



Identifying Socio-Emotional Learning Strategies for Peace Through Education: A Qualitative Analysis

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ABSTRACT

In South Asia, militancy and conflict can, to some extent, be seen in every country. Pakistan has a tradition of violent unrest in religious militancy, tribal separatism, or a border conflict. In particular ethnic, religious and sectarian conflict, a significant source of violence in Pakistan has been divided populations in the area. Training is a critical element in achieving peace in the face of weakening war and violence. Because peace and education promote understanding, skills, attitudes, and values to change the minds, attitudes, and behavior. This project aims to find ways to promote peace education through social and emotional learning (SEL). In semi-structured interviews, thirty head teachers and teachers were able to gain qualitative results. The respondents were selected purposefully from a government school in Pakistan's Punjab province. The subject analysis was used to analyze the information collected and encouraging sustainable social change, mutuality and positive interdependence; the use of pedagogy to create a cooperative society; pedagogy for building a cooperative society. The study makes strategic recommendations for teachers, parents, officials and politicians who want to promote peace through education at the national level.

Keywords: Strategies, Peace Education, Social Emotional Learning.

Introduction

In 9/11 echoes, the international community began to advocate for increased financial support for education, especially in countries where militancy is rising, Since radicalization is increasingly seen as a product of economic insecurity rather than social and political alienation, this has been achieved. For more than a decade, Pakistan has been under siege from terrorism and extremism, which has impacted every aspect of life, including educational institutions. In this regard, peace education has become a worldwide need.

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Since it addresses the underlying causes of controversy, it is also a long-term and sustainable approach to dispute settlement and mitigation strategies. It is accomplished by developing essential skills, encouraging relational improvements to recognize the challenges of violence and conflict, and developing proactive approaches centered on empathy and acceptance of all people, regardless of race, ethnicity, sexuality, gender, or faith. One question that researchers have is how do we transform a conflict-ridden society into one that is peaceful?

In this article, teachers and administrators are urged to define ways for cultivating a culture of peace by generating morally courageous and compassionate students. Post-traumatic stress disorders, internalization, and externalization (such as addiction and aggression), learning setbacks, and irregularities in personality and moral development are among the long-term consequences of political violence for children (Barber 2013; Barenbaum, Ruchkin, and Schwab-Stone 2004; Entholt and Yule 2006). Children, who have been unintentional victims of political abuse (Pearn 2003, Plunkett and Southall 1998, Wessells 1997), can be extremely helpful in fostering unity. When it comes to world peace, Mahatma Gandhi once said, "Start with children if you want true world peace."

Pakistan has been fronting as numerous defies as related to violence, vehemence situation, governmental clashes and financial instability. At this time, Pakistan requires to support "Peace Education" which will defeat all societal tribulations as aforementioned then we can attain peace. Peace education imparts us to not generate provocative situation and shape vicarious performance.

School is finest habitation to transform the attitudes of new generation by education rather than complaining it. Furthermore, peace education modifies the ethos of fierceness to culture of patience. It is dedicated on coaching students' intrusive and rational philosophy. When we are violent or cruel, we negotiate our social self-esteem. Peace education thus imparts human self-respect which is the greater worth of human life. The major objective of the study is to identify the strategies for promoting peace through education in public sector

Literature Review

Being education reformers, our research focused on how schools might promote peace through education and build a new generation of people who are motivated to finding peaceful alternatives to violence. Barber (2013) points out that conflict and violence have a variety of repercussions on children, depending on the social relationships they result in. Research into the impact of political cruelty on Catholic and Protestant youth in Northern Ireland over six years is essential (Cummings et al., 2014). Because the teens worked with different people, the results differed. A wide range of sociological and psychological investigations led Albert Bandura to find a few components of the mind that allow great individuals to carry out dreadful acts that make unpleasant or violent behavior seem more and more justified. Individuals who perpetrated such relational animosity exhibited ethically detached thinking, according to our research on understudy discomfort (Gini, Pozzoli, and Hymel 2014; Hymel and Bonanno 2014; Hymel et al. 2010). "Ethical differentiation" is a laborious and time-consuming process, according to Bandura (1999). Kinder must socialize with their parents and peers, according to these studies.

