



APPLIED PSYCHOLOGY AROUND THE WORLD

IAAP Task Force on
Terrorism and Peace Building

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Editorial

Pr. Dr. Christine Roland-Lévy, IAAP President (2018-2022)



As you open this second issue of the Centennial Anniversary of IAAP, the world is facing a pandemic of COVID-19. With this in mind, my warmest wishes go to you and your loved ones, as I really hope that you are all as well as possible.

IAAP has dedicated a page on iaapsy.org to COVID-19 resources. This contains documents of all kinds that have been prepared by colleagues from different parts of the world. Among the many webinars on the topic, there were already two cosponsored by IAAP with the United Nations: ***Coronavirus in Africa: Stopping the Spread and the Panic with Lessons Learned from the Ebola Epidemic***, which was led by a panel of experts in health, government, and media, and co-organized by the United African Congress (UAC) and IAAP; this webinar addressed corona virus response efforts in Africa. Drawing on experience from previous outbreaks, namely the 2014-16 Ebola epidemic, panelists discussed the importance of initiatives such as mitigation, capacity-building, policy, and successful programming in tackling this global pandemic.

We have also organized a special Webinar on anxiety/wellbeing related to COVID-19 and other pandemics thanks to Michael Frese and Lori Foster with Division 1 President Barbara Kozusznik.

This year, we had planned many events that had to be canceled or postponed: the first world psychology week, initially programmed for April 2020, could not take place in many countries. Nevertheless, the 13th annual Psychology day is going to take place on line on the 27th of May (11am -1pm EDT), with the title "UN75: The Multilateralism We Want: Psychological Contributions to Building Bridges Among and Within Nations." 75th Anniversary of the founding of the UN. One needs to register: [link](#). Co-sponsored events in connection with our Centennial Anniversary had to be canceled in different parts of the world.

Even the closing of our Centennial Anniversary, our **Centennial Congress of Applied Psychology**, which was supposed to take place in Cancun, Mexico, from the 13th to the 17th of December at the end of this year, also has to change, as we cannot know how the COVID-19 Pandemic will evolve... All the other international events have been canceled for that period of the year and we are in the process of deciding what would be the best option for our CCAP to take place; you will soon receive a message explaining how we will proceed. Indeed, those who have already registered will be reimbursed.

Our Board of Directors meeting, which was initially suppose to take place both in Prague in July and in Cancun in December, will take place in a different manner. More information about this will be sent to the BoD members.

Nevertheless, I know that we are all together, Applied Psychologists of the World, to celebrate the past together to contribute to building a better future!

In this issue of *Applied Psychology Around the World*, the focus is on IAAP's role and actions around *Terrorism and Peace Building*.

In 2016, the IAAP Board of Directors created a Task Force on Terrorism. The BoD unanimously approved the proposal, which was made by Janel Gauthier (IAAP President, 2014-2018) at the 2016 Meeting in Yokohama, Japan. In making this proposal, Janel noted that "violence and terrorism are profoundly changing the world we live in, affecting our effectiveness, security and well-being". He called for a task force to develop a better understanding of what

Editorial cont.

spurs violence and terrorism as part of an effort to create more effective approaches to thwarting violence and terrorism around the world.

Under my presidency (2018-2022), this Task Force was renewed in 2018 for four years, this time with the joint focus on *Terrorism and Peace Building*.

As one can read from the papers in this issue, the Task Force took the responsibility of preparing a thorough report of the work accomplished in fighting against terrorism, helping the victims of terrorism, and working towards Peace Building.

This issue would not have been possible if our dedicated colleagues had not also accepted to spend days and days reporting on what they regularly achieve under the name of IAAP on the topic of *Terrorism and Peace Building*. I wish to thank in particular Maria Paz García Vera, as the Chair of this project since 2016, and Rocío Fausor, as Task Force coordinator, along with experts, James Kagaari, Wilson López, Sarlito Sarwono and Daniel Dodgen who were part of the project since the beginning. Later on, other great experts in different areas of terrorism and

peace building, such as Steve Hobfoil and Arie Kruglansky, joined the Task Force. I thank them all in the name of IAAP, for their work on the Task Force and for preparing so much work for us all to better grasp what they have done in the name of IAAP, what they are doing and will continue to do to contribute to building a peaceful world for all!

In closing this Editorial, I wish to remind you all that we welcome suggestions of themes for future issues of Applied Psychology Around the World.

Please take good care of yourself and stay safe

Please note that the themes of the upcoming issues and articles deadlines of APAW are as follows:

Vol. 2, Issue 3: *Climate Change*, papers due by August 1st (September issue)

Vol. 3, Issue 1: *Work and Organizational Psychology: Challenges around the World* by December 1st. (January 2021 issue)



Interview of María Paz García Vera Chair of the IAAP Task Force on *Terrorism and Peace Building*

Rocío Fausor¹



*María Paz García-Vera,
Task Force on Terrorism and Peace Building Chair
IAAP Member-at- Large
Full Professor at Complutense University of Madrid*

As an IAAP member, and having been the Division 6 President in these last few years, being named Chair of the IAAP Task Force on Terrorism and Peace Building, what did it mean for you?

For me, being named Chair of the IAAP Task Force on *Terrorism and Peace Building* was a great honor. It means a great deal to me to be able to continue working for IAAP, working on one of the biggest challenges worldwide: Addressing terrorism and building peace. I feel very honored and privileged for having the chance to contribute to such an impactful and

important challenge. Moreover, I have valued the opportunity of carrying it through with the help of the great team of experts who comprise the Task Force.

I have been working in the terrorism field since the March 11th, 2004 terrorist attacks in Madrid. Since then, I have been working with victims, both as a researcher and as a psychologist by providing psychological assistance. This work has been tremendously gratifying and meaningful to me. Terrorism has been an important problem in Spain for over 50 years, so I consider helping victims and building peace critical challenges and goals. My responsibility in this Task Force means the continuation of efforts to meet these critical challenges and goals in an international context. I deeply appreciate the support of IAAP and their trust in my work to carry out this project. I would thank especially Janel Gauthier and Christine Roland-Lévy, as IAAP presidents for their continuous support and trust in me.

Have you ever conducted a project in this field in Spain?

Since 2011, and continuing to the present day, I have contributed to Professor Jesús Sanz's research projects i+D+I in collaboration between the Spanish Association of Terrorism Victims (Asociación Víctimas del Terrorismo, AVT) and Complutense University of Madrid (UCM). Both organizations have signed a collaboration agreement to work together to follow how terrorism victims all over Spain are doing and to provide psychological services to those still suffering, to help them recover as fully as possible. The association has 4,800 persons associated with whom we are in contact.

¹ Coordinator of the Task Force; Associate Professor, Department of Psychology, Complutense University of Madrid



In addition, along these years, we have been collaborating with the Interior Minister of Spain, Defense Minister of Spain, and other associations such as the Rodolfo Benito Samaniego Foundation, Andalusian Victims of Terrorism Association, 11-M Association, among others, to conduct different projects developed in different regions of Spain. We have been trying to help victims and build peace.

The main goals of these projects have been screening those victims who are suffering from psychological problems and offering them the best empirically supported treatments. Moreover, we are interested in learning about the experiences of those victims who do not experience any psychological problems, because studying them may provide insights into how to promote resilience and recovery among terrorism victims.

I am tremendously proud of being Chair of the IAAP Task Force on *Terrorism and Peace Building* because this opportunity has allowed me to build an international knowledge base, so more people can benefit.

Also, treating terrorism victims is stressful work in which you hear about very difficult, painful experiences and how these experiences continue to impact individuals. How does that affect you personally?

Related to take problems home, I think when you are involved in something that you consider important and meaningful, what you take home is not a

problem. In my opinion, to work on an issue that you consider greater than yourself is the best protective factor for a psychologist's health.

Under your perspective, is it important that IAAP lead such a project as the Task Force on Terrorism and Peace Building?

In my opinion, it is very important that such a prestigious worldwide association, with a long history like the IAAP, leads the way in pursuing such initiatives. In the IAAP, we have many members who are experts in their fields and could actively contribute to this kind of project. In addition, we have a very active student Division (Division 15) which is composed of people who can both contribute to and benefit from gathering knowledge and undertaking training.

Last but not least, the IAAP is a worldwide association that spreads scientific knowledge, publications, and work from documents of experts from around the world; the IAAP has the vision to recognize and value contributions from experts working in every corner of the world, even places that may be remote. All knowledge is important. That is the reason why I think it is relevant to create documents that could be helpful for applied psychology professionals as well as for research psychologists. Such documents should be used to inform guides, strategic plans, and instructions to those organizations that can fund projects in psychology.

An important goal of the IAAP's Task Force on *Terrorism and Peace Building* has been to identify professionals around the world, in order to build an applied psychology approach based on the latest scientific findings.

In this direction, I would like to highlight the excellent group of members and collaborators of this Task Force and the enthusiasm they show in their work. In particular, I am struck by how they, and in particular you, our coordinator, Rocio Fausor, really want to make a better world.

Interview of María Paz García Vera cont.

Thank you for your kind words. We are working a lot but enjoying what we do at the same time. Professor García-Vera, you have a great professional trajectory in the terrorism field. From your viewpoint, what are the benefits that a work team as this Task Force could contribute?

First, I think it could contribute to organizing and clarifying what we already know, and how to use the knowledge we have to work to resolve the challenges we already have.

For instance, what experts already know about preventing radicalization, the identification of terrorists, preparing people to cope with terrorist attacks, enhancing victims' resiliency, offering victims treatments that have a validated, well-understood scientific basis, and building peace processes is considerable. What we know has the potential to be impactful around the world. In order to provide useful recommendations, we first need to know where we are, what do we know, and what are the latest scientific findings in these fields. This is exactly the work we are working to accomplish through the Task Force on *Terrorism and Peace Building*. We are contacting experts all around the world to ask them to share their experiences and insights from their work in their expertise fields.

Second, I guess work like this could organize the information and contribute with great ideas for Institutions, such as Governments or Associations, for instance, associations of victims. This way they could manage their politics based on the newest scientific information.

You have been working with terrorism victims as you have said, what are the biggest challenges that you have encountered and how you manage them?

In Spain, terrorism victims, since 1963, unfortunately, did not receive the proper psychological assistance. So, when we contact them, they are angry and desperate. That does not bother us, we let them express



their feelings and try to support them with the aim of helping them feel better...

In my opinion, we have two big challenges. The first one is that a majority of the people and institutions keep behaving as if the first line of treatments should be pharmacological. For example, people who suffer from PTSD think that they should take medicines for the rest of their lives in order to be well, even though it has been scientifically demonstrated that psychological treatments are better (and do not have the risks inherent in giving medications). In fact, our research work shows that Trauma-focused Behavior Cognitive Therapy (TF-BCT) is not only efficacious and useful in clinical practice for the treatment of PTSD in victims of terrorism, but also currently for the therapy of choice for our patients. Other findings from our i+D+I project, similar to those of other previous efficacy studies, indicated that this trauma-focused CBT, adapted for victims of terrorism who suffer from PTSD or anxiety or depression disorders, many years after the terrorist attacks, is effective.

And the second challenge it would be that once they are recovered, mentally healthy and recognized by the society, some of the victims will help to build a better community in peace, and hopefully help other vulnerable groups.

Task Force on *Terrorism and Peace Building*: an Overview

Rocío Fausor¹, Cynthia Meyersburg²

The IAAP Board of Directors created a Task Force on *Terrorism* in 2016. The IAAP Board unanimously approved the proposal, which was made by Janel Gauthier (IAAP President, 2014-2018) at the 2016 Meeting in Yokohama, Japan. In making this proposal, Janel Gauthier noted: “violence and terrorism are profoundly changing the world we live in, affecting our effectiveness, security, and well-being”. He called for a task force to develop a better understanding of what spurs violence and terrorism, as part of an effort to create more effective approaches to thwarting violence and terrorism around the world. This Task Force was renewed, in 2018, for another four years, with the joint focus on *Terrorism and Peace Building*.

Maria Paz García Vera was named Chair of this project. Other top experts, James Kagaari, Wilson López, Sarlito Sarwono and Daniel Dodgen were part of the project since the beginning. We are saddened that Sarlito Sarwono could only participate in this project until 2017. He passed away that year. We miss him, and we are very honored to have counted on him as a member of this Task Force. He made great contributions in the field of terrorism and was an important Task Force contributor.

Later, other great experts in different areas of terrorism, such as Steve Hobfoil and Arie Kruglansky, joined the Task Force. Our group has grown, and now we have Rocío Fausor as our coordinator, and we have recruited volunteer consultants and collaborators who are helping us to achieve the aim of the Task Force on *Terrorism and Peace Building*.

The IAAP Task Force on *Terrorism and Peace Building* was created with multiple goals. First is our goal to consult recent research to develop a rich understanding of the psychological dimensions of terrorism. Our



Members of the IAAP Task Force on Terrorism and Peace Building. L-R: James Kagaari (member), Daniel Dodgen (member and President-Elect of Division 6), Janel Gauthier (ex-officio member and IAAP President), and Maria Paz Garcia-Vera (Chair of the Task Force on Terrorism and Peace Building).

second goal was to provide research and policy recommendations for psychological science and propose actions that IAAP could or should take to assist psychologists’ engagement with the issue of terrorism.

For example, making recommendations to the IAAP Board of Directors as to what specific actions IAAP could take to enlist psychologists in the fight against terrorism and to play an enduring and expanding role in helping humanity to find a path to peace.

To achieve these aims, the Task Force on *Terrorism and Peace Building* set out to engage members of the world psychology community-- including teachers, researchers, practitioners, and students, in the issue of terrorism. We have been working hard to achieve that goal. Since the beginning of this project, we have conducted an international research project through which we have been contacting experts around the world and asking them to share their expertise and help spread the word about the work we are doing. We have asked those experts to give their opinions about different aspects of this field. The development of this research and its results will be shared at the Centennial Congress of Applied Psychology,

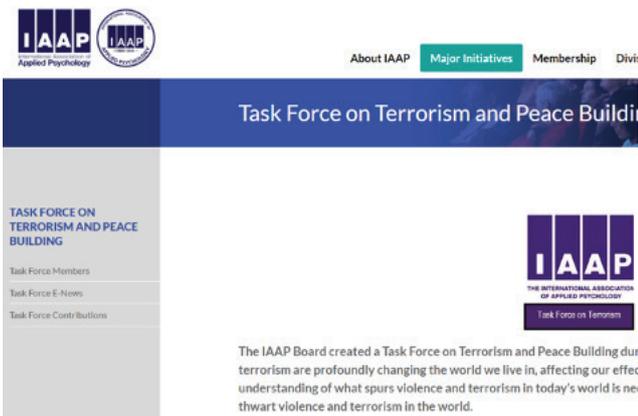
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Task Force on Terrorism and Peace Building: an Overview cont.

CCAP, which will take place in Cancun, in December 2020.

In addition to that, one of the main objectives of the Task Force on *Terrorism and Peace Building* is sharing information about different research projects, clinical interventions, efforts to prevent attacks, efforts to prevent negative consequences from attacks, and political programs developed to address terrorism or other related issues. Therefore, we have been working on collecting and spreading knowledge in different ways. In the Task Force online section of the IAAP webpage, we have been uploading and sharing resources, such as scientific papers and reports.



<https://iaapsy.org/policies-initiatives/task-force-on-terrorism/>

Furthermore, every month we prepare an online e-news update that is emailed to every member of IAAP.

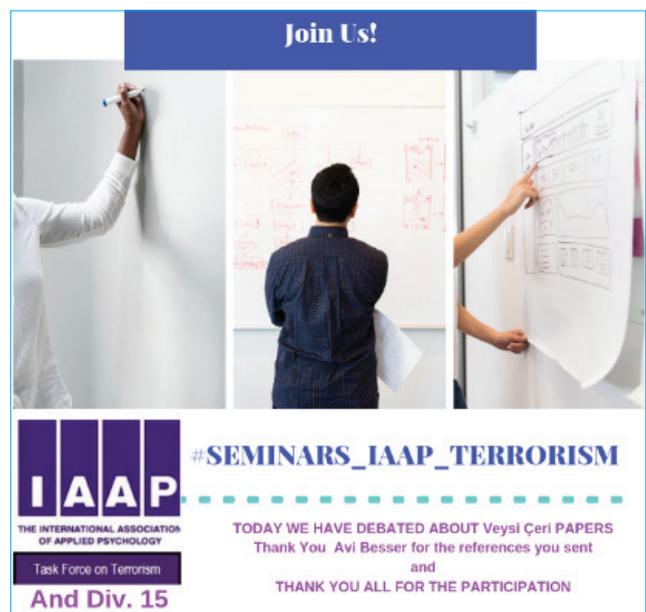
In this e-news, we summarize what we accomplished in the past month and share information about upcoming activities. These documents are also uploaded to our webpage in the section labeled "Task Force E-News". We also have periodically collaborated with the IAAP bulletin, before it was replaced by APAW.

