

Oral Presentation

Emotional Economy as Social Innovation

The Law of RUMA™ and the Educational Design of Non-Retaliation

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Presenter

About the Presenter Jean Nishita

Japan

Creator, The Law of RUMA™
Founder, RUMA WORLD PROJECT

RESEARCH FOCUS

Emotional Economy · Non-Retaliation
Peace Education

Selected Academic Activity

10 AUG 2026	HO CHI MINH CITY	Presented
SEAMEO RETRAC TESOL 2026		
19 SEP 2026	HIROSHIMA	Presented
Japan Society for Peace Education		
23 SEP 2026	KUALA LUMPUR	Oral Presentation
APIC 2026		
13–15 NOV 2026	BANGKOK	Accepted
PCRC 2026		
7–10 JAN 2027	HONOLULU	Accepted
HICE 2027		

ACADEMIC DIALOGUE

The work is being developed through academic dialogue across Asia and the Pacific.

Across Asia & the Pacific

FOUNDATIONAL PREMISE · EVERY PERSON BEGINS LIFE WITH 1,000,000 RUMA

Emotional Economy as Social Innovation

- 1 The framework reframes interpersonal conflict as an exchange of **invisible social value**.
- 2 It connects **emotional literacy, conflict prevention, and peace education**.
- 3 It positions non-retaliation as a **human-centered innovation** rather than mere restraint.



From emotional reaction to social design.

CONCEPTUAL FRAMEWORK

Principle 1: Release

When a person emits anger, they release their own Ruma first.

When a person becomes angry and expresses it, that expression is conceptualized as the release of their own Ruma. This release immediately incurs an emotional and social cost for the emitter, reducing their own value and energy before it affects others.



Ruma

Anger emission → Self-loss of Ruma

1

Anger is framed as a social-emotional cost.

2

The emitter is the first to lose Ruma.

3

This is the first mechanism in The Law of RUMA™.

The Law of RUMA™

Principle 2: Collision

When anger is returned, the released Ruma collides in midair and disappears.

When one party responds to anger with anger, the Ruma released from both sides collides in midair and cancels each other out. As a result, both sides suffer losses, and the conflict further escalates.

- Retaliation escalates conflict.
- The collision of emotional value leads to mutual loss.
- Both sides suffer depletion through reciprocal anger.



Framework

Principle 3: Reception

If anger is not returned, the other person's Ruma reaches the receiver.

- Non-retaliation does not mean passivity.
- The receiver does not send anger back.
- Ruma reaches the other person instead of disappearing in collision.



Non-retaliation may include calm speech, boundary-setting, or seeking help.

Pedagogical Implication

Educational Meaning of Non-Retaliation



Pause

A deliberate pause
before reaction.



Regulate

An act of emotional
self-regulation.



Protect

A way to preserve
dignity and reduce harm.



Respond Safely

Creates room for calm
speech, boundary-setting,
or seeking help.

In this view, non-retaliation is an active educational practice, not passive endurance.

Ethical Clarification

Third-Party Intervention

Protecting someone does not violate non-retaliation.

PROTECTIVE ACTION**Protect without retaliating**

“Please stop.”

“That is not acceptable.”

Calm statements · Boundaries · Reporting · Rescue · Help

THE SAME RULE APPLIES**Anger or insults still release Ruma**

A third party who directs anger or insults at someone also releases their own Ruma.

Speaking up is not the same as returning anger.

An application of the existing principles — not a fourth principle.

Practical Relevance

Potential Fields of Application



Schools

Emotional literacy,
peer conflict,
classroom climate



Families

Everyday
communication,
anger regulation,
trust repair



Workplaces

Conflict reduction,
dignity at work,
healthier interaction



Peace Education

Non-retaliation,
dialogue, and
long-term coexistence

The model is designed as a transferable framework rather than a single-setting intervention.

Research Agenda

Limitations and Next Steps

Current Scope

-  This paper is conceptual and practice-oriented.
-  It does not claim empirical validation at this stage.
-  Its value lies in proposing a framework for interpretation and educational design.

Future Work

-  Curriculum design and classroom application
-  Qualitative interviews and case analysis
-  Intervention studies on anger and non-retaliation
-  Development of a measurement framework

Key Takeaways

Conclusion

- 1 — Anger costs the sender first.
- 2 — Retaliation creates collision and loss.
- 3 — Non-retaliation creates reception and space for safe, constructive action.

Thank you.

Q&A

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