Right now, the researchers think there is only one way to make this planet more prosperous: how we teach people to come. In this connection, studies with schools were conducted to provide students with elective, pro-social methods to tackle the problem, demonstrate how to deal

peacefully, reassure compassion, recognize others and respect reasonable diversity, and enhance their coordination skills. We describe what we learned from these efforts in the following sections. We recognize that our efforts come from within Canada, a naturally multicultural country with many years of peace. Although it is not without prejudice and division, Canada is an appropriate place to study harmonious progress through training. Whatever exercise experts are trained, they will be extended through countries or fields where science is still to be addressed.

Strategies of promoting peace education

1. Fostering positive social development through education

Competitive skills have developed gradually and slowly during childhood and adolescence in a spectacular social setting. During the formative years, the opportunity to sustain stable social relationships is critical. In the neuroscience zone, the social therapists identified as having basic needs and creating a research group promise interrelationships in society (Lieberman 2013). The process of exploring social interactions starts at the beginning of human life and lasts throughout it. Though kid durability is essential for connectivity, early interactions have an impact on later relationships. Except for a few children who have no trouble meeting others at any time during their life, the majority of children form strong relationships with their parents.

Bronfenbrenner (1979) claims that human improvement happens due to collaboration between young people and the different socializing factors working within their social circumstances, such as increasing proximity of family and school impacts and increasingly distant consequences from network and culture, according to his socio-biological model. We are focusing on schools because they continue to be one of the most potent socializing powers outside of the family. Young people learn the skills they need to work in a perplexing social setting whilst college. Schools are also an excellent place to foster prosocial development because they can meet many children early and on many occasions. Schools are exceptional places for young people to learn and practice new social-enthusiastic abilities from peers from various backgrounds, to cooperate helpfully with others, to resolve conflicts calmly, to think from another's point of view, to fight with the dissatisfied, and to adjust their deduction based on "How can this affect me?" What exactly does it mean when a researcher says, "I would like to be some person?" Schools, on the other hand, were notorious for training the psyche but not the soul. This pattern began to change in the last few decades, as more people realized that sensitive skills like compassion and empathy are just as critical, if not more so than scholastics. These abilities are also rotten, but they can help the person avoid social problems (Hymel, Schonert-Reichl, and Miller 2006; Oberle and Schonert-Reichl 2017).

The term "SEL" was coined in 1994 because of a meeting of students, advocates, and specialists who sought to discuss practical techniques for increasing meaningful child development. The meeting took place in New York City. (2015); (Weissberg et al., 2015); (Durlak et al., 2015); (Domitrovich et al., 2015). After much effort, the Academic, Social, and Emotional Learning Collaborative was established (CASEL: www.casel.org). According to the CASEL, it is "the process by which young people and adults develop emotions and supervise them" (Zins et al. 2004, www.casel.org). CASEL's five socially impassioned skills (consciousness, self-control, social consciousness, relational aptitude, and capable decision-making) can explain a significant

portion of human activity. These skills are consciousness, self-control, social consciousness, relational aptitude, and capable decision-making. Some of the most well-supported facts concerning the SEL estimate may be found in the assessment of its effect, which is where the majority of the evidence comes from. Young people's academic achievement, social-enthusiasm skills, prosocial behavior, and mental frameworks for school, as well as a reduction in behavioral problems and intense sadness, are all positively impacted by school-based, inclusive SEL programs, according to Mr. Durlak and his colleagues, with the greatest significant impact on their social-enthusiasm skills, prosocial behavior, and mental frameworks for school (2011).

Investing in SEL interventions, in particular, improved the links between study and academic achievement while also reducing behavioural issues, sedation use, and emotional trouble. Finally, Belfield et al. (2015) used an 11:1 advantage expense proportion to calculate the funding value of SEL services in a longitudinal study (Hawkins et al. 2008). The CASEL model includes a few items that contribute to the persuasive development of SEL. Safe, attentive, and participatory learning environments are more conducive to SEL development. SEL skills should be intentionally and deftly integrated into undergraduate daily life in the ideal future.