Because online, social media presence has become an impactful and important means of communication, we have created a Twitter account, through which we let people know about our project. Our

coordinator and some collaborators share Task Force activities and retweet useful information.

Please Join US!! @IAAP_Terrorism

Also, we are glad to report that we have been collaborating with the students' division of IAAP (Division 15). Together, we have been creating weekly seminars for students since January 2018. The seminars take place at the prestigious Complutense University of Madrid. At the seminars, psychology students from the university present reports about papers recommended by the experts who responded to the survey. We also have created a discussion forum to discuss the contributions of psychology to fighting terrorism and building peace.



In addition, we contribute to different congresses. For instance, the Task Force on *Terrorism and Peace Building* collaborators and coordinator participated March 25-27th, 2019 in the International Congress regarding City, Security and Global Terrorism in Madrid, Spain. Another example is our participation in the Colombian Congress of Psychology last September 2019, 11-14th, among others.

Task Force Members

Rocío Fausor¹

Currently, we are honored to count on experts around the world. The Task Force on *Terrorism and Peace Building* started with **María Paz García Vera**, an expert in long term consequences of terrorism on victims and its treatment; **Janel Gauthier**, an international expert in the field of psychological ethics; **Daniel Dodgen**, an expert in mental health, community resilience, national health security, health system policy, and at-risk individuals; and **James Kagaari**, whose expertise is in children's perceptions of peace and conflict. Since then, the task force has expanded, and we count on **Arie Kruglanski** who conducts research on the psychological processes behind radicalization, deradicalization, and terrorism; **Stevan Hobfoll**, who serves as a member of different international associations and societies as an expert in the field of managing stress and increasing resilience; **Wilson López**, an expert on reconciliation and peacebuilding processes; and **Rocío Fausor**, who specializes in long term consequences of terrorism on victims and the treatment of resulting symptoms and psychopathology, as members of the team.

The teamwork of the *Terrorism and Peace Building* Task Force has been further increased because it also includes consultants who provide their professional insights and perspectives. These consultants are prestigious experts in their fields. These consultants include **Clara Gesteira**, whose expertise is in terrorism victims assessment and treatment; **Fathali Moghaddam**, who focuses on the psychology of globalization, radicalization, human rights and duties, and terrorism; **Hana Jalloul** who is an expert

in radicalization prevention, Islamic law, moderate and radical Islamism, deconstruction of jihadist narratives, and international politics; **Judy Kuriansky** who specializes in principles and practice of peacebuilding; **Jesús Sanz**, an expert in long term consequences of terrorism in victims and treatment to address these consequences; **Jocelyn J. Bélanger**, whose work is focused on human judgment, motivation, and the psychology of terrorism; and **Noelia Moran**, whose expertise is in long term consequences of terrorism in victims and its treatment.

The Task Force includes a team of collaborators who are helping us to develop this project. Our collaborators include **Cynthia Meyersburg**, Ph.D., who has presented on trends in international and U.S. domestic terrorism and also has provided grief counseling to children who lost a friend or classmate in the 9/11 attack, and **Johnrev Guilaran**, Ph.D, whose research addresses the impact of social support on posttraumatic stress symptoms and social adjustment of emergency responders in New Zealand and the Philippines. In addition, we are fortunate to have Ph.D. students such as **Adela Jimenez-Prensa**, **Andrea García de Marina**, **Jose Manuel Sánchez Marqueses**, **Pedro Altungy**, **Roberto Navarro**, and **Sara Liébana** and post grad students, **Ashley Navarro** and **Leonor Pastor**, also serving as collaborators, generously contributing their enthusiasm, new perspectives, skills, and hard work to helping the Task Force on *Terrorism and Peace Building* achieve our shared goals.

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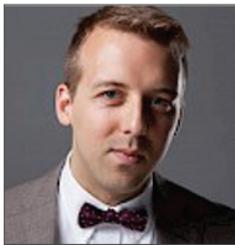
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INTL. TEAMWORK



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Stronger Together: Collaboration between IAAP Division 15 and the IAAP Task Force on *Terrorism and Peace Building*

Sara Liébana¹ and Pedro Altungy²

The purpose of IAAP's Division 15 is to promote an international network for students who share an interest in applied psychology, research, and shared learning. Due to student interest in helping to reduce the incidence of terrorism, promoting healing for victims of terrorism, and building peace, IAAP Division 15 has been actively collaborating with the IAAP Task Force on *Terrorism and Peace Building* since its creation in 2016. The Task Force was created to work toward understanding the complex phenomena of terrorism (its causes, motives, mechanisms, and characteristics), to design effective initiatives for fighting terrorism and building a more peaceful world.

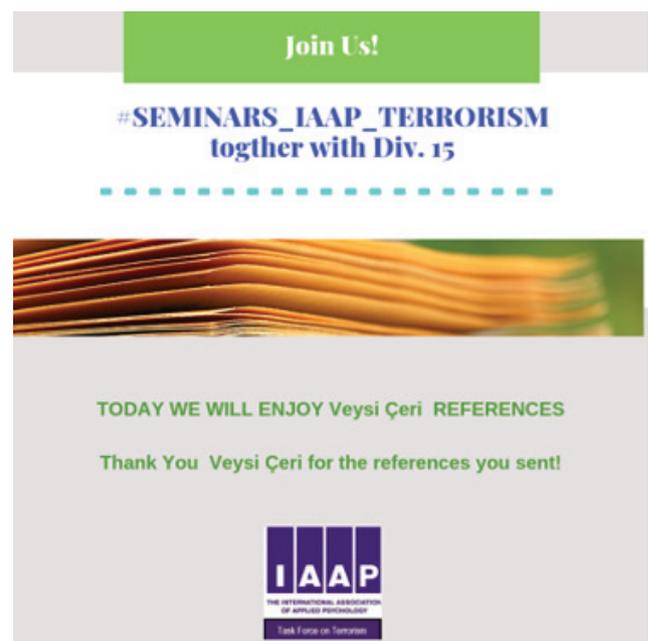


Division 15 Seminar

One of the Task Force's main goals is to involve psychology professionals and students from around the world in this quest. Students will be tomorrow's professionals and will need to be prepared to address

the challenges to come. As students, we value the opportunity to learn as well as to contribute, and to be heard. Furthermore, we believe that collaboration between the different IAAP Divisions and Initiatives is essential if we want to create an international knowledge corpus in applied psychology.

One of the most important long-term goals of the Task Force on *Terrorism and Peace Building* is the study of the current psychological scientific knowledge in terrorism and peace building. To achieve this goal, the Task Force has been organizing working seminars.



- 1 Vice-president of Division 15; Postgraduate student at Complutense University of Madrid and Team collaborator of the research project with terrorism victims.
- 2 President of Division 15; Postgraduate student at Complutense University of Madrid and Team collaborator of the research project with terrorism victims.

Stronger Together cont.

These seminars are the perfect context to share information with students and professionals. At the seminars, the papers recommended by international experts in the field of terrorism are summarized, and there is a dialog and discussion led by consultants. The consultants include several PhD students who belong to Division 15. The seminars have been an inspiring and powerful space, not only for increasing our knowledge about what is being studied and what still needs further research in the field terrorism and peace building, but also for students to learn and collaborate. Division 15's core values include mutual collaboration, responsibility, and open participation. You can learn about upcoming seminars from the Task Force's social media profiles, under the hashtag [#Seminars IAAP Terrorism](#).



What is it that we students do in our collaboration with the Task Force? First, we actively participate in the analysis and debate of the papers and books recommended by international experts on terrorism.

These readings illustrate different psychological aspects of terrorism (i.e. radicalization process, causes, impact on a short and long term, psychological interventions for both victims and terrorists, prevention, peace building...). The analysis is shared with other members of the Task Force and is coded in a data-base specifically created for this purpose.

As very curious and active students, we have also been invited to assist in selecting and recommending articles to read and future directions for research. We are very conscious that we are the future of our profession. For this reason, it is necessary to think critically and propose innovative ideas and research approaches. We work to keep an open mind, paying attention to the big picture. This is something of special relevance in the field of terrorism, where there are so many blurred lines due. We must maintain objectivity while doing this impactful work.

Many Division 15 members are currently collaborating with the Task Force, but we still need more people to work on this vitally important project. There are exciting and valuable opportunities for students



to do work that has significant real-world impact.

If you ever wanted to know how psychology is applied to world challenges and you want to work closely with international experts and students from all around the globe, visit the [Task Force on Terrorism and Peace Building website](#), and let us know if you are interested in helping! You can also find further information in the [Division 15 website](#), and on their Twitter and Facebook accounts. Be sure you are following them!

Stronger Together cont.



Maria Paz García-Vera, Chair of the Task Force, with the Coordinator (Rocío Fausor on the left) and Collaborators and Division 15 members (Noelia Moran, Jose Manuel Sanchez Marqueses, Roberto Navarro, Belén Reguera and some Graduate students) and President and Vice-president of Division 15 Pedro Altungy and Sara Liébana.



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Task Force Around the World: the Experience of the Colombian Congress of Psychology

Rocío Fausor¹ and Cynthia A. Meyersburg²

We had the pleasure of having the Task Force members meeting at the Colombian Congress of Psychology September 11-14, 2019.

We organized the Task Force member's face-to-face meeting, which was productive. This meeting let us

share ideas about the international research we are developing. In this meeting, we emphasized the idea of making a practical document with the most relevant information we have found in our research.

Moreover, we could participate in two symposia and attend different keynote's presentations at the Colombian Congress.

The first symposium was entitled *The Importance of the Mental Health Care in Victims of Terrorism*. The Task Force members who presented this symposium were James Kagaari, Steven Hobfoll, Maria Paz Garcia-Vera and Rocío Fausor who also moderated the participation of each of us.



James Kagaari talked about how terrorism survivors build on personal strengths, resilience, hope, and optimism to overcome psychological disorders. He emphasized that terrorist attacks are such adverse life experiences that they pose a major risk factor for psychopathology. James explained that being a victim of a terrorist attack affects people's mental health, with high rates of long-term prevalence of post-traumatic stress disorder (PTSD), anxiety, and depressive disorders, as well as psychological effects that often lead to substance abuse. James pointed



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out that people in many societies around the world are in constant fear of terrorist attacks, and when these attacks occur there is loss of life, destruction of property, and subsequently there are both direct and indirect economic costs, as well as psychological effects upon the population, along with social and political impacts. However, he explained that, even though it is challenging for terrorism victims' life, they still look forward to realizing their full potential, cope with the stresses of life, work productively, and make meaningful contributions to their families and communities. Basing his talk both on existing empirical work and on theory, Professor Kagaari explained that survivors learn about the value of preparation, acquire new coping skills, and develop (or even rebuild) a sense of self-efficacy, increase self-disclosure and emotional expressiveness, and become more willing to accept help from others. Professor Kagaari explained that this help could be achieved through social support from their families, friends, and members of the community. Consequently, survivors may include an increased appreciation for life and stronger spiritual beliefs in order to thrive and flourish again.



Steven Hobfoll highlighted that there is not one common response to terrorism and war exposure. He said that past research has tended to look at the “average” of the mix of trajectories, which indicates moderate distress. In fact, several common trajectories occur. Professor Hobfoll explained that some individuals were already distressed, and they remain

chronically distressed, meanwhile others may be initially highly or moderately distressed, but they recover along different timelines. He underlined that resilient individuals tend to appear rather untouched or unscathed by events. He explained that this does not mean that these resilient terrorism victims are not upset, but rather that they manage not to translate this distress into serious anxiety or depression. However, other terrorism victims are not as fortunate in terms of how the trauma impacts them. Oddly, some individuals initially appear unaffected, but over time they can become more distressed and suffer more. Professor Hobfoll discussed how interventions could work with these different groups, as well as why we should avoid an expectation of traumatic growth from victims of terrorism or those exposed to extreme violence.



Rocío Fausor talked about very long-term psychopathological consequences for Spanish victims of terrorism. She explained that Spain has had a long history of terrorist attacks since 1960. For this reason, she emphasized that it is no surprise that a scientific interest emerged in understanding what terrorisms consequences are. Dr. Fausor described that experiencing a traumatic event, such as a terrorist attack, modifies individuals' basic cognitive schemas. Victims go through a process of reinterpreting the trauma, and when a reinterpretation is not adaptive it can lead into psychopathology. She explained that most scientific studies focus on short-term consequences after a terrorist attack, Post Traumatic Stress (PTSD) in particular. However, it is known that there are more consequences from terrorist attacks, such as Major Depressive Disorder (MDD), panic disorder,

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or generalized anxiety disorder. She described a research project carried out at Complutense University, conducted by professors María Paz García Vera and Jesús Sanz. The main aim, Dr. Fausor described, was to find out the prevalence of very long-term (DSM-IV) disorders in Spanish victims of terrorism. At the time of their participation in the study, individuals had a mean of 21.5 years since the attack. A sample of victims affiliated to the Victims of Terrorism Association (AVT) was used to carry out this study; a protocol consisting of semi-structured interviews, diagnostic interviews, and modules A and F from the SCID I were applied to each one of them. She summarized some of the main results saying that PTSD is the most frequent mental disorder found in victims of terrorism, with a prevalence of 26,8% in direct and indirect victims, followed by MDD (17,9%), specific phobia (15%), panic attack disorder (13,4%), and generalized anxiety disorder (11,8%). Some participants experienced co-morbidity, i.e., met criteria for more than one disorder. She concluded that the psychopathological consequences after a terrorist attack can be very diverse, even decades after victims experienced the initial trauma. Terrorism victims experienced a higher percentage of psychopathology than did the general population. For this reason, it is very important to conduct follow-up assessments of the wellbeing of terrorism victims, so that those who struggle can learn about and have access to the best options for treatment to aid in their recoveries, whether the need is occurring in the short term, long term, or even very long term.

Maria Paz Garcia-Vera presented on psychological treatments that can help victims of terrorism many years after the attack. She explained that there is abundant scientific literature about treatment for victims who suffer PTSD after traumatic events; the research literature indicates that trauma-focused psychotherapy is the first-line treatment for these victims. However, when it comes to victims of terrorism, there is scant data regarding which therapies are effective for treating PTSD; however, the existing data indicate that first-line treatment is trauma-focused cognitive behavioral therapy. Professor

Garcia-Vera pointed out that this recommendation is based on investigations that study both efficacy and effectiveness of TF-CBT, given that approximately 57% and 62% of patients show clinically significant improvement. She added that nevertheless, there are still unresolved issues. One unresolved issue is a lack of research investigating whether this sort of approach works if the victims with PTSD have treatments 5, 10, 20, or 30 years after the terrorist attack. She also added that it has not been studied if these treatments work when the victims suffering from PTSD also suffer from depressive or anxiety disorders many years after the attack. To address these gaps in the literature, her research team collected data. The results revealed that, although many years had passed since the terrorist attack (mean length of time, 20 years), and although patients not only suffered from PTSD, but also depressive and anxiety disorders, the obtained data were comparable to the previous scientific literature, with 60% of patients diagnosed with PTSD experiencing clinically significant improvement. The improvement in symptoms remained, even a year later.



The second symposium was entitled *Peace building initiatives around the world*. Task Force member Daniel Dodgen, along with Janel Gauthier and Wilson López, presented. In this symposium, Rolando Díaz also presented, providing his cultural psychology perspective regarding the themes of violence and peace in Mexico.

