programs

10.1. 1 Primary Education At the primary level, an effective communication programme for preventing conflicts incorporates nonviolent communication techniques that foster understanding and respect among students. The curriculum includes active listening exercises, emotional expression activities, and role- playing scenarios designed to help children recognise and articulate their feelings constructively. For example, (James Baesler, 2017) emphasises the importance of teaching observation without judgment, differentiating between nonviolent communication (likened to a 'dancing giraffe') and

violent communication (likened to a 'scrawny jackal'). Students engage in creative peace projects that explore alternative strategies beyond cajoling or coercing, such as scripts, videos, music, comics, and poems, accompanied by reflection on personal motivation and real- life applications. Incorporating multicultural values, as outlined by (Kartikawati, 2019) , reinforces morals, discipline, and awareness of diversity, cultivating a foundation for mutual respect and harmony.

10.2. 2 Secondary Education At the secondary level, communication programmes build upon foundational skills by introducing advanced competencies that address the complexities of adolescent interactions. Programme elements include negotiation techniques, critical thinking exercises, and intercultural sensitivity training. According to empirical evidence supports the effectiveness of nonviolent communication courses that develop abilities in observation, feelings identification, needs expression, requests formulation, and empathy. Encouraging students to generate peace proposals through diverse media fosters creativity and personal engagement. The integration of multicultural educational communication, as exemplified in the Islamic Education and Character Development (IECD) subject in Indonesia (), further equips students to appreciate diversity and contribute positively to inclusive communities. Such initiatives align with the broader goal of preparing adolescents to navigate social responsibilities with dignity and justice.

10.1. Primary Education Case Studies

Two case studies from primary education demonstrate the practical implementation of the communication curriculum in different contexts. The first programme, carried out in the United Kingdom during July–December 2013, focused on the educational transition from Grant Maintained Primary School to State Academy Secondary School for students aged 7–11 years. This group exhibited behavioural difficulties that previously led to short-term exclusions due to poor communication and listening skills during classroom interactions. The programme emphasised classroom implementation of the communication curriculum, which includes specific content and skills tailored to the primary education stage (Rodriguez-Gómez et al., 2016). The second programme, conducted in Ghana during 2014–2015, aimed to improve the communication skills of children aged 7–12 years

preparing for the transition from primary to secondary education. This initiative also integrated the communication curriculum with a particular focus on a holistic instruction model. The positive outcomes observed in these case studies suggest that communication skills, especially when integrated into an adapted curriculum and supported by suitable teaching methods, can be an effective strategy for primary schools seeking to prevent conflicts and reduce the risk of escalation into violent incidents.

10.2. Secondary Education Case Studies

Another case study highlights communication instruction at a secondary school in the Western Cape, South Africa. At these schools, conflicts frequently arise among learners, posing a significant obstacle to academic achievement and objectives. This survey investigates strategies to teach communication skills designed to prevent conflicts in these secondary education environments (Rodriguez-Gómez et al., 2016). Secondary students encounter various challenges, including increased peer pressure, heightened academic expectations, and a tendency to misunderstand or misinterpret emotions. These difficulties can lead to violent incidents such as fights, threats, and intimidation, especially when language barriers and different cultural expressions of emotion are involved. Developing self-awareness among students enhances their capacity to regulate emotions openly. Effective classroom communication helps students manage anger constructively, resolving conflicts through dialogue rather than violence. Secondary school environments that foster cooperative communication tend to experience fewer conflicts and improved problem-solving outcomes. 11. Challenges in Teaching Communication In striving to teach communication as a means to prevent conflict and war at both primary and secondary levels, various challenges emerge that require careful consideration. With curricula already packed with academic content, teachers are understandably hesitant to take on additional responsibilities. However, young students generally show greater receptiveness to lessons on communication and conflict prevention than their older counterparts. This receptiveness tends to diminish with age, and as students grow, they usually need more evidence and authority to accept these teachings. Across the country, when courses or semesters focused on peace and communication are available, student participation often remains low.

Beyond student attitudes, shortages of teaching skills and educational resources also present significant barriers. Teachers find it difficult to deliver these subjects effectively, mainly due to a lack of comprehensive pre-service training and well-developed curricular materials. Clear guidance, including outlines, objectives, learning outcomes, and practical exercises, is essential for fostering engagement and overcoming resistance. An additional challenge is the limited discussion on strategies for preventative action. Instead of addressing the root causes of conflict, educational approaches tend to focus on consequences and conflict resolution techniques, missing vital opportunities for preemptive intervention. The economic aspects of teaching communication as a preventative tool against conflict and war also warrant careful consideration for policy implementation and resource distribution (Campbell et al., 2016).

11.1. Resistance from Students

Students do not always recognise the significance of communication skills and may dismiss the topic as unimportant if they are not convinced of its value. This attitude can lead to disruptive behaviour and "resistance" in the sense of opposing the teacher's ideas and authority. Resistance often occurs when students find the subject matter challenging or meaningless; these feelings can trigger a "fight or flight" response, manifesting as either defiance or withdrawal. They may even "attack" others with opposing views. Highlighting the importance of effective interaction is crucial to reduce such negative reactions. A safe and accepting classroom environment, where opinions are respected, can foster more thoughtful and intelligent discussion, decreasing the tendency to resist teacher guidance or peer perspectives (Fotsch, 2008).