2. Establishing mutual interdependence

Peace-building needs to be developed on three levels: joint objectives shared gains from achieving objectives (i.e., natural destiny) and shared character. In the general public commercial, political and educational organizations, the three forms of positive dependence should be organized. Long-term peace is based on shared objectives that bring community members together in a cooperative effort. The shared aims need to be remarkable and insistent enough to transcend conflicting plans, previous conflict experience and intergroup conflict aspects (Johnson and Lewicki, 1969; Sherif, 1966). The gains of meeting the common aims must legally be disseminated amongst all significant parties. Benefits should primarily be spread evenly, although those in greater need can also be given more than others. In general, equivalent advantages will influence the everyday destiny of all members of the public. The commonality is also made up of a unique character that classifies all people as members of society. This shared identification consists of a) looking at one's own social identity, b) looking at the social personalities of others, (c) building a superordinate personality that includes both of the various identities, and (d) arranging the superordinate character in a pluralistic attribute structure. The USA serves as a model for bringing together Norwegians, Swedish Americans, African Americans, Hispanic Americans, and all Americans. Such personality degrees will apply to the entire world, the district in which the nation exists, and, in the long run, the whole earth from one's family, network or clan.

3. Pedagogy and cooperative community

Peace education is concerned with cultivating schools in which undergraduates collaborate to accomplish shared aims, distribute prizes evenly, and develop a great personality that unites all undergraduates. The most straightforward way to do this is to engage in beneficial learning (Johnson, Johnson, & Holubec, 1998a, 1998b). Helpful learning occurs as students work together to expand their knowledge in small groups. Long-term, heterogeneous advantageous research groups with stable inscription make up the fun foundation sessions. The base meetings provide support, assistance, consolation, and all other assistance that any component may need to obtain

scholarly land (attend school, complete all assignments, learn) and improve intellectually and socially. Introductory meetings are consistent (for at least one semester) and have long-term, caring, cordial relationships essential to a person's school reliability. A study hall or school may be structured into a network of people that share a shared place, interests, and history, even though it is a gathering of learning classes. Class affiliations may be formed by schemes such as class aims, benefits, jobs (e.g., forming a class government), or wealth division (e.g., a class bulletin with an article from each gathering). The separation of a few classes into an environment and joint partnerships may achieve interclass dependability. The separation of workers into classes, promoting colleges and study sessions, helpful meetings at staff meetings and the direction of all schools should all be organized for the benefit of the school. Activities involving guardians, for example, allow for a central arrangement or fundraising and focus on school-parents. Finally, the school-neighborhood bond can be enhanced by joint activities, such as having neighborhood residents play in the band or having understudies and neighborhood residents collaborate to provide a recreation centre. Schools can foster harmony both within the network and between the under-schools by using these dependence layers. (Johnson, 1989; Johnson, 1989; Johnson, 1989; Johnson, 1989; Johnson, 1989; Johnson, 1989)

To keep the peace, people from diverse groups must make difficult decisions to ensure that all residents are committed to putting the solution into action. Harmony teaching entails;

1. confronting the challenging problems that must be examined in order to maintain and manage harmony,
2. Fusing the application of the practice into understudy near-home and value frameworks.

If left unaddressed, the troublesome issues might resurface, resulting in war or viciousness. Meetings need a manageable and straightforward management approach in order to have constructive conversations on these subjects. It is interesting to talk about a technique that can be used for a scholastic demonstration that offers a model of the political debates during the election process. When one person's thoughts, feelings, facts, assumptions, or ends conflict with the others, the two agree (Johnson and Johnson, 1995). In order to have a productive conversation about complex subjects, it is also necessary to have high emotional intensity and resistance and struggle against different points of view. It increases the urge to take a stand and work alongside vital virtues in the face of opposition.

4. Resolve Conflicts

People must learn to resolve conflicts positively if peace is to be preserved. Schools can have students in many countries who know only ferocious disagreement-resolving techniques. Both students must learn how to settle disputes positively and peacefully in order to promote harmony. Though peace-building may include distributive (win-lose), peace-building requires the use of inclusive arrangements, in which disputants pursue a target that will optimize the advantages for both parties rather than determine who wins or loses. Working together to resolve disputes constructively and valuably paves the way for peace and healing. In order to create and preserve peace, there are always tricky clashes that involve the extraordinary ability of all the parties to resolve.