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Daniel Dodgen presented a talk entitled, *Psychology and Terrorism Preparedness*. He pointed out that the 21st Century has brought numerous new and emerging threats to the world's health and mental health. He explained that the rise in both homegrown and global terrorist activities has made terrorism one of the greatest threats. Using the U.S. National Health Security Strategy as an example, he described in his presentation strategies to help communities prepare for the health and mental health aspects of terrorism threat, which can include chemical, biological, radiological, or explosive attacks. These strategies aim to prepare, mobilize, and coordinate a comprehensive approach that facilitates partnerships between government and the private sector to reduce the consequences of terrorism. His presentation focused on the role psychology can play in advancing these objectives. He highlighted that while terrorism preparedness is critical for a nation's health security, it is equally important to promote strategies that reduce the likelihood of terrorist attacks.



Janel Gauthier spoke about how important is to find more effective approaches to preventing

violence and building peace around the world. The purpose of his presentation was to provide a brief critical overview of the psychological literature on terrorism, and to reflect on approaches to defeating and preventing terrorism and building peace around the world. Drawing on psychological research, Professor Gauthier reflected on what spurs violence and terrorism, and how to more effectively address what has now become a global threat. Professor Gauthier asserted that a better world for all requires not only a better psychological understanding of human nature, but also a renewed emphasis on the promotion of respect and social justice for persons and peoples as a foundation for peace and harmony. He emphasized that insights from psychology can help resolve societal problems, create just societies, and eliminate global threats to human existence. In his own words, "Psychology can – and must – play a key role in addressing the problem of violence and terrorism in our contemporary world. It has the collective knowledge and expertise to meet the challenge and help achieve peace for all." He also underlined that the work of psychologists in trying to understand human behavior in general and terrorist behavior needs to be intensified. New approaches based on scientific research and understanding of human nature and politics need to be developed to thwart terrorism and build peace.



Rolando Díaz-Loving presented *Negotiation and Communication Styles: The Path to Sustainable Relationships*. He described that when there is a discrepancy or a conflict between two or more groups, there are multiple ways of finding a resolution that can benefit those involved. A rational cost-benefit

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analysis of the factors being negotiated may seem like the appropriate way of facing the situation, but reality has shown us that logic is one of many elements that influences conflict resolution. Professor Diaz-Loving explained that, for example, he and Armenta-Hurtarte collected data which indicates that Anglo-Saxon couples focus on the logic and content of the information to solve their differences. On the other hand, he explained that the content of the message does not have much of an effect on

Mexican couples when it comes to resolving their conflicts, it is the communicative style that they use that explains how they settle their differences. In his talk, Professor Díaz-Loving described the negotiation styles that favor competence, submission, collaboration, and avoidance, as well as the communicative styles that favor positive affect, imposition and logic, and its effects on dispute settlements amongst collectivist cultures and individualist cultures.



María Paz García-Vera and Rocío Fausor at the congress



Rocío Fausor, Stevan Hobfoll, and Ivonne Hobfoll at the congress



Wilson López in his symposium space.

Task Force Collaborations

Pedro Altungy¹ and Rocío Fausor²

IAAP created the Task Force on *Terrorism and Peace Building* to build and consolidate knowledge, drawing on the contributions of researchers and clinicians around the world. We have sought to organize activities, participate in congresses, and let people know about this worldwide.

On March 1, 2019, our coordinator Rocío Fausor shared preliminary findings from our project with master's students from University Carlos III of Madrid. Pedro Altungy presented results regarding the psychology of the radicalization process. Thanks to our consultant Hanna Jalloul for this opportunity. The students were very enthusiastic and interested in our work!

In July 2019, some Task Force members and collaborators presented in various symposia and other events at the *National Congress of Psychology* in Vitoria, Spain.



Rocío Fausor presenting on the members of the Task Force.

Pedro Altungy described the psychological factors behind the radicalization process. He explained that terrorism is nothing new. The term was forged in the French Revolution and, since then, has been widely used for describing those violent acts which are committed to force the state or any authority to implement measures desired by the perpetrators. He explained that government

efforts often focus on anticipating and avoiding those attacks, mainly centered on attempting to arrest would-be terrorists before they commit an attack. However, it has not been until the last decades (specially, after the 9/11 attacks), when experts started exploring what the psychological factors are behind the radicalization process that make people become terrorists. Thanks to recent research, we now know that, in many cases, terrorists have previously survived traumatic events. Nonetheless, the question remains about why some people, after surviving a traumatic event, follow the radicalization path (which may end in becoming terrorists), whilst the majority of those who have lived through similar (or even the same) events do not radicalize. Terms such as *resources conservation* and *significance quest* can help in explaining the referred radicalization process, giving the key for effectively preventing it.

The Task Force on *Terrorism and Peace Building* participated in the 2nd International Congress about City, Security and



Pedro Altungy, second from the right, at the symposium

Global Terrorism in Madrid, Spain in March 2019. Rocío, the coordinator of the Task Force and collaborators as Roberto Navarro, Pedro Altungy, and Sara Liébana presented.

Sara Liébana spoke about mass media and its influence in people's mental health. She explained that after

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surviving a terrorist attack, a small percentage of the victims will develop Post-traumatic Stress Disorder (PTSD), but what happens to indirect victims? Media coverage of terrorist attacks can spread acute stress, resulting in the appearance of psychological disorders in people outside the affected community. Media consumption, either traditional (TV, radio, newspapers) or social media (Facebook, Instagram, Twitter), may lead to a generalized diffusion of trauma-related symptoms after a terrorist attack. These effects vary depending on the media channel as well as on the emotion regulation skills/abilities of the media consumer. Sara discussed the growing evidence supporting the potential problems associated with social media consumption, especially among those who are more psychologically vulnerable to anguish and pain.



Sara Liébana, far right during her presentation

Roberto Navarro spoke about psychological assistance for terrorism victims and the role of assistance in preventing radicalization. He explained that from the scientific literature we all know that some people who have survived traumatic experiences become terrorists. Therefore, we could say that being exposure to different traumatic experiences is a risk factor for the radicalization process. For example, most of the Hamas, Al-Qaeda, and Daesh members have suffered armed conflicts in their childhood. He raised questions, such as, how could we stop that circle of violence and radicalization? Where could it be more efficient to intervene? Prevention is one of the principal strategies for combating radicalization and terrorism. In his lecture, Roberto described how it is possible to improve victims'

wellness thanks to a psychological therapy based on evidence. He highlighted a case study of a Spanish terrorism victim and her treatment pointing out the treatment let them improve their skills and protect them from falling prey to radical speeches.



Roberto Navarro, far right during his presentation

Rocío Fausor focused on the importance of universities and international associations as knowledge builders, like the Task Force on *Terrorism and Peace Building* and the IAAP. She pointed how big the problem of terrorism is around the world - between 1970 and 2016, there have been 170,350 terrorism attacks. She emphasized that if we consider the direct victims' families the numbers increase. Rocío concluded that this data shows how severe the problem of terrorism is and the need to understand the contributions of psychology and where the gaps are. She concluded that the Task Force on *Terrorism and Peace Building* was created by IAAP to answer these questions and explained the main goals of the Task Force and how we are working to achieve these goals.



Rocío Fausor, far right during her presentation

From a Victim's Point of View: Psychological Assistance to Victims of Terrorism and Their Role in the Prevention of Radicalization

Roberto Navarro¹ and Ashley Navarro²

Because of terrorism's devastating impacts, both financial and psychological, which reverberate from individuals, their families, and communities, through individual countries and even internationally, terrorism presents an existential threat to modern society.

According to the Study of Terrorism and Responses to Terrorism (START; 2019), in just the past few years, thousands of people around the world have lost their lives or been physically wounded in terrorist attacks. Although most attacks occur in the Middle East, Africa, and South Asia, the data obtained from Europol indicates Europe also is affected by this potent threat. Between 2015 and 2016 almost 150 people were killed due to terrorist attacks, and 753 people were arrested for being involved in terrorist crimes in Europe.



Fighting terrorism is unquestionably necessary and important, and to do so, we must approach the issue in a multidisciplinary manner. There are many approaches we can use to fight terrorism: media campaigns, anti-terrorist funding, education, political measures, raising social awareness, investigation, security forces, working with religious leaders, etc. Another strategy that has proven to be very valuable

in the past is working with and learning from terrorism victims who have survived attacks.

Victims of terrorism represent the pain and suffering generated by terrorism, and for that reason, they can be very powerful. They can influence the political decision-making process, as well as how laws are written and modified. They are also able to educate society on what it really means to suffer a terrorist attack. Their most powerful ammunition for fighting terrorism is using their own experience to build public awareness of how terrorism impacts individuals, to help people feel empathy for victims and potential victims.

Similarly, terrorist narratives are used as a recruitment tool for terrorist groups. These people are willing to kill, and even to die, in order to promote their beliefs. These narratives possess a quality that makes it hard to battle: it's decentralization. This means the narrative is emitted using different types of media and transmitters. The use of the internet to spread the message makes it difficult to intercept and delete. Just like social media, the transmitter and the recipient can be miles away from each other and communicate instantly. Another factor that makes terrorist narratives so hard to overthrow is the increase in attractiveness of the message using special effects, just like Hollywood productions do. In recent years, terrorist narratives have become a direct source of radicalization that is hard to combat. This is where the victims' narrations come into play, acting as a vital counterbalance to the messages spread by terrorist groups.

The idea is supported by examples in recent Spanish history. As explained in the Fonda report (López Romo, 2014), actions carried out by victims of the

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From a Victim's Point of View cont.

terrorist groups Euskadi Ta Askatasuna (ETA), Gesture for Peace, and other associations had a crucial impact amongst the Vasc population. In particular, these actions were able to de-radicalize an important sector of the Vasc community and increase the perceived support amongst victims.

But not all narratives will do the trick. Social psychology studies indicate that for a narrative to cause an impact it must elicit empathy with the transmitter and remain in our memory for a long period of time. Also, it must be spread in many ways and it should be an attractive and elaborate narrative that can move the recipient. Sadly, many victims of terrorism have difficulty sharing a narrative with these characteristics. In fact, they usually experience fragmentation of memory, maladaptive beliefs, emotional dysregulation amongst other symptoms, that make the construction of a solid narrative a hard task. An effective way of solving these issues, and helping victims in their recovery and regaining agency, is by treating the victims with a psychological therapy that focuses on processing and integrating the traumatic memories of the event, as well as treating the symptoms of anxiety, depression, and PTSD, dysfunctional beliefs and emotional dysregulation. This kind of therapy, Trauma Focused Cognitive Behavioral Therapy (TF-CBT), has been carried out by psychology experts at the Complutense University of Madrid in the context of various Investigation Projects, directed by Professors María Paz García Vera and Jesús Sanz. This treatment consisted of 16 weekly sessions of 90 minutes each, in 6 modules. The aim of the modules is to work through the trauma and its side effects such as the victim's emotional state or their anxiety issues.

Psycho-education is conducted during the first session, giving the patient information about their mental condition, and helping them understand what



Collaborators of the Task Force on Terrorism and Peace Building

they are experiencing. After that, the patient is assigned a variety of tasks in the context of behavioral activation. They also taught Jacobson's progressive relaxation therapy and slow breathing exercises. The two sessions that follow are used to prepare the patient for the exposure tasks he or she must carry out, and another two are dedicated to providing them with emotional regulation strategies.

Once this has been done and the patient is prepared, the main part of the therapy begins: the exposure tasks. First, they are conducted in-vivo, and afterward comes the exposure to the trauma narrative. Simultaneously, cognitive restructuring techniques are used to work on all the maladaptive thoughts and beliefs that the patient may have. Finally, patients are urged to write a narrative in which they integrate the terrorist attack within their own biography so that they can find continuity in their life narrative and don't identify the terrorist attack with a moment of rupture.

This last task is the one in which the changes generated by the victim's narrative are fully perceived. The change is appreciated by comparing the final narrative with the one created previously.

Once the therapy has concluded, some patients decide to be more involved in the fight against terrorism. They have participated in peacebuilding projects, and have aligned themselves with associations that boost political and social changes around terrorism. Even if they don't involve themselves on a political level, the new narrative they have defined is now easier to understand by those who surround them and has the power of generating a longer-lasting feeling of empathy.

We must be aware of the enormous potential a well-elaborated narrative can have when it comes to battling terrorism. For this reason and many more, we must always listen to the victims, learn from them, and keep them in mind so we can spread their message and create something useful out of a painful experience.

International Initiatives in the Study of Terrorism: How Can We Spare the Knowledge?

Pedro Altungy¹ and Sara Liébana²

We are living in a quickly changing world, where unfortunately the boundaries between what is true and what is opinion are growing increasingly blurred. One of the reasons for this may be the incredible ease we now have for accessing information, and alas, misinformation.

It is fundamental that the high quality, scientific knowledge produced in our research centers and universities is shared. And, of course, one of the most impactful ways we can share research findings and empirically informed theories is through scientific congresses. These events, through their organization and the hard work of their scientific committees, do an excellent job of ensuring the content of these congresses are high-quality scientific work.

latest developments and findings in the field of anxiety and stress, from the different scientific psychological approaches, are presented. This event occurs in Valencia, Spain, gathering expert psychologists in the field of anxiety and stress from all around the globe. It is a thrilling space for debate and exchange of ideas, where professionals and students meet to share their contributions to psychological science.



Four members gave presentations as part of a panel entitled: *Catastrophes and Terrorism Through an International Perspective: Initiatives and Projects*, which was organized by Task Force coordinator, Rocío Fausor. The aim of the panel was to explain the role that international psychology associations play in contributing to the understanding of such devastating events, and how these associations are a fundamental asset in advancing towards a deeper understanding of the psychological impact of terrorism, and how terrorism can be addressed. The panel lectures were:

- *Multicultural approximation to the study of trauma and disaster myths: Pilot study of the international project ARTS; Clara Gesteira*
- *Towards a globalized terrorism psychology: The creation of IAAP's Task Force on Terrorism and Peace Building; Rocío Fausor*

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In September 2018, members of the IAAP Task Force on *Terrorism and Peace Building* attended the *XII International Congress of the Spanish Society for the Anxiety and Stress Study (SEAS)*. This biannual scientific meeting started more than 20 years ago, and today represents one of the main events where the

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International Initiatives in the Study of Terrorism cont.

- **Towards a globalized terrorism psychology: Preliminary results of the psychology contributions within the IAAP's Task Force on Terrorism and Peace Building; Roberto Navarro**
- **Students' strength: specific contributions to the disasters, catastrophes, and terrorism psychology from IAAP's Division 15; Pedro Altungy**

The presentations focused on the important role that international initiatives have in shedding light on the psychological aftermath of surviving a traumatic event, either a terrorist attack or a natural disaster. Although the Task Force's primary objective is to study terrorism and its consequences, we also recognize that findings about trauma consequences associated with surviving other severely traumatic events may also be informative. Otherwise would run the risk of conceiving of terrorism victims as a "special" group, instead of seeing them as people who have survived a traumatic event, and we might miss findings that could benefit our population. Thus, the panel started with an analysis of the different myths and misconceptions surrounding trauma, from a multicultural point of view. This research was carried out within the frame of the ARTS project supported by IAAP. Again, the importance that a multicultural and international approach has appeared clearly in research. Also, the presentation highlighted the similarities and differences between surviving a terrorist attack and other types of traumatic events (whether natural or caused by people).

Then, the following two lectures explained the role of the IAAP Task Force on *Terrorism and Peace Building*



L-R: Sara Liébana, Andrea García de Marina, Adela Jimenez, Jose Manuel Sanchez-Marqueses, Rocío Fauor, Roberto Navarro, Belén Reguera, and Clara Gersteira.

in building an understanding of why terrorism occurs, the impact of terrorism on its victims, and how all this knowledge can be applied to work toward our shared goal of creating a world based on peace and harmony, instead of violence and distrust. Researchers also shared the first available qualitative and quantitative results on the research that started



in 2016 and is anticipated to be completed in 2020.

Finally, the last presentation explained the coordination and collaboration within IAAP. Although IAAP is composed of 18 Divisions, they all work very closely with one another. A good example is a collaboration between the IAAP Students' Division and the IAAP Task Force on *Terrorism and Peace Building*. Since 2016, Division 15 members have been actively helping in the Task Force project. One idea that is clear is that what is not said it is not known, and, thus, does not exist. It is hence fundamental that research goes beyond the academic walls and is shared with as many people as possible.