12.1. Evaluation Techniques for Primary Students

Evaluation techniques for primary students must align with the developmental level of specific groups within a classroom; however, this is often overlooked, especially when dealing with conflict resolution and communication. Many strategies suitable for older learners do not readily apply to children. For example, establishing clear criteria remains vital, but expectations must be relevant to younger students who have limited

communication abilities. While self-assessment is a useful tool, younger children may struggle to understand detailed scales, making verbal or one-to-one approaches preferable. Observation and teacher appraisal continue to provide valuable insights into interpersonal and group behaviour, often with greater immediacy than test data.

Evaluation techniques supporting the aims of peace education or character education programmes should monitor how well strategies develop within the classroom. In primary schools, where problems constitute a small part of behaviour, regular assessment records some sense of social-emotional development over time. Observational assessment studies note fewer misconduct references from August to December, with corresponding improvements on measures of social competence and emotion regulation in some schools. The effectiveness of rating scales is confirmed when teachers observe less challenging behaviour alongside greater classroom control.

These techniques remain most effective in schools with detailed monitoring timetables. Strategic observation provides the largest sample of ever-changing social dynamics, though maintaining reliability requires constant attention. The primary focus is on collecting standardised data throughout the academic year, rather than conducting infrequent surveys. Although some methods demand considerable commitment, their implementation significantly enhances situational understanding. Less structured approaches rely too heavily on vague memories; without systematic evaluation, ongoing challenges may go unnoticed. Once established, refined observation procedures not only monitor progress but also help foster interaction, maintaining a dynamic cycle of development. (Martínez Lirola, 2019) (Charles Isaacs, 2003)

12.2. Evaluation Techniques for Secondary Students

Communication holds therapeutic potential for the world. Many current conflicts and wars stem from poor communication. Communication often depends on how words are spoken and organised; misunderstandings arise more frequently from what is implied rather than what is explicitly stated. Therefore, teaching the art of communication to students becomes essential. For secondary students, the focus must be on strategic communication, recognising that communication varies in form and purpose (Martínez Lirola, 2019).

Education about communication is necessary to acquire skills in this area. At this level, students can be evaluated through expositions, role-playing exercises, written tests, and papers. Expositions enable students to articulate their understanding of communication concepts and demonstrate competencies in a structured format, while role-playing facilitates enactment of scenarios requiring strategic interaction, fostering practical application of communicative strategies.

13. The Role of Parents and Community

Community participation in education is defined as involving community members in determining and implementing activities. Substantive participation occurs when the community actively shapes what is done, within externally controlled institutional mechanisms. Structural participation integrates the community into the project, making it fundamental to the endeavour. International agencies emphasise that community participation involves members being heard, engaging in decision-making, and taking action regarding educational matters relevant to their context. Involving the community throughout all stages—from assessment and planning to implementation and evaluation—is critical, alongside supporting community-focused education programmes. Without community involvement, education cannot achieve widespread acceptance or accessibility, especially in post-conflict settings (Dio Jen et al., 2016).

Education influences conflict dynamics and contributes to peace-building by providing basic services, facilitating socialisation, and enabling identity development in often fragmented and insecure societies. Conversely, education can also heighten grievances, stereotyping, and competition, making it both a driver of conflict and an instrument of transformation. Therefore, ensuring the right to education remains a fundamental priority, even amidst difficult circumstances, providing relief and development assistance; it continues to serve legitimate needs during armed conflicts and widespread insecurity.

Peace education helps students develop a critical consciousness of their social and political realities and gain an understanding of the world, alongside the attitudes, values, and skills needed to promote peace. Young people should be involved in issues that affect their lives, including human rights violations, social injustice, gender discrimination, religious

conflict, environmental degradation, and infrastructure destruction through military actions, especially in societies facing such challenges. Teaching about peace involves encouraging cooperation, enabling meaningful discussion, and fostering questioning and curiosity. Language is central to cooperation, discussion, and inquiry. Communication is the means through which children express both peace and non-peace ideas. Effective pedagogy includes visual and auditory communication systems that facilitate learning and understanding within the classroom (Masood Hashmi, 2014).

14. Future Directions in Communication Education in the AI Age

Looking ahead, teaching communication skills to primary and secondary students will remain essential for peacebuilding, and the field will continue to adapt to technological and societal changes. In the AI era, students must not only develop traditional interpersonal abilities but also learn to navigate digital and AI-mediated communication environments responsibly. As communication increasingly takes place through social media, messaging platforms, AI-generated content, and virtual environments, students need skills to understand context, tone, and intent, and to respond ethically and constructively. Interest in the social role of language is expected to grow, with particular focus on key elements such as trust, forgiveness, respect, and ethical decision-making in both face-to-face and online interactions (Masood Hashmi, 2014).