To successfully resolve such conflicts, integrative exchanges are necessary. Undergraduates adapt methods such as these as part of their harmony training. Teaching Students to Be Peace

Creators is the most often approved compromise program. In the 1960s, the Teaching Students to Be Peacemakers Program was developed to teach every study how to use critical thinking and companion intercession to identify irreconcilable situations (Johnson and Johnson, 1996a, 2005). If one person's activities hinder, square or clash with the attempts of another person to maximize his needs and benefits (in an attempt to increase his needs and benefits), an irreconcilable circumstance emerges. In order to solve irreconcilable problems, arrangements and mediation are used. Distribution arrangements lead to dangerous results in ongoing relationships, whereas rational thinking leads to good results.

1. Completion threats: Hostile encounters are isolated and understood.
2. Assurance the disputants focus on intervention: the intermediary explains the intervention process and establishes standard procedures for the (a) intentional intervention; (b) the intermediary is nonpartisan; (c) each person is given a chance to express his or her views about the dispute without interference, and (d) each person consents to e-mail.
3. Assisting disputants to deal with each other consciously: disputants are motivated by reflective thinking moves.
4. Formalization of the agreement: Understanding into a contract is formalized. The position of the intermediary has been inverted, with both experiments being arbitrators for the same length of time.

At first, two undergraduates are moving in. It means that shy or nonverbal students are more confident and verbally familiar with the same understanding level as students. Both experiments are prepared to intervene appropriately, culminating in school-wide programs involving the management and regulation of their actions and the behavior of their cohorts. Teachers and chairpersons are then able to dedicate more time and resources to teaching. The Peacemaker Program is initiated from kindergarten to high school (Johnson and Johnson, 1996a, 2005). It will lead students and staff to learn exchange and intervention systems, retain their comprehension through and out of school, use conflict techniques, move strategies to non-class settings, such as the play area and lounge, move methods to non-school settings, such as homes and (when available) take part in c. The program has led understudies to develop more conflict-inspiring attitudes. In an individualistic setting, on the other hand, people will be more worried about themselves and less concerned about the needs of others. Only in a friendly environment can conflicts be settled productively.

5. Inculcating Civic Values

The use of democratic principles contributes to the establishment of consensus. Peace is attributed to the temperance of the community and the principles of how communities and gatherings work together to satisfy the requirements of the community as a whole. Idealists are inspired by a sense of place, collective duty and ethical relationship with the audience in a new world. The collection of basic metro principles is advanced when individuals work together to achieve common goals, and gaps in decisions and unpredictable circumstances are managed effectively (Johnson and Johnson, 1996b, 2000). The education of these principles should be promoted and supported. In order to achieve and preserve the unity of agreement, critical sessions must consistently have qualities based on justice and integrity. In order to preserve the commonality, characteristic of a peaceful relationship, popular values which define appropriate behavior must be communicated. There can be no commonality in societies characterized by radical or individualistic efforts. Alternatively, the studies will also need to mask intellectual

virtues of participation, dialogue and inclusive negotiations, which entail accountability in the interests of all and in everyone's prosperity, an understanding of the wish of others to significantly contribute to the work, a grasp of the concerns and perspectives of others, and a concern for themselves. These urban qualities are supported and promoted by friendship, confrontation, and helpful mediation in the classroom. Whatever arrangement has advanced, individuals who maintain these characteristics will usually lead happier and healthy lives.

6. Discipline practices

Using harsh measures to discipline and administer school administration (e.g., arrest, expulsion), minorities students are disproportionately harmed in school (Schiff 2013). Because of this, SEL-compatible procedures and valuable requirements such as remedial equity, empathic order, and customized executive school halls have been implemented (Ullucci 2009). Mending, reparations and accountability are essential to effective rehearsals (Morrison 2007; Morrison and Ahmed 2006). Equity is addressed collaboratively with individuals, perpetrators, and network members involved in a discussion to determine what has been done wrong and what needs to be corrected and offer consensus solutions. Both focus areas differ from correctional management exercises that focus on violated and guilty values and deserve to be disciplined by a position figure. Participating in remedial control exercises can then help people identify the damage they immediately cause and understand the value and advantages of compensation and compromise. When problems arise, the relationship between understudy and mentor revolves around empathic order. Early findings are encouraging about the adequacy of empathic order. E.g., Okonofua, Paunesku and Walton (2016) found that centre schools whose teachers participated were likely to achieve with their 'empathy.'