Nonetheless, because of their scientific rigor and their ability to provide a framework for learning and for productive debate, scientific congresses are an important venue for sharing knowledge and building understanding. The Task Force on *Terrorism and Peace Building*, with the collaboration of other IAAP Divisions, is contributing to sharing current knowledge regarding the psychological consequences of terrorism, different proposals for fighting terrorism, and the tools that applied psychology can provide for these efforts, such as working on prevention of radicalization and developing tolerant and respectful communities.

What Kind of Work is Done in an Information and Assistance to Victims of Terrorism Office?

Sara Escudero¹, Rocío Fausor², and Ashley MCarthy³

Experiencing a terrorist attack is very difficult, and recovery is complicated. Whether the experience is firsthand or one of a loved one, many questions can arise, such as: *What legal procedures must I follow? How will I get through the trial? Where can I seek mental health care? What support is available to help us through the uncertainty and disorientation of surviving an act of terrorism?*



Spain has experienced different kinds of terrorism, so we have developed strategies, tactics, procedures, and treatments to protect, provide care to, and answer the questions and uncertainty of the terrorism victims. In recent years, our government has developed state programs to address the needs of terrorism victims. One of those is the *Information and Assistance to Victims of Terrorism Office of the National High Court* in Madrid, Spain. This office provides information and assistance to the Spanish victims of terrorism.

In order to fully understand the services provided, let us first briefly explain the legal and structural

framework of the office. The *Victims of Violent Crimes and Sexual Offenses* assistance offices are a public service that is free of charge, implemented by the Ministry of Justice in accordance with the Spanish law, Ley 35/1995 of December 11th. One of the main objectives of these assistance offices is to respond to victims' needs, especially those who have been involved in crimes that resulted in death, injury (severe physical and/or mental health problems), as well as helping victims' family members. Overall, the aim is to ensure that victims of any kind of violence receive the appropriate help or services, whether the person requesting the service is a direct or an indirect victim.

The office of the National High Court that provides information and assistance to victims of terrorism is within the previously mentioned assistance offices, and is supported by the Spanish law, Ley 29/2011 of September 22nd on Integral Acknowledgment and Protection of Victims of Terrorism. But, what kind of information and support does the Office of the National High Court provide to victims of terrorism? Their primary functions include:

- Providing information on the state of procedures.
- Providing expert advice on legal and contentious-administrative proceedings that may affect them.
- Offering companionship through trials related to the terrorist act in which the victims are involved.
- Ensuring that the security and privacy of victims are safeguarded throughout judicial processes, in order to protect against any possible interference, intimidation, or retaliation acts.

1 Task Force Collaborator; Psychologist at the Spanish National High Court Office

2 Task Force Coordinator; Associate Professor at Complutense University of Madrid and psychologist at the Spanish National High Court Office

3 Task Force Collaborator; Postgraduate student at Complutense University of Madrid and Team collaborator of the research project with terrorism victims

What Kind of Work is Done in an Information and Assistance to Victims of Terrorism Office? cont.

- Informing victims, keeping them up to date on the penitentiary system and prison sentences of perpetrators.
- Providing confidential, individual psychological assistance, free of any charge, for victims and impacted family members.



Legal proceedings can take a long time, and mental healing also requires time. The National High Court Office not only assists victims' moments after the attack but helps victims whenever they need or are ready for help. It's a public service that can be demanded at any time, whether it is soon after an attack, or years later, the National High Court Office will provide psychological assistance.

In order to appreciate the caliber of psychological treatment offered to the victims, here is a detailed example of a standard case of a person requesting this service:

First step: We assess the victim. We try to know its context, then we assess the psychological needs. For instance, "David" is a 52-year-old male that has recently discovered the existence of the services this office provides, and he seeks help from a professional expert in treating terrorism derived disorders. The patient has worked as a national police officer since he was 20 and is currently retired, with a level of physical and psychological disability of 65%. Except for his relationship with one of his sisters, David lacks family and social support. He's not involved in a romantic relationship and has no children. He lives alone in the Spanish city of Seville.

When the patient first arrived at the office, he showed high levels of irritation and psycho-motor agitation,

and he reported trouble sleeping. He described frequently having intrusive memories of the trauma, becoming upset as if he were back in the attack (re-experiencing symptoms), and he also reported that he suffered from trauma-related nightmares, which contributed to his difficulties sleeping. He explained he avoids big crowds and social interactions, and he also reported avoiding watching television when presenters or programs might address terrorist attacks. On top of that, David felt enormous guilt, hopelessness, sadness, anhedonia, and apathy, all of which contributed to him having suicidal thoughts. David experienced stress-related physical symptoms, including frequent headaches, stomachaches, and skin rashes. He also had obsessions and compulsions related to social interactions and showed difficulty concentrating. He explained he had suffered these symptoms since 1987, the year the Euskadi Ta Askatasuna (ETA, a terrorist Basque separatist organization) placed an explosive artifact under the car in which he traveled with his partners, also national police officers.

The patient described how he had been in the police force for only a matter of months when, at the young age of 20, he and his partners were the targets of a terrorist attack. One of his partners died, and several police officers, including him, were severely wounded. A year later, he returned to work. It is at this moment when the previously mentioned symptoms aggravated to the point of needing to drink alcohol in order to go to work. Two years after the attack, when he was 22, David voluntarily asked to be hospitalized, mainly because of his depressive mood. At the age of 24, he tried to take his own life for the first time, resulting in the loss of one of his legs and needing to be hospitalized in a mental health institution once again. He was diagnosed with major depressive disorder (MDD) and post-traumatic stress disorder (PTSD), and his treatment team initiated a pharmacological treatment. In the 30 years between the terrorist attack and his search for psychological treatment at the National High Court Office, the patient made additional suicide attempts via intentional overdose.

What Kind of Work is Done in an Information and Assistance to Victims of Terrorism Office? cont.

Second Step: Once we have a history and have assessed the psychological needs of the patient, we develop and offer a treatment plan to help the victim heal. In this case, because the patient did not live in Madrid, a video-conference delivered trauma-focused cognitive behavioral therapy (TF-CBT) was offered by Sara Escudero, the National High Court Office Psychologist. Once the patient agreed, the treatment started. In this case, the treatment consisted of 36 weekly sessions that were 1 hour. In order to provide treatment, camera-equipped computers were needed, as well as a program that allowed the patient and the therapist to communicate by voice and video using the internet. This treatment is an effective option; empirical evidence indicates that TF-CBT helps patients' significant reduction of post-traumatic, anxiety, and depression symptoms. Comparing the patient's scores from the post-treatment and the follow-ups, the results indicated that after completing treatment, he still had some symptoms, but that his quality of life was greatly improved, and he no longer met the criteria for MDD or PTSD. Furthermore,

he had not relapsed at the time of follow-up.

Typically, TF-CBT is a treatment we deliver via in-person therapy, but because in-person was not possible for David, we had to innovate, and our results indicate that TF-CBT can be effective when delivered by videoconference to victims that suffer from PTSD and other comorbid long-term disorders. That being said, if there are comorbid disorders, the treatment requires an increase in the number of sessions above and beyond what is usual for PTSD.

It is extremely useful to deliver the therapy by videoconference, given that the office is in Madrid whilst the victims of terrorism that seek help live all over Spain. This also is important because some people who have PTSD or other trauma-related psychopathology find it very difficult to leave their homes to attend therapy in person.

This new and effective way of treating patients allows many victims with difficulties to obtain the mental health care they deserve free of charge.



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Are Metacognitions Relevant to the Grieving Process in Victims of Terrorism?

Adela Jiménez Prensa¹ and Ashley Navarro²

The scientific literature on the psychological consequences of terrorist attacks indicates that, after an attack, there are a significant percentage of affected people who develop various mental disorders, most commonly Post-traumatic Stress Disorder (PTSD) or Major Depressive Disorder (MDD) (García-Vera & Sanz, 2016). However, one of the limitations of this body of research is that it mainly focuses on direct victims, the general population of the affected area, and emergency personnel, paying less attention to the relatives of people who lost a loved one in a terrorist attack. To address this gap in the literature, it is important to explore the grieving process in this population and to examine individual differences in how grief manifests and progresses in this population.



Grief is a bio-psychosocial, universal, and complex response that we all experience due to a significant loss (Franco & Antequera, 2002). During the first weeks after a loss, most people suffer many psychological symptoms such as sadness, anger, separation anxiety, lack of interest in previously pleasurable or important activities, and intrusive thoughts. However,

some studies (e.g., Prigerson et al., 1997) have found that most people experiencing grief will recover over time, although some people will continue to experience clinically significant psychological distress. Among the most common clinical consequences are prolonged grief disorder (PGD), MDD and anxiety disorders (Stroebe, Schut & Stroebe, 2007). Longing for the deceased, emotional numbness, loss of meaningfulness of life, and distrust or avoidance of the reality of the loss are PGD symptoms. To meet the criteria for diagnosis, these symptoms must persist at least 6 months after the loss and be associated with functional impairment (Prigerson et al., 2009). Sometimes PGD is also referred to as complicated grief.

The researcher considers different categories of risk factors for developing PGD. Situational risk factors are mostly related with the circumstances of the death (i.e., after a traumatic loss, e.g., death of a loved one due to a terrorist attack or a suicide, there is a greater risk for developing PGD; Lobb, Kristjanson, Aoun, Monterosso, Halkett & Davies, 2010); the relationship with the deceased (i.e., losing a partner or a child is more traumatogenic than other losses); and time elapsed since the death (for some individuals, symptoms subside over time). People facing a traumatic loss (e.g., homicide or suicide) are especially susceptible to the highest levels of psychopathology 5-12 years after the loss (Kristensen, Weisæth & Heir, 2012). Several personal risk factors also have been identified. For instance, women are more susceptible to developing PGD. In addition, low levels of education and low socioeconomic status, being elderly and having low levels of social support also are risk

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Are Metacognitions Relevant to the Grieving Process in Victims of Terrorism? cont.

factors for developing PGD. Internal risk factors also play a significant role. For instance, people with insecure or ambivalent attachment and low self-esteem are more likely to experience PGD. Medical history (depressive disorders, anxiety, previous trauma) are also factors that confer additional risk of developing PGD. Another promising area of inquiry has been examining cognitive and personality variables that may constitute risk factors, such as neuroticism, rumination, or dysfunctional metacognitions. Better understanding the role of metacognition in the development of PGD may be important for developing and delivering effective treatments, and perhaps even prevention strategies.



Metacognition is one's knowledge or beliefs about the cognitive system itself, factors related to its function, regulation, and assessment. This conceptualization suggests that dysfunctional metacognitions guide the selection of worry or ruminations as a pseudo coping strategy. Curiously, people with high levels of dysfunctional metacognitions tend to think that worry is useful for preventing future negative events and is also functional because worry helps one prepare for the worst (Wells, 1999). However, in the metacognitive model Wells (2009) postulates that dysfunctional metacognition creates maladjusted thinking patterns. Thus, some mental disorders can

be understood as resulting from a high level of negative and repetitive thinking of a maladaptive belief, due to continuous monitoring. Thus, if an individual is engaged in negative, repetitive thinking, it would be more likely for the individual to acquire a cognitive attentional syndrome, and she or he would be less likely to develop other, better coping strategies. A syndrome of worry/rumination, threat monitoring, and maladjusted behaviors leads to intensified and prolonged psychological distress for grieving people. Moreover, metacognitive beliefs about worries function as a coping strategy to maintain the syndrome (Wells, 2009).



In light of these ideas, metacognitive therapy emerged and has been a successful treatment for Generalized Anxiety Disorder (Wells, 2009; Wells et al., 2010), MDD (Nordahl, 2009), Social Phobia (McEvoy et al., 2009), Obsessive-Compulsive Disorder (Moritz et al., 2010), and, more recently, PGD (Wenn, O'Connor, Breen, Kane & Rees, 2015). The success of metacognitive therapy for treating these disorders is consistent with the hypothesis that dysfunctional metacognitions can be a factor in the development, maintenance, and exacerbation of PGD symptoms. Metacognitive therapy is a promising approach. In a research project at the Complutense University of Madrid, we are investigating whether dysfunctional metacognition affects symptomatology in victims of terrorist attacks.

Are Metacognitions Relevant to the Grieving Process in Victims of Terrorism? cont.

In our study, so far, we have 46 bereaved participants. 40.3% of our participants are women (mean age = 55.28, SD = 12.57). The deceased are parents in 28.9% of cases, second-degree relatives in 23.7%, a partner or spouse in 10.5%, siblings in 7.9%, co-workers in 7.9% (fellow police officer, soldier, etc.), the participant's child in 5.3%, and other people in 15.8%. The time elapsed since the death is 19.34 years. Finally, about a quarter of the sample has lost someone in a terrorist attack, but the rest lost someone because of illness, heart attack, natural death, etc.

We are assessing PGD using the Spanish version of the Inventory of Complicated Grief (IDC; Limonero, Lacasta, García, Maté & Prigerson, 2009). To assess dysfunctional metacognitions, we used the Spanish version of the Meta-Cognitions Questionnaire 30 (MCQ-30; Martín et al., 2014). Through logistic regression analysis, our results indicate that dysfunctional metacognitions make it more likely for victims of terrorism to have PGD (OR = 1,048).

Individuals with dysfunctional metacognitions frequently focus attention on distressing information, have an increased likelihood of using maladjusted coping strategies such as compulsions or rituals to maintain a connection with the deceased, or rumination to preserve memories. Dysfunctional metacognitions can drive people to exhaust processing resources to integrate the loss (Wells, 2009), and to focus on the past instead of the future.

In consequence, dealing with how people process feelings related to loss may be more effective than dealing with what they think (Wenn, 2015). In other words, it would be beneficial to those with dysfunctional metacognitions to reassess the content of their thoughts in order to modify or regulate these mental

processes (Wells & Matthews, 1994) and to identify and control maladjusted coping strategies (rumination/worries/avoidance behaviors). It appears that it is the way in which thoughts are processed that prevents people with PGD from integrating the loss into their lives. Understanding which factors make people vulnerable to problems in their grieving process is essential at every level: prevention, detection, and treatment. We are very excited to continue our current research project, and we look forward to our work being used to help victims of terrorism to heal and to develop resilience in the face of tremendous and painful challenges.



Are Metacognitions Relevant to the Grieving Process in Victims of Terrorism? cont.

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Which Personality Profile is Most Vulnerable to Psychological Aftermath Post Terrorist Attack?

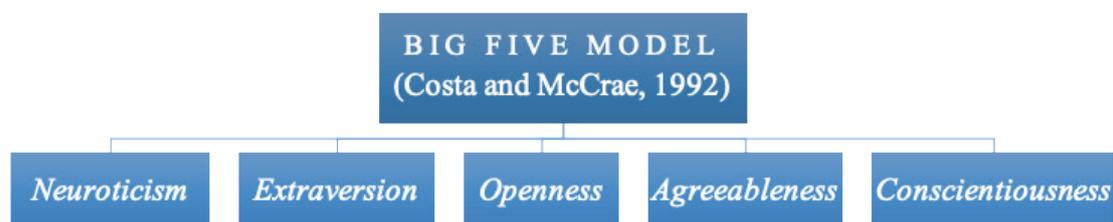
José Manuel Sánchez-Marqueses¹ and Ashley Navarro²

Having experienced trauma, such as a terrorist attack, is a necessary condition for a post-traumatic stress disorder (PTSD) to develop, but it is not sufficient. So, what differentiates people who develop PTSD or symptoms of PTSD after an attack from those who do not develop it, or do so at very mild levels? Along with other factors that are related to the severity of PTSD symptoms, such as social support or previous psychiatric history, personality may be an important variable, especially because of the value some personality traits have offered for understanding various psychological problems. 12

using data from across cultures across the world as well as being relatively stable over time (McCrae & Costa 2003).

After searching databases specialized in psychology and health sciences, 15 studies were found that met pre-established inclusion criteria. The studies were heterogeneous in terms of origin (e.g., USA, Croatia, and Israel), design (cross-sectional and longitudinal studies) and participants (e.g., direct, and indirect victims, who had suffered different traumas; a wide range of participant ages).

