

THE EFFECT OF A PEACE-BUILDING EDUCATION ON ETHICAL DECISION-MAKING AMONG STUDENTS IN ASIAN CONFLICT-AFFECTED NATIONS

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“Peace & Conflict Studies (PCS)”

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- ▶ About
 - ▶ Started in 2004 as an **international M.A. program**
 - ▶ Based on **the studies in regional culture and politics** accumulated in TFUS.
- ▶ Features of educational curriculum
 - ▶ Students from a wide variety of countries including **conflict-affected nations** (42 countries in 2012)
- ▶ Expected impact
 - ▶ Students acquire **the academic knowledge and practical skills**, and contribute to the peace building/conflict preventing missions in the political or academic institutions, or NPO. NGO

Global Campus Program in PCS

- ▶ Educational Methods

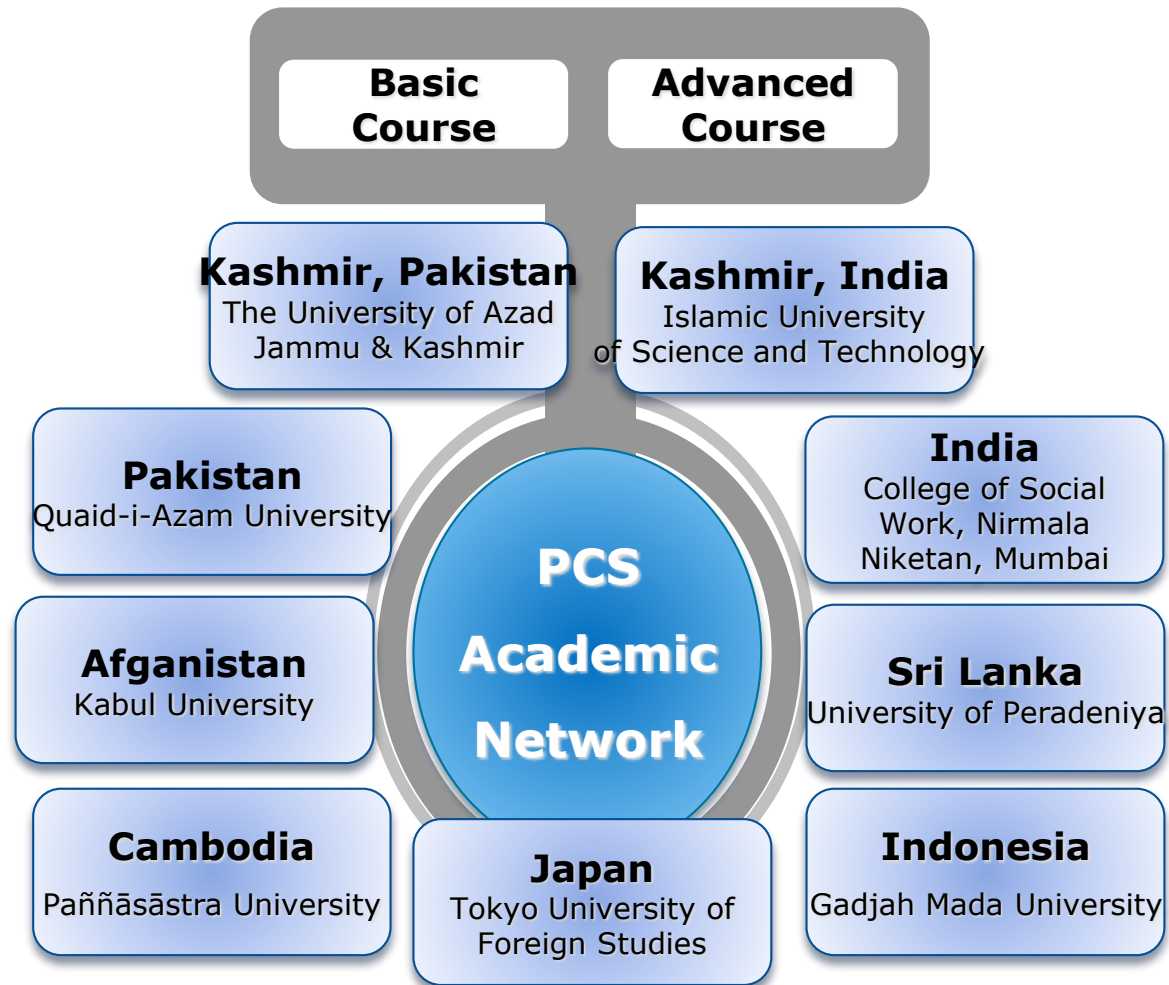
- ▶ Interactive simultaneous on-line lecture

- ▶ Features

- ▶ The students who are in currently conflicting countries encounter and have opportunities to work together
 - ▶ Expected to obtain **wide range of viewpoints on conflict-related issues, and tolerance and empathy** required for mutual understanding



Structure of the Global Campus Program



Course contents

	Basic	Advanced
Learning methods	<ul style="list-style-type: none">• Lecture• Discussion	<ul style="list-style-type: none">• Lecture• Discussion• Collaborative research project
Topics	<ul style="list-style-type: none">• Understanding Peace & Conflict• Engaging Communities in Peacebuilding (Bottom up)• Conflict Resolution Strategy (Top down)• Justice and Reconciliation	<ul style="list-style-type: none">• Political-economic dynamics of conflicts: Resource distribution• Tools for analyzing conflicts• Mediation and negotiation• Intervention techniques for conflict resolution• How to construct a research argument/writing a research paper