Undergraduate studies, the instructors of which had completed a study, focused on the fundamental reasons for undergraduate problems and the value of positive educator relations, were half as likely to be suspended over a school year, as understudies, the instructors completed a course, and focused on the primary reasons for understanding (9.6 per cent versus 4.8 per cent). This reduction was notable also for young people who were previously suspended.

Lastly, the managers of the polished homeroom focused on relationships, communication and the development of understudies; (Ullucci 2009). In these study halls, prizes and disciplines strategically, and educators concentrate on bringing their legacies and dialects into the classroom. Teachers also consider themselves as 'hot demanders' that show genuine constructive respect for study while looking for higher standards (Bondy and Ross 2008). When disagreement occurs, teachers are answered, "we will chat about it", in place of making references or sending out understudies (see Boucher and Helfenbein 2015). Any of the three methodologies foster self-reflection, sensitivity and the development of partnerships, which are all critical in a largely silent world.

7. Training

During the 1970s and 1980s, peace-building activities for children were developed in schools across North America. This includes issues like how research feels, putting aside first attempts to

calm down when agitated, considering alternate options or arrangements and their potential repercussions, and determining the perfect reaction. Compromise activities taught young people to listen to all sides of a situation to come up with a win-win solution that both parties could agree on. According to Drew (1987/1995), in one of these systems, these activities are integrated into the social science education program to link the aims of study with their application in the actual world. When young people are taught how to handle problems and challenges calmly, we believe that they will act in a certain way as they grow older, almost without exception.

Harmony mechanisms were now visible in writing as a result of the education. These methodologies can introduce a harmony teaching program, and the harmony community generated by these methods can flourish in Pakistan. These procedures are regarded as a critical criterion for harmony teaching. Psychologists, instructors, and other experts can look at these methodologies based on the differences of previous research. This method may be helpful for creators, parents, society and social organizations in Pakistan, as well as their experts, to develop, update, and assess peace through training without having to cope with the long-term future of our eras.

Research Methodology

The study uses a cross-sectional research technique. It is expected that participants participate in qualitative research, gather data and interpret data simultaneously. For this analysis, QSR Nvivo (Gibbs, 2002) used the data obtained in transcripts of interviews to process and code them. Because of the research's exploratory nature, both transcripts and data were analyzed through qualitative themed review (Miles et al., 1994; Priest et al., 2002)

In Punjab, Pakistan, we preferred public sector schools in grades 1-5 because our focus was on promoting peace through education. In this study, thirty teachers and ten directors were chosen through a simple random sampling technique, and a total of 40 individuals were included in the interviews. The voters' career names include 15 men and 15 women, primary school teachers and head teachers.

Contact information was collected for the school teachers and head teachers. The interviews lasted 60 to 90 minutes and had open questions. A total of forty (40) semi-structured meetings and workshops were held in person. The filmed interviews were transcribed like the original. For data storage, monitoring and research, the interviews were incorporated in NVivo-10. A three-phase protocol was used to code transcribed text with translucent, axial and selective encryption (Neuman, 2003). In the first stage, open coding began with a careful analysis of the transcript. The next phase was axial codification, which assessed and grouped the preliminary themes with related themes.

Discussion

Because of the study, one main theme and six subthemes were identified. In addition to I, the main focus was "Strategies for Peace Education." SEL as a means of fostering positive social development ii). The establishment of mutuality and beneficial interdependence (see iii). A cooperative community can be built through pedagogy (iv.) The teaching of tough decision-making skills to students v). (v) Teach pupils how to constructively settle dispute Training in social issue solving and conflict resolution viii) Islamic values should be instilled (viii). Discipline is a way of life.

A summary description of subthemes along with short examples of verbatim narratives are shown in Table 4.