Figure 1. Personality dimensions according to the Big Five model of personality by Costa & McCrae (1992)



Recently, a study investigated the relationship between personality and PTSD (Sánchez-Marqueses & Sanz, 2018). To do this, researchers systematically reviewed the empirical literature addressing personality traits of adults who have suffered traumatic events using studies published prior to December 2016 (when the literature search was conducted). In addition, the researchers focused on the Big Five model (Costa & McCrae, 1992), which is the most popular structural personality model, well-validated

The results of this research suggested that: (1) there is a positive, medium to large sized relationship between neuroticism and PTSD symptom severity (mean $r = .38$); (2) PTSD symptom severity is slightly and negatively correlated with extraversion (mean $r = -.11$), agreeableness (mean $r = -.18$), and conscientiousness (mean $r = -.18$), and (3) there is no relationship between openness and PTSD symptom severity (mean $r = -.01$). In addition, the confidence intervals of Pearson's r coefficients were calculated with the standard 95% confidence level (see table 1).

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Which Personality Profile is Most Vulnerable to Psychological Aftermath Post Terrorist Attack? cont.

The results suggested, as previous empirical literature did, that neuroticism could be considered a risk factor for PTSD in people who have suffered trauma, such as a terrorist attack. Individuals high in neuroticism are characterized by the tendency to respond to stressful situations with intense and negative emotions, and by the tendency to show greater difficulty in returning to the initial emotional state, so this result should not surprise.

Furthermore, the negative relationship between extraversion and PTSD symptoms were consistent with the protective role that personality traits could play, such as the ability to experience positive emotions, the tendency to be active, sociability or assertiveness, all of them traits that form part of the extraversion according to the Big Five model.

Table 1. Pearson's weighted average correlations (with their 95% confidence intervals) between the personality dimensions of the Big Five and the symptomatology of the post-traumatic stress disorder, and number of studies and total size of the combined sample of participants used in its calculation (extracted from Sánchez-Marqueses & Sanz, 2018).

	Neuroticism	Extraversion	Openness	Agreeableness	Conscientiousness
<i>r</i> weighted average	.374*	-.108*	-.009	-.183*	-.18*
95% CI	.344 / .403	-.147 / -.069	-.05 / .032	-.229 / -.136	-.225 / -.135
95% CI (GL)	.344 / .404	-.147 / -.069	-.05 / .031	-.228 / -.136	-.224 / -.134
Number of studies	15	9	9	10	9
Total sample size	3342	2479	2335	1680	1784

Note. 95% CI = 95% confidence interval of the weighted average correlation; 95% CI (GL) = 95% confidence interval of the weighted average correlation calculated according to Gorsuch and Lehmann (2010). * Statistically significant correlation with $p < .05$

Regarding openness to experience (i.e., the tendency towards new experiences, ideas or values,) the lack of association would support the results of previous reviews that also pointed out that this dimension does not seem to play a significant role, neither as a risk

factor nor as a protective factor, in the development of PTSD (e.g., Jakšić et al., 2012; Kotov et al., 2010).

Finally, and in a novel way regarding the previous scientific literature, agreeableness and responsibility, defined as the disposition to trust towards others and the consideration of others, and as the tendency to persistence, organization, and industriousness, respectively, these results also suggested that they could act as protective factors for PTSD. This statement is consistent with the results that, for example, indicate that responsibility is positively related to resilience (Campbell-Sills et al., 2006) and that both agreeableness and responsibility are positively related to posttraumatic growth (Linley & Joseph, 2004).

Despite the limitations of this work (e.g., most of the studies were cross-sectional and the comorbidity of PTSD with other psychological disorders was not controlled for in any of the studies reviewed), the results indicated that the study of the traits and personality facets provides clarity about the etiology or comorbidity of PTSD. This knowledge would help to design new effective prevention strategies or to improve the treatment of choice aimed at people who

have suffered trauma, among which are the victims of terrorism. Based on the results obtained in neuroticism, the integration of mindfulness components to the treatments of choice for PTSD (e.g., cognitive-behavioral therapy focused on trauma, prolonged exposure therapy, etc.; see García-Vera et al., 2015), to the extent that these components have been considered suitable for neuroticism, it is shown as a possibility of improving treatments for PTSD.

Which Personality Profile is Most Vulnerable to Psychological Aftermath Post Terrorist Attack? cont.



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Received Social Support in First Responders: a Brief Overview

Johnrev Guilaran PhD¹ and Ian de Terte PhD²

First responders are professionals tasked to protect life, property, and the environment (Prati & Pietrantonio, 2010b) in the immediate aftermath of emergencies. These include those in occupations such as the police, military, and firefighters, which involve regular exposure to events such as medical emergencies, fires, and terrorist attacks. Aside from having first-hand exposure to these critical incidents, first responders also experience these types of events repeatedly, with 5.9 to 22% of them experiencing traumatic reactions (Flannery, 2015) as a consequence of these cumulative exposures (see Benedek, Fullerton, & Ursano, 2007; Haugen, Evces, & Weiss, 2012). The psychological consequences of these exposures include post-traumatic stress disorder (PTSD), depression (Kleim & Westphal, 2011; Marmar et al., 2006), and other mental health difficulties. While this may be the case, social support has been found to be one of the most reliable protective factors against the development of these negative psychological consequences (Hobfoll et al., 2007; Kleim & Westphal, 2011).



Social support is an umbrella construct that refers to behaviors and social interactions that lead to the provision actual assistance and integrate people in social relationship networks that are perceived to be loving, caring, and are ready to assist when needed (Hobfoll & Stokes, 1988; Kaniasty & Norris, 2009). This definition highlights the tripartite facets of social support: received social support, perceived social support, and social embeddedness. Received social support refers to the actual support received. Perceived social support refers to the cognitive appraisal of support quality and/or availability. Social embeddedness also referred to as social integration, refers to the structural component of social support—that web of social relationships that signifies available help in times of need. In other words, “received social support” is support that has been received or provided (past), “perceived social support” is support that is expected to be provided (future), and social embeddedness is the immersion in a social network of caring individuals that have provided or may provide support.

Direct and stress-buffering effects of received social support

Traditionally received social support was conceived to have stress-buffering effects on health (see Cobb, 1976). This conception sparked the conduct of a string of studies that focused on how social support dampens the negative effects of stress on psychological health (e.g., La Rocco, House, & French, 1980; La Rocco & Jones, 1978). For example, when low amounts of social support were received, a high level of suicidal ideation in firefighters was observed. On the other hand, when high amounts of social

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Received Social Support in First Responders cont.

support were received, no association between occupational stress and firefighter suicidal ideation was found (Carpenter et al., 2015). A key feature of the stress-buffering effect is social support having optimum beneficence when an individual is under stressful conditions: social support dampens the effects of traumatic encounters.

Evidence also points to social support being valuable regardless of conditions of stress. For example, receiving social support was found to be related to high levels of compassion satisfaction, and low levels of burnout and compassion fatigue in rescue workers (Prati & Pietrantonio, 2010a), independent of the effects of critical incident exposure. Receiving social support was also associated with post-traumatic growth and lower levels of PTSD in emergency medical dispatchers (Shakespeare-Finch, Rees, & Armstrong, 2015). The direct effects model of social support effectiveness suggested that regardless of conditions of stress, social support is linked with beneficial effects (Cohen, Gottlieb, & Underwood, 2000).

Received social support effectiveness



The direct and stress-buffering models have dominated the narratives of social support effectiveness. However, there are also other effects observed. For example, supervisor social support has been found to exacerbate the experience of burnout (Kickul & Posig, 2001), although this reverse buffering effect is not frequently observed in first responders (Prati & Pietrantonio, 2010b). Furthermore, there are also a number of studies showing no association between

received social support and mental health outcomes in first responders (e.g., Armstrong, Shakespeare-Finch, & Shochet, 2014). In other words, while receiving social support has been found to be associated with positive psychological consequences in first responders, this positive effect has not been consistently observed (Guilaran, de Terte, Kaniasty, & Stephens, 2018).

There have been attempts to explain the inconsistent effectiveness of received social support. For example, Cutrona and Russell (1990) posited that received social support is effective only if it matches the requirement of the stressor. In other words, effectively received social support is seen as received support that is –optimally matched with the need for support. This was later expanded in the social support effectiveness model (Rini & Dunkel Schetter, 2010; Rini, Dunkel Schetter, Hobel, Glynn, & Sandman, 2006), which proposed that effective received social support is that which matches the quantity and quality of support needed, is provided skillfully, is not difficult to obtain, and is provided without being asked. When in need, receiving support without having to explicitly ask for it was also thought to preserve self-esteem and to reinforce the perception of support availability and provider dependability (i.e., perceived social support, see Cohen et al., 2000). In mediation models like the Social Support Deterioration Deterrence model (Kaniasty & Norris, 1995, 2009), received social support was proposed to indirectly reduce psychological distress by increasing the level of perceived social support which has a direct effect on psychological outcomes. To summarize, receiving effective support reinforces the perception that support will be available in the future when needed, but its effect is moderated by several stressor, recipient, and provider characteristics.

Finally, the social support reactivity hypothesis (Uchino, Carlisle, Birmingham, & Vaughn, 2011) attempted to integrate these models of support effectiveness. Uchino and colleagues proposed three factors of effective social support that predict health outcomes

Received Social Support in First Responders cont.

through modulation of cardiovascular reactivity. These factors are task-related, recipient-related, and provider-related. Task-related factors refer to the match between the nature of the stressor and the type of support received, which is related to Cutrona and Russell's Optimal Matching hypothesis. Recipient-related factors broadly refer to the characteristics of the person receiving the support. In particular, an important factor is whether the person is receptive to the support provided and whether receiving the support does not result in negative consequences (e.g., guilt, feeling worthless). Provider-related factors refer to the characteristics of the person providing support. In this factor, the quality of the relationship between the recipient and the provider is highlighted (i.e., people in close relationships are more effective support providers). These models attempted to explain the intricacies of received social support effectiveness. These models, though, have yet to be tested on first responders. However, these existing models provide comprehensive frameworks for received social support research and intervention.

Issues with received social support in first responders

While the distinctions between the different facets of social support have been clearly delineated, the literature on first responders is disproportionately focused on perceived social support (see Guilaran, de Terte, Kaniasty, & Stephens, 2018), or on undifferentiated/global social support, at the expense of the other facets, particularly of received social support. This apparent neglect of received social support is regrettable, as it is a missed opportunity to learn about how receiving actual support influences psychological outcomes. While studying perceptions of support is important, it does not present substantial intervention value. Perception of support does not necessarily reflect the reality of receiving support, and while cognitive appraisals of support availability have strong links with positive mental health outcomes (Prati & Pietrantonio, 2010b), these appraisals are anchored on having received actual support in

the past (see Hobfoll, 2009). Furthermore, interventions involve adjusting the social support provided/received to modify psychological outcomes. The change in perception of support may be seen as an effect of these adjustments in received social support.

Yet, despite this apparent advantage of studying received social support, why do researchers refrain from testing its effects? There are several reasons for this, but arguably, one major reason for such neglect is the difficulty of measuring received social support. While perceived social support may be measured by asking generalized appraisals of support availability, received social support is usually measured by asking for specific supports received in the past, usually within a specific time frame (e.g., support received in the last four weeks), which puts measures of this construct at risk of having validity issues, particularly in terms of construct coverage (i.e., deficiency). This discrepancy in terms of specificity of supportive behaviors being rated and time frame(s) involved may also be another reason for the usually low correlation between received social support and perceived social support (Thoits, 2011). When comparing effect sizes on psychological outcomes, perceived social support would usually show higher correlations than received social support (Prati & Pietrantonio, 2010b). As mentioned earlier, studies involving received social support have shown inconsistent results. In contrast with the more consistent positive associations of perceived social support with good mental health outcomes, the effect of received social support appears to be less straightforward, which makes it less attractive to researchers.

Research directions

This paper argues the importance of studying the effectiveness of received social support in first responders. To begin with, there should be more studies on received social support focused on this group of professionals. The kinds of stressors, that first responder's encounter, are more intense and frequent compared to those of the general population, which

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means they may require specific forms of support to respond to their unique needs (i.e., task factors). First responders have arguably a unique organizational culture, personality characteristics, and training (i.e., recipient factors) that may influence the magnitude or even the direction of effects of received social support on mental health outcomes. The source of support may also influence the effectiveness of support provided (i.e., provider factors). For example, the effect of work sources of support (e.g., co-workers, supervisors) should be tested in comparison to non-work sources of support (e.g., family, friends).

Furthermore, social support research should also look into the associations between received social support and positive health outcomes. The research evidence on first responders has traditionally looked at the associations of social support and psycho-pathological outcomes, particularly its reduction (Feeney & Collins, 2015). There is a lack of studies on first responders that also focus on positive outcomes such as psychological wellbeing and post-traumatic growth (Guilaran et al., 2018). There should be a paradigm shift from viewing received social support, and social support in general, as a factor that reduces negative outcomes to an element that facilitates psychological growth and wellbeing.

Better measurements of received social support should be developed. While there is the cognizance of developing evidence-based interventions for first responders, there should be psychological instruments that can accurately and sensitively measure constructs associated with evidence. This includes developing sound tools in measuring received social support. For example, it is argued that effective received social support is that which is provided in a subtle, unsolicited manner (Thoits, 2011). However, currently established measures of received social support only capture the explicit forms of support received. Future studies should consider these intricacies and nuances in measuring received social support.

Implications on intervention

Improving the research on received social support should translate to improving the quality of social support interventions in first responders. Although there are specialized psychological interventions that may help first responders, they may not always have access to these interventions, for various reasons. One reason may be the lack of such services, to begin with, especially in countries with underdeveloped mental health services systems. Another reason is the culture in many first response organizations, wherein seeking help for mental health concerns carries with it a stigma (Crowe, Glass, Lancaster, Raines, & Waggy, 2015; Haugen, McCrillis, Smid, & Nijdam, 2017; He, Zhao, & Archbold, 2002). In addition, even if first responders do seek help for formal mental health intervention, the fast-paced nature of their profession normally limits them from fully processing their experiences (Flannery, 2015).

While it should not replace specialized interventions to deal with first responder mental health (Guilaran et al., 2018), social support presents a sustainable albeit informal first-line intervention for these professionals. As a resource, social support is complex, finite, and it also deteriorates (see Hobfoll, 2002; Hobfoll, Freedy, Lane, & Geller, 1990; Kaniasty & Norris, 1995). However, it is arguably a self-sustaining salutogenic resource that merits further exploration. Scientists and practitioners should look into the social support factors that result in optimized positive psychological outcomes as well as conditions that facilitate social support-seeking in first responders. One factor that may need further investigation is the role of leadership in first responder groups and its effect on the delivery and/or receipt of social support, such as in troops. There is also a need to explore the different types and/or sources of social support that are associated, not just with the reduction of psycho-pathological symptoms, but also with the improvement of psychological wellbeing in first responders.

In the aftermath of critical incidents, first responders provide support to the affected population.

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However, these professionals are the invisible casualties of these events. Receiving social support may be able to provide solace, but the effectiveness of this social support facet, particularly in first responders, needs to be disentangled. As this paper argued, the effect of received social support on psychological outcomes is potentially modified by factors such as the recipient of support, the provider of support, the kind of stressor, and the consequences of receiving support. Furthermore, social support provision and mobilization in first responder groups may also be affected by the organizational culture. While there is still much to learn about the effectiveness of received social support, this presents itself as a fertile ground for studies to improve our understanding of the mechanisms underlying social support effectiveness.

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Positioning Theory as a Discursive Approach to Understanding Peace Negotiations: The Bangsamoro Peace Talks in the Philippines

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The Philippine government and the Moro rebel group, Moro Islamic Liberation Front, were engaged in peace negotiations for more than 20 years. Both parties hoped that a peace pact would end the decades-long Bangsamoro liberation movement and that Mindanao will finally achieve genuine peace and development (Su, 2009). This paper investigated the political conversations of these two social parties as they move toward reaching a peace agreement, using positioning theory as a lens.

The Bangsamoro Conflict and the Peace Talks: A Glimpse

The Bangsamoro conflict has its roots way back when Spain included Mindanao in the transfer of sovereignty to America (Robis, 2015). America, in turn, incorporated Mindanao in the newly-independent Philippine republic in 1945 (Su, 2009). This new Philippine Republic, through its internal migration policy, encouraged people from other parts of the country to move to Mindanao; and many responded to

the call (Robis, 2015). This led to the marginalization of Moros in their homeland and the dispossession of their ancestral land (Rodil, 2004). Here we can see the Philippine laws as failing to consider the history, culture, and religion in Muslim Mindanao. The Muslims demonstrated their discontent and indignation through written petition and armed confrontations (Montiel, de Guzman, & Macapagal, 2012).