Indices of the Outcome Evaluation

Skills and Knowledge

- Course grades (including exams and take-home essays)

Perception and Attitudes to Conflicts

- Moral Disengagement(Bandura, 1999) :
Moral-free attitudes and decision making in specific situations
- Attitudes in moral-contradicting scenarios
- Open-ended questions about conflicts

Methods

- ▶ Respondents
 - ▶ 53 GCP Students in 2012 from 6 colleges in India), Mumbai, Kashmir, Sri Lanka, Japan, Indonesia, Cambodia
- ▶ Procedure
 - ▶ On-line survey via “SurveyMonkey”
 - ▶ Pre-test : Before the sessions start (49 responses)
 - ▶ Post-test : After 5-week program sessions (14 responses)
 - ▶ 13 respondents who responded both tests were used in the analysis
- ▶ Survey Items
 - ▶ Three scenarios
 - ▶ Read three controversial scenarios related to the violent conflict, and respond 4-7 questions.

Results

Scenario 1: Children's responsibilities

- ▶ You start your career as **a teacher** at a junior school after a civil conflict. Some of your students used to be **child soldiers** who have **killed** members of your community including your younger sister. You are in charge of a class of the fifth grade and students are **all under 13 years old**. What do you think about those ex-child soldiers?

"1: Disagree" to "10: Agree"	Pre	Post	<i>P</i>
Child soldiers also should be held responsible for their involvement in conflicts.	4	4	.37
Children are always victims of a war.	2	3	.59
There is no system of justice to judge children.	3	2	.79
It is nonsense to differentiate between children and adults in terms of wars and conflicts.	4	3	.89
Children should always be granted immunity.	3	2	.16
All children are innocent.	1	4	.08
There should be some ways to make child soldiers feel guilty.	3	1	.59

Results

Scenario 2: Violence as a mean of resolution

- ▶ You are one of the members of the disadvantaged and aggrieved **farmer group in a rural area badly affected by actions of the central government. Anger** of the group members reaches a peak. Those farmers hope to organize **an armed uprising against the government.** In this situation, you are asked to be **a leader of the organization** by other members. What do you think about the following statement?

"1: Disagree" to "10: Agree"	Pre	Post	P
Violence can be justified when used by an oppressed group.	4	2	.11
Use of violence cannot be justified under any circumstance.	4	4	.21
To bring down the government, you will accept the financial support from foreign intelligence agencies such as CIA, the KGB, MI5, or Chinese Intelligence.	4	2	.59
You should not militarily challenge the government if there is possibility for change through democratic means.	1	2	.71
Centralized power/authority is generally corrupt.	2	3	1.00

Results

Scenario 3: Victims of violence

- ▶ You start your career as **the film director**. You are asked **to make a film** on an internationally recognized **genocide** by a private funding agency. It provides you financial support for the venture but allows you **full direction freedom**. What would you do when making a film?

"1: Disagree" to "10: Agree"	Pre	Post	P
I will be sympathetic to the victims of the war or the underdog and be critical of the perpetrator of crime.	3	3	.68
Honestly, I think that keeping war memories alive by a movie does not make any sense.	4	2	.79
I would keep neutrality among all conflicting parties.	2	4	.16
You want to distinguish between victims and perpetrators irrespective of the historical context.	3	2	.07

Discussion 1:

Attitudes toward conflict-related issues (Pre-test)

▶ Children's responsibility

- ▶ "All children's are innocent."
- ▶ "There is no system of justice to judge children."

⇒ Disagree

⇒ Students perceived the children have a certain responsibility to the conflict-related issues.

▶ Violence as a mean of resolution

- ▶ "Violence cannot be justified." ⇒ Could not decide
- ▶ "You should not militarily challenge the government if there is possibility for change through democratic means."

⇒ Disagree

⇒ Most of the students have experienced the democratic means were oppressed; therefore, they tend to see the democratic solutions are hard to reach.

Discussion 2

Effect of the Education (Pre-post comparison)

- ▶ Children's responsibility
 - ▶ Students think children also need to take responsibility to the results of their action.
 - ▶ At the same time "Children are innocent."
 - ⇒ Distinguishing the responsibility to the action and the reason why they did so.
- ▶ Violence as a mean of solution
 - ▶ Denying the justification of violence among the oppressed group.
 - ⇒ Negation of violence, seek for non-violent solution
- ▶ Victims of violence
 - ▶ Neutral standpoint
 - ▶ Not distinguishing victims and victimizers
 - ⇒ Diversified viewpoint.

Implications for the future

- ▶ Reorganization of the goals of education
 - ▶ This research is **exploratory** to seek what are the desired change in the students.
 - ⇒ **Clarifying the educational goals** with aggregating the survey results.
- ▶ Reorganization of the contents of the education
 - ▶ Reform or modify the educational activities to focus the indices which did not change.
- ▶ Behavioral outcomes
 - ▶ Is the attitude change promising the **behavioral change in peace-building**?
- ▶ Relations to the moral/social justice education
 - ▶ Universally-accepted social justice (if any)
 - ▶ Socio-cultural-based moral
 - ⇒ **How moral or social justice work to prevent violent conflicts?**

References

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- ▶ Bercovitch, J., Kremenjuk, V., & Zartman, I. W. (Eds). (2008) *The Sage handbook of conflict resolution*. Thousand Oaks, CA: Sage.
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