Table 4: Major themes and sub-themes

“Sub Themes”	Main Theme: Strategies	
	“Summary Description”	Examples of sustainability strategies: Illustrative quotes
Fostering positive social development through SEL	This development influences a child's self-confidence, empathy, the ability to develop meaningful and lasting friendships and partnerships, and a sense of importance and value to those around him/her.	<i>Students are being more self-centered, social development is important part to spread peace in society. This aspect create sympathy, respect for others, and respect for other feelings, and long-lasting partnership.</i>
Establishing mutuality positive interdependence	Positive interdependence is an element of cooperative and collaborative learning where members of a group who share common goals perceive that working together is individually and collectively beneficial, and success depends on the participation of all the member guidelines to support sustainability	<i>Due to violence in Pakistan from last decade, mostly people don't trust upon one another. To learn positive interdependence student can trust his peer. mutual goal and mutual win and loss make people more helping, work collaboratively. But teachers and school does not consider these SEL techniques.</i>
Using pedagogy to build a cooperative community.	It aspires to establish schools in which students collaborate to achieve mutual goals, share advantages fairly, and construct a superordinate identity that unites all students in a single purpose through collaborative effort. Cooperative learning is the most straightforward method of accomplishing this.	<i>An accurate pedagogy can b solution for peace in society. School works like social organizations, cooperative learning is one of the best teaching techniques where classroom goals with school goals can involve society like parents, social activist to achieve that goals. Likewise, people can live most trustworthy and peaceful life.</i>
Teaching Students How to Make Difficult Decisions.	Members of varied groups must take tough decisions in a way that ensures that all citizens are committed to implementing the decision.	<i>Teachers need to create a difficult situation and discuss for all the students, make it solve mutely without any violence. When left unresolved, the difficult issues may result in a renewal of war or violence. Teachers are well trained for tests activities.</i>



Teaching Students How to Resolve conflict constructively	All children must learn how to resolve conflicts in a productive and nonviolent manner if they are to help establish peace.	<i>Lack of the abilities to resolve problem constructively our society is going toward extremisms. Working together cooperatively, give respect for others opinion build peace in one organization into whole society.</i>
Social problem solving and conflict resolution training	Training and seminars should be conducted in which students study and practise peace-related subjects.	<i>Arrange seminars, training programs other than class where students read the content of peace and than practice it at the spot.</i>
Inculcating Islamic Values	The implementation of civic ideals helps to sustain a state of peaceful coexistence. Virtue is represented in how individuals and groups balance their own demands with those of the society as a whole, and peace depends on virtue.	<i>Islamic practices values build peace in society. clear the concept of Islam Infront of child through international Islamic scholar.</i>
Discipline practices	A growing body of research shows that punitive measures to classroom management (e.g., suspension, expulsion) disadvantage children from minority backgrounds disproportionately.	<i>Discipline play very important role to promote peace.</i>

The illustrative graphs show the most repeated and emphasized themes that arose from the interviews of the participants. Figure 1 illustrates the Word Tag Cloud presenting various themes in multiple sizes according to the frequency of their repetition in the interviews. The bigger size of the themes shows the greater repetition frequency in the narratives of the respondents.

Use pedagogy to build a cooperative community

Islamic practices values build peace in society. Clear the concept of Islam Infront of child through international Islamic scholar.

Discipline practices

Discipline play very important role to promote peace.

Conclusion and Recommendations

The study focused on the context of strategies espoused by the educational organizations. Peace could be imposed on a consensual understanding about benefits and goals. This study finally found eight strategies to impose peace through education. This research highlights that such strategies are a valuable source in the fields of education. Peace promoting strategies need to be adopted by the educational institutions according to the circumstances and needs of the society. The current study enhances knowledge while presenting a framework, exploring the application of its proportions, using an integrative lens, assessing peace promoting strategies proportions. The study presents a thorough and clear peace strategies framework for adoption in the shape of specific activities and actions. This framework focuses on a useful amalgamation of interlinked strategies. These strategies should be implemented at all school levels so that the students can experience positive interaction for years and the peace promotion become smooth. These strategies would certainly helpful in institutionalizing peace through education. The developed framework can be useful along with few real ideas on how to precisely ensure and efficiently adopt the peace promoting strategies. The current research also opens future research avenues to operationalize the construct of peace promoting strategies and their interrelations through quantitative studies.

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