Several peace initiatives have been conducted to address the Bangsamoro conflict. One of these is the holding of peace talks with the Moro Islamic Liberation Front. It was President Fidel Ramos who initiated the exploratory talks with the Moro rebel group in 1996; but his successor, President Joseph Estrada, waged an all-out war with the Muslim rebels (Tuminez, 2008). Although the next president, Gloria Arroyo declared an all-out peace, negotiations with the Moro Islamic Liberation Front during her time were perturbed by contentious issues on territory, intermittent warfare, and her anti-terror policy (Concepcion, Digal, Guiam, de la Rosa, & Stankovitch, 2003). Emerging from an unpopular presidency and failed negotiations that resulted in war, President Benigno Aquino III did his best to cinch a peace pact with the Moro militant group. During his time, the Philippine government and the Moro Islamic Liberation Front were able to craft a proposed law called Bangsamoro Basic Law. This would have been the final peace agreement between the two negotiating parties. However, a firefight between the armed forces of the two groups caused congress to stop the discussion of the proposed law (Altez, 2017). The current president, President Rodrigo Duterte continued

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to hold peace talks with the Moro Islamic group and worked on the passage of Bangsamoro Basic Law, which later on was renamed Bangsamoro Organic Law.

Positioning Theory and the Bangsamoro Peace Talks

Psychologists have always been captivated in theory and practice relating to social conflict and peace (Christie, 2006) such as the dispute between the Government of the Philippines and the Moro Islamic Liberation Front. These days, more and more psychologists are giving attention to the study and praxis of the promotion of peace and prevention of war (Christie & Montiel, 2013). These days also, conflicting groups have started to engage in negotiations as a response to conflict (Hampson, Crocker, & Aall, 2007). And as there is now a growing recognition that social reality is produced and reproduced in talk (Slocum-Bradley, 2008), such as negotiation, many social psychologists have turned to discourse (Bozatzis, 2011) in understanding and addressing conflicts. With this, the spotlight has shifted from conflicts themselves to the flow of talking and writing where dispute (Moghaddam, Harré, & Lee, 2008) and reconciliation emerge.

One theory that zeroes in on the dynamic process of interaction is Positioning Theory, a discursive constructionist approach to understanding psychological phenomena produced in social interaction (Harré & van Langenhove, 1999). It focuses on three basic and interconnected aspects of intergroup encounters: storyline, position, and speech act.

The storyline is the narrative convention where social episodes take place, giving meaning to actions (Slocum & van Langenhove, 2004). Position, on the other hand, is a set of beliefs about how rights and duties are attributed to social actors in the course of social interaction (Harré & Moghaddam, 2003). One party may position itself or be positioned by the opposing party. The Moro Islamic Liberation Front, for instance, may position itself as an offended party and position

the Government of the Philippines as the offending party. With such positioning, the Muslim rebel group may believe it has the right to demand justice while the Philippine government as the duty to give it. The speech act is significant action (Louis, 2008), the status of a communication (Tan & Moghaddam, 1995) or what is socially accomplished through an action (Slocum & van Langenhove, 2004). Positions are fluid and thus allow for groups to position or be positioned variably within the course of social interaction (Ofreneo & Montiel, 2010).

This study endeavors to capture the intergroup positioning of the Philippine government and the Moro Islamic Liberation Front as they engage in political conversations in their pursuit of a final peace agreement. Following Positioning Theory's analytical frame, this study looks into storylines, positions, which includes rights and duties, and social forces of discursive acts.



Methods

This study utilizes qualitative methods to answer the research questions. To answer my research questions, I looked at the conversations of the Government of the Philippines and Moro Islamic Liberation Front between 2010 and 2016 — a time when the administration was just surfacing from a presidency that has lost the trust of the militant group because of failed negotiation. This was also a time when the Philippine government has almost reached a peace agreement with the Moro rebel group and jointly crafted a proposed final peace pact with it.

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To capture both groups' statements, I looked at a national newspaper, the Philippine Daily Inquirer, a local newspaper, the MindaNews, and the websites of both the Philippine government (www.opapp.gov.ph) and the Moro Islamic Liberation Front (www.luwaran.com). I gathered 1,431 articles all in all. Most of my data were news articles, some were editorials from the Moro rebel group website, and some were official statements from the Philippine government website. Then I used positioning analysis to capture storylines, positions, rights, duties, and speech acts as well as to account for shifts in these three positioning aspects.

Results

Positioning analysis surfaces storylines describing the Bangsamoro peace agreement as a law that corrects political and historical injustice, a law that embraces both Moros and Non-Moros, a legacy, and a peace agreement that is faithful to both the constitution and the signed agreements. I will discuss each one of these next.

Storylines in the Bangsamoro Peace Agreement

Peace agreement as correcting political and historical injustice. The government of the Philippines and the Moro Islamic Liberation Front see the peace agreement as a covenant that will finally rectify the injustice of the past, particularly against the Bangsamoro people. Both believe that this will give the Bangsamoro people what is due to them: a chance to direct their lives towards advancement in a democratic, peaceful, and safe society. Both groups also trust that the crafted peace pact is potentially the most viable solution to address the conflict that arose from historical injustice. The Bangsamoro law, according to both parties, shall secure for the Bangsamoro people fiscal autonomy and fair and equitable share of the fruits of national patrimony, shall pave the way for economic, political, cultural, and social development, and shall ensure that the Bangsamoro people enjoy equal protection of laws and access to impartial justice. The law shall also give justice to the Bangsamoro

question and offer an opportunity for members to shape their destiny. Lastly, the law will be an agreement that can bring healing, in the form of "genuine lasting peace in Mindanao" ("Gov't, MILF Seal Preliminary Peace Pact" 10/15/12 Philippine Daily Inquirer).

Peace agreement as inclusive. Even though both parties believe that the peace agreement is inclusive of both Moros and Non-Moros, a closer look at their utterances reveals that the Government of the Philippines views inclusivity in a broader sense. The government stresses that the peace accord will contribute to the well-being of everyone, "not just of men but also of women; not just of the elites but most especially of the poor and dispossessed across the spectrum" (Rosauro 08/22/13 Philippine Daily Inquirer).

For the Moro Islamic group, on the other hand, the peace accord is for the greatest interest of the Bangsamoro people, whether or not they are members of the Moro Islamic Liberation Front. The Moro insurgent group emphasizes that what will be created out of the peace agreement will be a "government of the Bangsamoro" (Esguerra & Burgonio 03/28/14 Philippine Daily Inquirer) that looks at the greatest interest of the Bangsamoro people.

Peace agreement as a legacy. Even though the peace pact is seen as a legacy by both parties, the Philippine government looks at it as a legacy of the Filipinos to the world. It is also considered as a legacy of the Aquino administration to the Filipinos. It is also seen as the Philippines' "global contribution to the pursuit of peace" (Sabillo 03/25/14 Philippine Daily Inquirer). The Aquino leadership has made forging of peace pact with the Moro armed group as among its top priorities, saying it will do everything possible to achieve a just and lasting peace within the term of President Aquino.

For the Moro Islamic Liberation Front, on the other hand, the peace agreement is not a legacy of any group, but a legacy to the Bangsamoro people. The Muslim rebel group considers the peace accord as "victory of peace and justice over war and continuous

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conflict” (Rosauro 10/13/12 Philippine Daily Inquirer). It is “the crowning glory” of a four-decade struggle (Esguerra & Burgonio 03/28/14 Philippine Daily Inquirer; Rosauro 03/27/14 Philippine Daily Inquirer), a most fitting solution to the undying aspiration of the Bangsamoro.

Peace agreement as faithful to the constitution and the signed agreements. A more scrupulous examination of the pronouncements of the Philippine government and the Moro Islamic Liberation Front also reveals what each group values more. For instance, the government emphasizes that the peace deal should be faithful to the Philippine constitution and acceptable to the government and the republic. As such, it should be able to stand the test of legality and constitutionality.

The Moro Islamic Liberation Front, on the other hand, underscores a draft final peace agreement that should be faithful to the signed framework agreement on the Bangsamoro and comprehensive agreement on the Bangsamoro. It declares that a final peace pact that departs from the letter and spirit of those two documents is a violation of what the two parties have already agreed on the negotiating table.

Positioning, Rights, Duties, and Social Objectives in the Bangsamoro Peace Agreement

Positioning Theory analysis reveals the government of the Philippines and the Moro Islamic Liberation Front positioning, their assignment of rights and duties, and the social objectives they try to achieve with their positioning. These are discussed next.

Government of the Philippines positioning. Deeper analysis of the statements of the Philippine government reveals that it positions itself as a champion of peace for the Filipinos. With its commitment to the peace talks, it perceives that it has a duty to ensure that the final peace agreement is legal and constitutional, and to crusade for the law that will reach out to the Moro rebels and bring an end to the Bangsamoro conflict. It positions the Moro rebel group as its partner in securing a peace agreement. As such, the

Moro Islamic Liberation Front is seen as having the duty to work hand in hand with the Philippine government and not complain if the government takes much time to scrutinize the final peace treaty. The Philippine government positions itself as having the right to demand understanding and patience from the Moro Islamic group.

It is positioning itself as a champion of peace and working hard to ensure that the final peace pact is legal and constitutional and be put into law shows that the Philippine government wants to strengthen its credibility as a tenacious pursuer of peace. Its frequent and recurrent pronouncement of not repeating the mistakes of the past administration suggests that the Aquino administration, unlike the past administration, is not vacillating, but is rather determined and resolved toward the enactment into law of the final peace agreement.

Moro Islamic Liberation Front positioning. The Moro Islamic Liberation Front, likewise, positions itself as a champion of peace. It must be noted, however, that the Moro armed group positions itself as a champion of peace for the Bangsamoro. It maintains that it is strongly pushing for the greatest interest of the Bangsamoro people. As peace advocate for the Bangsamoro, the Moro Islamic group deems it its duty to demonstrate a commitment to peace by decommissioning some of its firearms and remain faithful to negotiations despite the bloody encounter with government’s forces in 2015 that caused congress to refuse the passage of the final peace agreement in its original form. The militant group considers it their right to crusade for the legislation of the Bangsamoro Basic Law and to press the Philippine government to hasten the crafting and passage of the final peace pact. The Moro rebel group positions the government as its partner in securing the final peace agreement and that it has the duty to work jointly with the Moro Islamic Liberation Front, especially in speeding up the passage of the Bangsamoro Basic Law. With its positioning itself as a champion of peace for the Bangsamoro and the government as a faithful partner, the Moro Islamic Liberation Front reinforces its

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credibility as a pursuer of peace and defender of the Moro people.

Across 6 years of peace negotiation, the Moro rebel group sometimes shifts the way it positions the Philippine government. This usually happens when there are setbacks in the drafting of the peace agreement. In times like this, the Moro Islamic Liberation Front positions the Government of the Philippines as an unfaithful partner. It asserts that the government is setting aside the peace agreement by resorting to delaying tactics, backtracking, and changing its position. Positioning the Philippine government as an unfaithful partner succeeds in painting the government as inconsistent and its sincerity and commitment to peace questionable.

Discussion

Findings show that the two negotiating parties highlight different sentiments as they attempt to forge a peace pact. While both parties discursively position themselves as pursuers of peace, the Philippine government underlines that it is upholding peace for the Filipinos and the Moro rebel group underscores that it is advocating peace for the greatest interest of the Bangsamoro.

Results also point to the Government of the Philippines as putting forward nationalistic rhetoric and the Moro Islamic Liberation Front as expressing ethno-nationalistic discourse. Throughout the peace negotiation, the government discursively pushes for a peace pact that will benefit the country and the Filipino people; while the Moro rebel group pushes for a homeland for the Moro people.

The study exhibits the potency of Positioning Theory in generating a deeper understanding of intergroup dialogue. For one, the analysis of storylines surfaces multiplicity of meanings and exposes the incompatibility of these meanings (de Guzman, 2009). For another, understanding positions and storylines allow for better comprehension of the social actors' unvoiced and subjective feelings. For instance, the

Moro militant group discursively positions the Philippine government as a partner in its pursuit of peace on one hand and unfaithful partner on the other. Such positioning demonstrates that the Muslim rebel group has difficulty trusting the government, considering their history of failed negotiations that led to war. This also points to parties as shifting positions as they engage in a dynamic process of negotiation and counter-negotiation.

Lastly, the positioning frame points to storylines, positions, and social acts as actively constructed and reconstructed in talk (Harré, Moghaddam, Cairnie, Rothbart, & Sabat, 2009). Both the Philippine government and the Muslim rebels discursively position themselves as pursuers of peace and each other as their partner in their quest for a lasting solution to the Bangsamoro problem in Mindanao.

Potential to bring a negotiated peace settlement into fruition may be further enhanced when the two negotiating parties comprehend how storylines, positions, and social acts in relation to forging a peace pact are socially accomplished through discourse. They may, for instance discursively (re)position each other, discursively construct storylines that will help parties move closer to a peace pact, be conscious of words used in a political conversation that could reinforce peacemaking or trigger conflict, and discursively counter dispute-promoting storylines with ones that advance peace.

Capturing storylines, positions, shifts in positions, and social force in peace talks can shed light on the patterns of reasoning of negotiating parties in the course of their interaction and how these patterns are created. Understanding patterns of positioning gives insights regarding the direction the peace talks are taking and how to help move the negotiation forward. Positioning analysis may not guarantee eventual resolution; but it gives a glimpse of the latent backdrop on which surface disputes lie (Moghaddam et al., 2008).

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Conceptualization and Perception of Peace by Ugandan Primary School Children: A Case of Mirembe Primary School

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For almost two decades in the 1980s and 1990s, Uganda as a country suffered internal strife and economic challenges that have an adversary affected our children. Children are crucial to the process of establishing peace in the world (Myers-Walls & Lewsader, 2015). Schwebel (2001) argues that since the United Nations has declared this the Decade for of Education for a Culture of Peace and Non-Violence of the World, then it is appropriate that we inculcate in them such attitudes and behaviors. On that basis, a team of researchers in the Department of Psychology, Kyambogo University in Uganda undertook a study to establish what children understand as “peace” in homes, community, and at school. This paper presents the children’s perceptions of peace at Mirembe Primary School in Central Uganda.¹

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Children and peace

Bronfenbrenner (1979) argues that the best way we can better understand children’s views about peace is to focus on studying the micro-, meso-, exo-, and macro- as nested systems in the environment influence how children learn through interactions in these settings. The characteristics of these children, the features of the environment as well as the processes in these interactions will shape their cognitive responses (Bronfenbrenner, 1995). In addition, children’s development and learning begins with forming relationships at home between parents and siblings, among peers, educators, and other members of society (Bronfenbrenner (1979). The assumption is that children’s conceptualization of peace is a result of their interactions with the social, cultural, political, and physical environment (Hakvoort & Hägglund (2001). However, Myers-Walls and Lewsader (2015) note that information about children’s understanding of the concept of peace is limited. As a contribution to existing knowledge, this study sought to establish Uganda children’s conceptualization of peace at Mirembe Primary School in central Uganda within this complex system of relationships in their environment.

RESEARCH DESIGN

Research approach

The study was an exploratory qualitative research using focus group discussions seeking to establish Ugandan Students’ perceptions. This was a cross-sectional design that helped the researchers to rapidly obtain results for the study. Data were collected at a single point in time using an interview guide. This

method provided a friendly environment for interviewing children, because the presence of other children helps to reduce the imbalanced power relationship between adults and children that may occur during one-to-one interviews (Hoefstede, 2011), particularly in collective societies such as in Uganda.

Research strategy

A team of researchers from the Department of Psychology, Kyambogo University that had earlier made an appointment to visit Mirembe Primary School, on arrival was welcomed by the head teacher. The team was then introduced to the rest of the school community. As a way of creating rapport, the research team coordinator explained the purpose of the visit, which was hinged on the children's understanding of peace in a Ugandan context. The school had been selected because of its name Mirembe which means peace in the local dialect. At that point after being accepted to conduct the study in the school, the team requested the Head Teacher to let them meet the children. She did that with the help of the teachers. The pupils welcomed the team with songs. The children received light gifts from the team. The researchers left but promised to come back.