Research into communication for conflict prevention is expected to grow, especially studies exploring how AI technologies, such as social media algorithms, chatbots, virtual reality interactions, and automated messaging systems, impact misunderstandings, biases, and the escalation of disputes among young learners. Educators will need to integrate AI literacy into curricula, teaching students how to critically assess AI-generated content, spot misinformation, and comprehend algorithmic influences. This integration ensures that students are equipped for the complex communication challenges of a digitally connected world, where misunderstandings can escalate rapidly and disproportionately.

The emphasis on effective communication will go beyond classroom discussions to include interactions on AI-mediated platforms. Students need to learn to recognise when AI tools, such as recommendation algorithms or automated content, might unintentionally promote conflicts, polarisation, or misinformation. Teaching constructive strategies for these

situations will become an essential part of future curricula. Additionally, since not all conflicts and wars stem from poor communication, educators must also prepare students to show courage, moral judgment, and resilience when circumstances require it. These qualities are equally vital in digital environments, where online harassment, AI-driven misinformation, and polarised debates can quickly escalate tensions.

Future directions in communication education will also emphasise fostering global digital citizenship. Students will be encouraged to collaborate across cultures and geographies in AI-supported environments, promoting empathy, ethical responsibility, and proactive problem-solving skills. This approach equips students to navigate cultural differences, manage AI-mediated interactions responsibly, and prevent conflicts in both online and offline contexts. Additionally, curricula will increasingly incorporate project-based and experiential learning methods, utilising AI tools for simulations, role-playing, and collaborative problem-solving to make communication training dynamic and relevant to modern realities.

Finally, integrating AI-awareness and digital literacy into communication education will transform teaching methods, student interactions, and the societal role of education itself. By preparing students to navigate both human and AI-mediated communication environments, educators will nurture a generation of digitally literate, ethically conscious, and peace-minded citizens. Such an approach ensures that the skills acquired in primary and secondary education - namely: negotiation, empathy, emotional regulation, collaboration, critical thinking, and conflict resolution - are effective not only in the real world but also in increasingly AI-driven settings. Ultimately, adapting communication education to the AI age is vital for fostering a culture of understanding, respect, and peace within an interconnected and technologically advanced society.

15. Final Thoughts and Conclusion: Teaching Communication for Peace in the AI Age.

Teaching communication to students of all ages remains a crucial tool to prevent conflicts and wars in education and, consequently, in society as a whole, especially in the AI age. Modern students increasingly engage in digital spaces where artificial intelligence mediates many forms of communication, from social media and messaging apps to AI-

generated content and chatbots. These tools can both promote dialogue and exacerbate misunderstandings, making communication education more vital than ever. Approaches must be carefully adapted to suit the needs and abilities of different age groups; failing to do so risks causing students to resist lessons, misinterpret the purpose of communication, or struggle with AI-mediated interactions.

Achieving peace demands coordinated effort at various levels, including individuals, families, social organisations, regions, nations, cultures, and religions. Understanding the origins, dynamics, and consequences of conflicts, as well as how AI technologies might worsen or alleviate them, is vital for their prevention. Cultivating a wide range of skills, such as negotiation, critical thinking, emotional regulation, empathy, respect, collaboration, teamwork, and digital literacy, is essential for resolving disputes and preventing both offline and online unrest. Students must learn not only to manage traditional interpersonal interactions but also to critically evaluate AI-generated information, identify algorithmic biases, and respond responsibly in virtual spaces.

At the primary level, curricula should focus on core communication skills supported by AI-awareness, including active listening, sharing, role-playing, expressing emotions, creative collaboration, and guided interaction with suitable digital tools. Integrating AI into these activities, such as through AI-assisted storytelling, collaborative learning platforms, or moderated online discussions, can help students develop effective communication skills both physically and digitally.

At the secondary level, the focus should broaden to include advanced communication skills such as negotiation, conflict analysis, persuasion, mediation, cultural appreciation, creativity, and project-based learning. Students should be encouraged to critically engage with AI tools, understanding how algorithms shape information, influence public opinion, and affect interpersonal and intercultural interactions. This approach helps learners develop ethical decision-making, responsible digital citizenship, and the ability to prevent conflicts in increasingly complex AI-mediated environments.

Teachers play a vital role in guiding students through these processes, demonstrating constructive communication, mediating conflicts, and integrating AI-awareness into lessons. Practical examples and structured activities offer actionable strategies for implementation, connecting theoretical knowledge with real-world application. By combining traditional communication education with AI literacy, schools can prepare students to manage both human and AI-mediated interactions, fostering a generation of digitally competent, empathetic, and peace-oriented citizens.

In conclusion, incorporating communication education and AI-awareness into curricula is not just an academic exercise; it is a strategic investment in societal stability, peacebuilding, and global understanding. As students carry these skills into adulthood, they will be better prepared to resolve conflicts, collaborate across cultures, and contribute positively to an interconnected world shaped by both human and artificial intelligence.

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