The next team's visit to the school was to conduct interviews. Before the interviews, the head teacher agreed and signed a consent form on behalf of the pupils and the parents. To explore and understand the narratives, a brief description of the children's ages, gender and ethnicity were obtained. Using an interview guide, the researchers conducted oral interviews that were tape-recorded. Precautions were taken to ensure that the children were free to participate in or withdraw from the study at any time that they wished to do so. The children were assured that their names would be kept anonymous and the information provided kept confidential.

Research method

The researchers reviewed the related literature to explore and understand what had been uncovered by

other scholars, in this subject area of Ugandan Students' perceptions of Peace.

Research setting

This paper will center on the findings derived from the central region of Uganda. A total of 18 students were interviewed using focus group discussion. This study sought to establish the children's understanding of "Peace" within their setting at Mirembe Primary School in Central Uganda. A set of questions that were designed and pretested enabled the researchers to penetrate the children's thinking of what peace is to them, tell stories that relate to peace, how they think they can create peace and what they thought were detractors of peace. These questions were contextualized in terms of peace at home, in the community, school and what could disturb peace in the same settings. The questions also focused on peace among peers and what people do to promote peace. The interviews were tape-recorded and transcribed by the researchers. Apart from the data collected on peace perception, peacebuilding and detractors of peace; data on demographic characteristics covering gender, age and ethnicity were also obtained. Using a QDA Miner software data was analyzed.

Entry and researcher roles

The first visit to Mirembe Primary School by the researchers from Kyambogo University was to gain access to the school, talk to administration, teachers, and children. In Uganda primary schools, children are aged between 6 and 12 years. This category of children was the interest of this study.

Selection of the sample

On the day of the interviews at Mirembe School, with the help of the teachers, three focus groups of students were formed: 6–7 years for lower primary, 8–9 years for middle primary, and 10–11 years for upper primary. Each group was assigned two researchers and a research assistant in separate distant rooms. This research activity did not disturb normal school teaching.

Data collection method

A pilot study was conducted at two urban primary schools. The same research teams were used to engage with the same school level child. The pilot study provided the researchers with an opportunity to develop their experiences with young children – something all the researchers were not equally adept with. The pilot study also allowed the researchers to test (by receiving feedback from the students) and refine the interview guide. The team also used the pilot study as an opportunity to learn the QDA Miner Lite software. The groups were organized in a circle with an audio recorder placed in the middle of the circle. The children consented to the use of a recorder and instructions were given to children to raise their hands to respond to questions.

Recording of the data and data analysis

Interviews began very well because the children had earlier met the research team and at the beginning of the interview research members used pseudo names which made the students laugh and students introduced themselves. The interviews lasted for 35 minutes. Interviewing is a very useful approach for data collection because it allows the researcher to have control over the construction of the data and it has the flexibility to allow issues that emerge during dialogue and discussion to be pursued (Charmaz, 2002 cited in Kagaari, Ntayi & Munene, 2013). Interviewing enabled the researchers to gain a deeper understanding of the children's understanding of peace.

Some items required children to draw pictures of how they conceptualized peace as guided by the researcher. Grounded theorists believe that creating visual representations of the emerging theories is an intrinsic and essential step in theory building (Charmaz, 2006). This qualitative tradition of inquiry strongly encourages the use of diagrams and figures to synthesize major theoretical concepts and their connections. In qualitative studies, visual displays can be useful and serve several purposes at all stages of analysis, and visual displays, just as with any other

form of alternative representation, are used to illuminate rather than obscuring the message (Eisner, 1997). A display may be used to represent exploratory, basic, or initial data, or at the other end of the process of analysis, it could help in showing detailed or causal explanations, and it could even be used as a way of generating research hypotheses and developing theory (Burke et al., 2005). Therefore, visual displays can be functional in supplementing extended textual passages (e.g., when used to box a significant excerpt of participants' voices or enlist participants' demographic information); in representing a model or links among different key concepts or terms developed in the final analysis (e.g., when causal networks or other forms of diagrams represent interrelationships or connections); or in illustrating participatory research and collaborative analysis (e.g., when concept maps are co-generated by subjects and researchers and are used to demonstrate findings). Diagrams not only add life to qualitative data, as Yin (2011) has stated, but they also give readers the possibility of seeing the author's meaning represented in more ways than just textually. Other items called for stories that portrayed peace.

The main questions posed to the children, and answered by one child at a time by show of hands, included:

- What would a peaceful home, school, community look like?
- What would disturb a peaceful home, school, and community?
- How would your teachers describe a peaceful home, school, and community?
- Do you know of a situation where friends fought or quarreled, what happened?
- What stories have your parents told you about the consequences of fighting and quarreling?
- Have you ever quarreled with any of your friends, and if so, what did you do to become friends again?

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- What has your teacher's parents done to create a peaceful home school?
- What other people in your society do you think are useful in promoting peace?

After the interviews, the team thanked the children for the participation and promised to share the findings with them. The team gave out light gifts and took a group photo. The children were very happy and eager to receive the team for the feedback. Interview stories were transcribed. Each interview was checked to ensure completeness and coherency. QDA Miner Lite qualitative data software program was used as a data management and analysis program. The word-processed interviews were saved as Rich Text Format and imported into the QDA Miner program. Then, open coding was carried out by reading reflectively to identify the relevant categories with coding stripes. Axial coding was undertaken, in which categories were continuously refined, developed, and related or interconnected to form tree families.

The coding and recoding continued until saturation was reached, that is when no more new categories could be established. The process was cyclic, moving to and from rather than being linear (Creswell, 2005). According to Denscombe (2003), saturation is vital if a substantial theory is to be developed. Miles and Huberman (1994) pointed out that the purpose of this stage of data analysis is used: to explore and describe data; as a research process for bringing out order, structure, and meaning to the mass of data collected; to establish that the quality of the findings is undeniable. Finally, broad categories using the thematic approach were established. Researchers looked for themes, categories, and patterns that directly emerged out of the data in children's own terms (Deng, 2012) depicted in Figure 1.

Strategies employed to ensure quality data

The trustworthiness (Guba's model, 1981, pp.75–92) of the data was censured by conducting a pilot study refining the interview guide by receiving feedback from the children; having each research group

comprised of three researchers recording systematically the information obtained throughout data collection; systematically coding and categorizing the data using QDA Miner Lite software; confirming the findings with the children at the time providing feedback; researchers have ensured that citations in this study are referenced and researchers discussed the findings paying attention to relevance, significance, and utility of these findings (Morse, Barret, Mayan, Olson & Spiers, 2002).

Reporting

The findings section provides quotes that were derived from the transcribed interviews. These quotes are the children's feelings and opinions, which are not necessarily exhaustive and exact replicas of the words used by them.

Findings

A partially ordered display in the form of a context chart in Figure 1 uncovers and describes what is happening in the local setting (Miles & Huberman, 1994) of these children in central Uganda. The demographic data revealed that the children were aged between 6 and 9 years, were religiously Christians and Moslims and 54% were male and 46% were female. The children's' perceptions of peace have to be understood in respect of the aspects that are relevant to the situation such as physical location, other people involved, the recent history of the contacts made and importantly the social system (e.g. family, peers, school, local community).

According to Bronfenbrenner (1994), within the immediate environment, that is the micro-system such as family, the child's interaction with the parents, siblings and peers create sustainable development. With these social interactions, children develop the meaning of peace (Deng, 2012). A context chart (Figure 1) attempts to display some of these aspects as established in this study. Grounded theorists believe that creating visual representations of the emerging theories is an intrinsic and essential step in theory

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building (Charmaz, 2006; Strauss & Corbin, 1998). According to Yin (2011) cited in Miles and Huberman (1994), diagrams not only add life to qualitative data, but they also give readers the possibility of seeing the author's meaning represented in more ways than just textually.

The subcategories and categories (Figure 1) that emerged were organized under the following themes:

1. Conceptualizations of peace
2. Peacebuilding
3. Hindrances to peacebuilding
4. Peace mediation
5. Consequences of unpeaceful activities
6. Media peace and politics

DISCUSSION

The discussion is guided by the themes as shown in Figure 1.

Theme 1: Conceptualization of peace.

When children were asked about their understanding of peace at home, school and in their community some children understood peace as feelings associated with peace and peace in relationships. Feelings associated with peace were expressed with terms such as happiness, love, respect, empathy, good health, having basic needs, safety, and being quiet. Then peace in relationships was manifested in being disciplined, obedient, sharing, playing together, trust and harmony. The relationship could be between parent and child, Mom and Dad, teacher and pupil, friend to friend, pupil to pupil and offering gifts, being taught and learning. Other aspects of peace included humiliation, enemies, peer ego, not liking, selfishness and pseudo parents. These findings are supported by Oppenheimer and Kuipers (2003) citing Cooper (1965) who established that 10-year-olds characterize peace by harmony, positive social

activities and relationships and absence of quarrels (Hakvoort, 1996), which is the age group that this study focused on.

In this study, childhood gender differences were notable. In line with Oppenheimer and Kuiper's (2003) findings, female children tended to mention issues such as helping each other, sharing and being happy that were related to interpersonal relationships when explaining their understanding of peace while male children mentioned issues like fighting, quarreling, bullying, abusing each other and people walking with spears as a way of understanding peace.

Integrative Theory of Peace (Denish (2006) posits that peace has its roots at once in the satisfaction of human need for survival, safety, and security; in the human quest for freedom, justice and interconnectedness; and in the human search for meaning, purpose, and righteousness. Accordingly, Walker et al. (2003) cited in Fargas-Malet and Dillenburger (2014) argue that children often associate peace with what it is not (i.e., they talk about the absence of war), rather than with what it is; while reflecting a "concrete" understanding of war, emphasizing its violent activities, and negative emotions and consequences. Tandon (1995) asserted that when discussing the concept of peace in the African context, it should be viewed in terms of abundant basic needs such as shelter, food, and clothes.

Theme 2: Peace Building

Given a platform to discuss how peace can be achieved at home, school and in the community, children were able to mention issues like Walking and talking together, Reconciliation process, child doing something extraordinary to keep peace and being aggressive against negative forces. One child when asked what a peaceful class would like answered:

"Where you avoid children with bad manners, and you tell them that what they are doing is bad and should not be done again".

These findings complement Galtung (1985) cited in Hakvoort and Oppenheimer (1993) who established that these children's ideas of peace were built around harmony, cooperation, and integration. The findings also indicate the need to socialize children with positive values/attitudes such as caring about other people (Eisenberg, Fabes, & Spinrad, 2006).

Theme 3: Activities that disturb peace.

When asked about activities that disturb peace at home, school and in the community; the children responded to this question by mentioning activities that disturb peace to include: Disobeying parents, child abuse, Drunkard Dad, fighting, hurting one another, war, and stealing, quarreling, grieving and negative feelings. One child said:

".... lack of money, Mother asks Father for money, just refuses fights mother and goes to bars to drink".

This is a testimony of how children have been socialized about what is acceptable and unacceptable in society as they grow up. Thornberg (2009) citing Neff and Helwig (2002) and Wainryb (2006), confirms that children are not passive receivers in their socialization process, but actively interpret their experiences and reflect upon them, whereby some norms, practices, and rules will be accepted while others will be questioned or doubted, or even rejected by them.

Theme 4: Peace Mediation.

According to Webber (2006), for too long children have been shielded from dialogue concerning war and peace and not giving them chance to openly discuss or take action in matters of peace and war because having little or no sense of power to make a change. Webber (2006) further argued that children should be more than simply passive recipients of the world they are given but rather active participants. When asked whether they knew people who had ever fought or quarreled and how they became friends again, children mentioned issues like Parental, School, Children and Community intervention;

Forgiveness; Faith-based measures; Professional mediation; Protesting against unpeaceful activities and superpower (e.g. superman and Spiderman) intervention learned from the media. Here is how children can be agents of change as narrated by one of the children:

"I have friends whose parents always quarrel. He came to me and told me one day that I don't have freedom at home because my parents always fight. I told him to go and help them make peace. At first, they refused and the second time he cooked food and put it in the mother's room father came and put it in the dining. The mother asked who cooked food and the father said it is "Boy". Then they became friends again"

Children are victimized both directly and vicariously through witnessing and hearing about violence (Shechtman, 2009). Baliff-Spanvill, Clayton, and Hendrix (2007) argue that children should not watch parents engage in such behaviors because these are trusted, caregivers. This makes children emotionally vulnerable and susceptible to adopting adapting aggressive behaviors they observe.

According to Danesh (2006), peace is the ultimate outcome of our transition from self-centered and anxiety-ridden insecurities of survival instincts and the quarrelsome, dichotomous tensions of the identity-formation processes to a universal and all-inclusive state of awareness of our fundamental oneness and connectedness with all humanity and, in fact, with all life.

Theme 5: Consequences of unpeaceful activities

When asked about the consequences of unpeaceful activities at home, school and in the community, children mentioned: an arrest, falling sick, injured, death, stress, law and order, hate and poor performance. For instance, a female child narrated that:

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“I have my friend called Martha, Martha wanted to eat her friend’s meat and she said I will not give it to you then they started fighting from there and now the friend is sick”.

Another female retorted:

“I saw my friends called Anguyu and Mau Anguyu wanted food and went to the well. She found when Mau had finished the food, they fought, and my grandmother found them bleeding”.

In addition, another female child narrated that:

“My friend threw my book and I threw hers too. We started fighting from there and she reported me to her mother. She told her mother that I had beaten her without a reason. She and her mother came to my home and reported me to my mother and my mother told them that it was her who was wrong because she threw my book”.

According to Leckman, Panter-Blick, and Salah (2014), if we are to move consciously toward peace, our ways of being must incorporate a culture and a disposition toward peace that will shape processes and outcomes for future generations by promoting harmonious and equitable relations in families and across generations.

Theme 6: Media peace and politics

Political rivalry and television fighting are features that were mentioned by children. According to Hakvoort and Oppenheimer (1993), children are confronted by terms like peace, war, power, conflicts through the media, their schools, parents and their relations with peers and adults in their everyday life situations. When asked about people who have fought and have not become friends again, one male child narrated that:

“My mother told me a story about Kasolo (not real name) and Buga (not real name) that they were together as brothers when they were in the bush fighting and Kasolo said let me

hide myself and Buga also went to hide there but Kasolo said that go away they will find me and kill me. Then they got Buga but they did not kill him. And up to now, they are not friends again”.

Media, news, and politics contribute to children’s understanding of peace as they grow. López and Sabucedo (2007 cites Entman (1993) who argued that the media frame social events through a choice of what to display/not display; defining situations and people; performing causal interpretations and moral judgments, and by suggesting how one might act in response. The media has influenced children’s behavior.

Webber (2006) argues for One People One Planet that will harness current and future technologies to create and sustain a child-driven and child-centered platform of interaction and collaboration so that children realize the significance of their voice in the global arena regarding their perspective on peace.

CONCLUSION

The paper attempted to explore the children’s understanding of peace as it unfolded from the micro-, exo-, and macro settings (Figure 1) depending on the ages, gender, and the socio-economic and political situations in which they lived. The study established that children described peace in terms of feelings associated with peace, peace in relationships hindrances to peace, children as agents of peace, peace mediation, peacebuilding and consequences of unpeaceful activities. The drawings provided deeper insights into the children’s descriptions of peace. To promote a culture of peace in children for future generations to come, key stakeholders such as parents, government agencies, policymakers, educators, researchers, community leaders, and service providers should be aware that children are not merely passive receivers of peace but active players in all matters of peace.

However, the analysis was problematical with overlapping categories, requiring more refinement.

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Uganda has about thirty-nine spoken languages an indicator of ethnic diversity, meaning that the study should embrace all these other groups, also different age groups, other players such as parents and teachers but not being restrictive. This study focused on peace, but further studies could address violence and war particularly in Uganda where memories of war and violence are still prevailing. So, there is a need for every member of society to be aware of children’s

developmental process and inculcate in them appropriate values for future generations.

Practical implications

There is a need for every member of society to be aware of children’s development process and inculcate in them appropriate values for future generations.

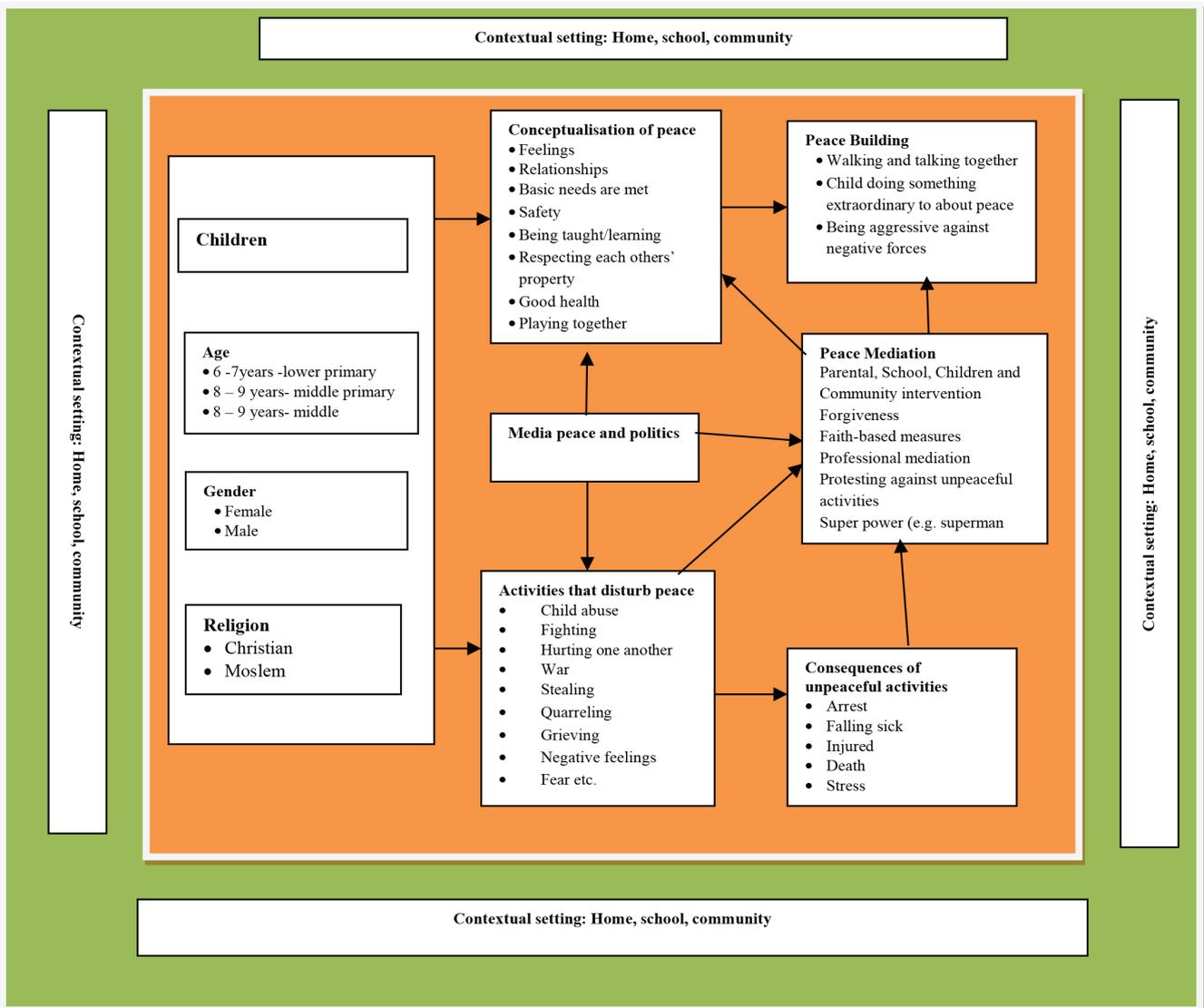


Figure 1: Children’s conceptualization of peace

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The Detection of Religious Radicalism Through Software and Artificial Intelligence

Rodolfo Ramos Álvarez, Fernando Cabo Castro, Maili Kapp, Juan Manuel Fernández Millán, Ana Isabel Giménez López, and Rocío Judel Carballa¹

The authors of the present study wish to point out that the data are tentative and provisional. Given that the project is in its early stages, the statements that are made should be interpreted with the caution that scientific rigor requires.

The workgroup is named Psychology and Religion of the Official College of Psychologists of Melilla. This multidisciplinary team is mostly composed of psychologists, but also a sociologist, a neurologist, an ophthalmologist, and two theological advisors. The team's first step was to request funding from the city of Melilla in 2019, in order to evaluate the existing levels of radicalism, fanaticism, and extremism in this Spanish city.

It is necessary to clarify that Melilla is considered a social experiment. The peaceful coexistence of five different cultures (Islamic; Jewish; Hindu; Gipsy; and Christian). There has been an increase in the Muslim population in the past few years, and Islamic community members are now accessing work-positions in the local and central administration as well as in politics. The harmony achieved in Melilla is a promising glimpse of what Europe could be like in the future.

With almost 100.000 inhabitants, half of Melilla's population practices Islam and is of Maghrebi origin. They have strong and numerous ties with Morocco, especially with the Riff region. There's a Jewish community of importance in the city, mostly of Sephardic origin, as well as a Hindu and a Gipsy community. The rest of the population is comprised of people from Melilla, most of them Christian and of Peninsular

origin. According to various authors, the existence of these communities in Melilla is based on cohabitation or interrelation, depending on whether one focuses on the interaction or isolation of these communities.

Based on the meta-analysis of Scarella, Page, and Furtado (2016), our research team developed a survey that addressed four of the five factors Scarella, Page, and Furtado identified:

- Extremism: Opposition towards democratic values, individual freedom, mutual respect, and tolerance.
- Fundamentalism: The belief that the truth about life and the beyond can only be explained through religion.
- Radicalism: Rejection of other alternatives and freedom of choice.
- Authoritarianism: Submission towards authority.

1,337 participants from Melilla completed the survey (mean age of 31, SD 12.9; median = 26 and mode = 18). The participants had been living in Melilla an average of 27 years (median = 23 and mode = 20), with a standard deviation of 13.7. 43% of those who participated in the survey are men, 56.3 are women, and 9 participants did not want to answer (0,7%).

The scale was composed of 40 items. We counted on the undisputable cooperation of the professors José Muñiz and Miguel Moya, as well as the collaboration of expert assessors in radicalism and religion. The analysis of quality metrics in this study revealed

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the existence of two factors: Extremism and religious fundamentalism-radicalism, with a reliability (Cronbach's alpha) of 0,81 in the first factor and 0,67 in the second one. The validity is currently being assessed by correlating the obtained data with a criteria scale. The investigation carried out by Trujillo, Prados, and Moyano (2016) that was used as a reference, includes the results for the Spanish version of the Activism and Radicalism Intention Scale (factor 1 activism, factor 2 radicalism).

The provisional data obtained by the correlation between the two factors of our scale and the factors corresponding to the criteria scale are the following (see next page):



Some of the most relevant findings include:

- Earning the minimum wage or less significantly correlated with the highest score in extremism (factor 1) and fundamentalism-radicalism (factor 2).
- There are no statistically significant differences between men and women.
- The majority of the Melillan population (74.3%) are in disagreement with the statement from item 13: I hate those who think in a different way than I do. However, 42 Muslim participants (5,7% of Muslim participants and 3.1% of all the participants) and 19 Christians (4.2% of Christian participants and 1.4% of all the participants) indicated total agreement with item 13.
- 23.7% of the Muslim participants totally or partially support the idea of substituting the current laws with religious ideas. 16.2% of Christians have the same opinion. Those participants who claim to not be religious, and those who did not want to mention what religious community they were a part of, showed a higher degree of agreement with this statement (56.3%).

These results allow us to formulate several provisional conclusions:

		Extremismo Radicalismo			Activismo Radicalismo		
		C1F1	C1F2	C1_Total	C2F1	C2F2	C2_Total
C1F1	Correlación de Pearson	1	,044	,805**	-,331*	,012	-,216
	Extremismo Sig. (bilateral)		,098	,000	,019	,936	,131
	N	1383	1382	1382	50	50	50
C1F2	Correlación de Pearson	,044	1	,629**	,344*	,444**	,463**
	Radicalismo Sig. (bilateral)	,098		,000	,014	,001	,001
	N	1382	1386	1382	50	50	50
C1_Total	Correlación de Pearson	,805**	,629**	1	,041	,317*	,193
	Sig. (bilateral)	,000	,000		,776	,025	,179
	N	1382	1382	1382	50	50	50
C2F1	Correlación de Pearson	-,331*	,344*	,041	1	,396**	,878**
	Activismo Sig. (bilateral)	,019	,014	,776		,004	,000
	N	50	50	50	50	50	50
C2F2	Correlación de Pearson	,012	,444**	,317*	,396**	1	,787**
	Radicalismo Sig. (bilateral)	,936	,001	,025	,004		,000
	N	50	50	50	50	50	50
C2_Total	Correlación de Pearson	-,216	,463**	,193	,878**	,787**	1
	Sig. (bilateral)	,131	,001	,179	,000	,000	
	N	50	50	50	50	50	50

** La correlación es significativa al nivel 0,01 (bilateral).

* La correlación es significante al nivel 0,05 (bilateral).

1. The study does not allow us to draw conclusions on the Jewish or Hindu population, given their minimal representation within the sample.
2. The Christian Melillan population appears to be more homogeneous in its beliefs and values than the Muslim population. The Muslim population is a social group that scores highly in extremism (factor 1) which means opposite of the variables: gender equality, opposition towards gender violence, respect towards sexual diversity, and intolerance towards xenophobia.
3. Muslims as a group, seem to be broken down into smaller subgroups clearly differentiated. One of the subgroups is constituted by tolerant and permissive individuals, with scores below the ones obtained by

Christians in factor 1, and another subgroup with the most extreme (factor 1), radical and fundamentalist (factor 2) individuals. This last group approximately represents 3% of the total sample.

Sometime after this study, in January of 2020, the software used to validate the questionnaire was adapted. This adaptation includes an image rating

scale where participants must indicate if the image shown pleases them, displeases them, or if it makes them feel indifferent. The 354 images are separated into categories according to the emotional reaction that was assumed could evoke in individuals depending on their religion. The reaction times and

1	Nombre_archivo	anger	contempt	happiness	neutral
2	scene00018.jpg	0	0,001	0,586	0,412
3	scene00016.jpg	0	0,001	0,887	0,112
4	scene00015.jpg	0	0,002	0,808	0,19
5	scene00014.jpg	0	0,002	0,808	0,19
6	scene00012.jpg	0	0,001	0,813	0,186
7	scene00011.jpg	0	0,001	0,854	0,144
8	scene00009.jpg	0	0,001	0,706	0,292
9	scene00008.jpg	0	0,001	0,851	0,148
10	scene00006.jpg	0	0	0,965	0,034
11	scene00005.jpg	0	0	0,928	0,072
12	scene00004.jpg	0	0	0,965	0,034
13	scene00003.jpg	0	0	0,965	0,034
14	scene00002.jpg	0	0	0,99	0,01
15	scene00001.jpg	0	0	0,981	0,019
16	scene00013.jpg	0	0,003	0,747	0,249
17	scene00010.jpg	0	0	0,99	0,01
18	scene00007.jpg	0	0,001	0,713	0,285
19	scene00019.jpg	0	0	0,974	0,026
20	scene00020.jpg	0	0,002	0,558	0,44
21	scene00021.jpg	0	0,001	0,708	0,292
22	scene00022.jpg	0	0,001	0,724	0,275
23	scene00023.jpg	0	0,002	0,558	0,44
24	scene00031.jpg	0	0,002	0,552	0,446

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the emotional responses were recorded and subsequently analyzed by artificial intelligence. The following table illustrates the results of a participant when he is visualizing one of the images.

The algorithm of artificial intelligence detects and measures the smile and happiness of participant number 16, whose data are shown above. This information was registered when the participant visualized an image with the Islamic State flag.

Currently, it is not possible to share additional data because we are still in the process of data collection. 47 people who are fully committed to their religion have been interviewed: Christians, Jews, and Muslims. The data that is now being collected must be treated with Big Data Analytics, given that each participant provides almost eight thousand variables that must be analyzed and correlated amongst them.

Once we have definitive data, we expect the number of images included in the scale to be reduced to a maximum of fifty. This final version of the scale will be tested on four participants using functional magnetic resonance imaging (fMRI). This will allow us to analyze the neural activity patterns in the pleasure centers of the brain after visualizing the images. The objective is to establish if response patterns exist, as well as testing the validity of the scale.



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What the Children of Uganda Can Tell the World About Making Peace

James Kagaari¹ and Cynthia A. Meyersburg²

To appreciate the groundbreaking work of the IAAP Task Force on *Terrorism and Peace Building* member Professor James Kagaari and his colleagues, it is important to put his work in context, both in terms of understanding what liberation psychology is, and also recognizing the particular history of Uganda (Jamhuri ya Uganda/Eggwanga Yuganda).



Liberation psychology is an approach to understanding communities dealing with oppression, state-sponsored violence, social injustice, or other deep harms. Using a liberation psychology approach entails appreciating that to understand and help communities heal, one must understand the socio-political circumstances which led to the oppression, state-sponsored violence, social injustice, or other deep harms. Part of what makes a liberation psychology approach compelling is that liberation psychology calls for collaborative work within communities, and even between communities, as well as for psychologists to take an active role in promoting community healing and social change. The people

experiencing the oppression must be engaged in the process of understanding the situation and developing approaches for achieving change and healing. Using a liberation psychology approach may eventually provide a powerful way to help people gain the skills necessary to build peace. (For a richer understanding of liberation psychology, please read the seminal text, Ignacio Martín-Baró's *Writings for a Liberation Psychology*.)

Uganda has a difficult and painful history, both from having endured colonialism, as well as for the struggles after achieving independence in 1962. Uganda is in East-Central Africa. Idi Amin seized the presidency of Uganda by a military coup in 1971 and ruled until he was overthrown in 1979. Amin was known as the Butcher of Uganda for his brutality. During his reign, approximately one quarter of a million Ugandans (and perhaps considerably more) were killed. Later, Uganda endured civil war from 1981-1986. Uganda also was impacted severely by the AIDS crisis. Fortunately, Uganda has been successful in drastically reducing rates of HIV infection, although as in other countries, HIV remains a significant public health concern. Uganda also has had to contend with the Lord's Resistance Army (LRA), a rebel group responsible for massacring civilians, kidnapping girls to use as sex slaves, and conscripting boys into their army. An estimated 50,000 or more Ugandan children and youths are believed to have been abducted by the LRA over the last thirty years. (In addition, although not as hard hit as the Democratic Republic of the Congo, Uganda has experienced outbreaks of Ebola).

Because of Uganda's long history of trauma and oppression, using a liberation psychology approach is

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an especially promising approach. Professor Kagaari explains that a liberation psychology approach entails including Ugandans in the process of building peace and working to achieve goals that are impactful in society. Professor Kagaari's research goal was to understand Ugandan children's perspectives and ideas regarding peacebuilding and identifying how their ideas can inform peacebuilding.

Professor Kagaari and his colleagues found that many of the children perceived peace as an absence of war. The children identified a lack of food, water, and shelter as obstacles to peace. Professor Kagaari thinks that a social justice approach, in which part of building peace is working to meet basic needs for all in the community, and identifying and addressing unmet needs, could be successful.

One exciting finding is that the children saw themselves as agents for peacebuilding. They identified fighting, disobeying, and behaving selfishly as impediments to peace. They identified communicating, obeying, and sharing as ways to actively contribute to peacebuilding.



One of the strengths of Professor Kagaari's research design was that they collected data from schools located in two different regions—one in the central region, and the other in the northern part of the country, which is the area hardest hit by war. Another strength is that rather than focusing just on the thoughts and ideas of those students with the

highest academic achievement, Kagaari and his colleagues sought to hear from students from across the spectrum of academic achievement, and they used a focus group methodology to achieve this aim. The focus group methodology may be beneficial to use in future studies, as well as in other contexts.

Professor Kagaari and his colleagues' work is very important for Uganda's future, and this work also may have great value for the international community. Although in some regards the history of violence and trauma in Uganda is unique, much of what the children had to say about peacebuilding could be generalized. We hope that the insights of children who have experienced the consequences of war and violence ultimately can help those children build a better future for Uganda and help prevent other children in Uganda and around the world, from the pain and trauma associated with war and unrest.



Further Reading

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- Single space between paragraphs, no indentation, font should be Arial, size 10, section heads/subhead should be bold.
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