

# Evaluation of an International Online Education for Peace Building and Conflict Resolution in Asian Conflict-Affected Area

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# “Peace & Conflict Studies (PCS)”

## Tokyo University of Foreign Studies(TUFS)

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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

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- ▶ Educational Methods
  - ▶ Interactive simultaneous on-line lecture
- ▶ Participating Countries
  - ▶ Japan, Cambodia, Sri Lanka, India, Pakistan, Afghanistan, Indonesia
- ▶ Curriculum
  - ▶ Basic course: Lectures on theories, discussion
  - ▶ Advanced course: Case studies, and **collaborative research**
- ▶ 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



# Indices of the Outcome Evaluation

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## 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**

# This Presentation

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## Perception of & Attitude to conflicts

- What **kind** of violent conflicts?
- What are the **causes** of the conflicts?
- How are they **resolved**?

## Effect of Program on Attitude & Perception

- How the educational program **affects** the perception & Attitudes?

# Methods

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- ▶ Respondents

- ▶ 53 GCP Students in 2012 from 6 colleges in India), Mumbai, Kashmir, Sri Lanka, Japan, Indonesia, Cambodia

- ▶ Procedure

- ▶ On-line survey via “Survey Monkey”
    - ▶ 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

# Open-ended Questions

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## Q1: Surrounding Conflicts(SC)

- Please select an issue and/or problem surrounding yourself which could be the seed for a violent conflict if left unattended.

## Q2: Root Causes(RC)

- What do you think of the root cause of the issue and/or problem?

## Q3: Resolution Strategies(RS)

- What do you think of a resolution strategy towards the issue and/or problem?

# Categories (1): Surrounding Conflicts

- ▶ Bercovitch, Kremeneyuk, & Zartman(2008), Deutsch(1973)

Categories	Sub Categories	
<b>National/ Regional</b>	Territorial	Territorial dispute
	Economic/ Resources	Fairness and equity in economical opportunities and resources
	Environmental	Environmental pollution
	Ethnic	Ethnic identity
	Religious	Between/within Religious conflicts
	Political	Political/ideological issues within a country
<b>Individual/ Small Group</b>	Resources	Individual-level economic/resource opportunities
	Preference	Sexual preference, etc.
	Nature of relationship	Power inequity
	Values	Gender, ethnicity, exc.
	Beliefs	Religious, philosophical belief



# Categories (2): Root Causes

## Categories (3): Resolution Strategies

- ▶ Root Causes : Ramsbotham, Woodhouse, Maill (2011)

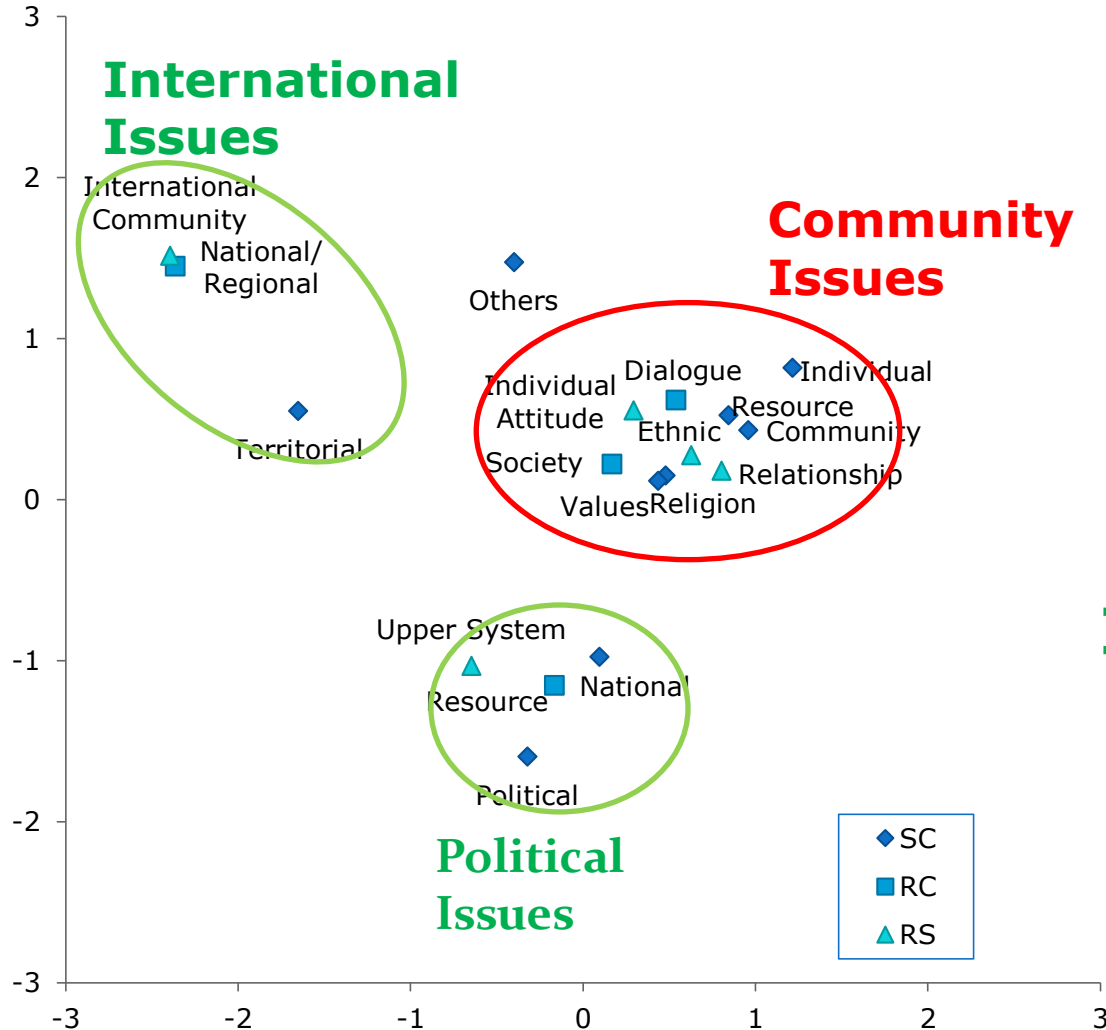
Categories	Definitions
<b>Global/Regional</b>	International
<b>State</b>	National-level formal system (Government, Legal system, etc.)
<b>Social</b>	Informal system (Religion, ethnic/racial issues)
<b>Individual</b>	Individual belief/attitudes

- ▶ Resolution Strategies: Original categories

Categories	Definitions
<b>Ownership</b>	Change in individual attitude & values, Tolerance, and empathy
	Dialogue
	Community/Social Action, Education
<b>Otherness</b>	Relying on Upper system (e.g., Government)
	International intervention

# Results: Attitude & Perceptions

## Multiple Correspondence Analysis



### Community-level Issues

Feeling involved in religious, ethnic issues.



Needs for practical skills

### International Political Issues

Relying on outside parties



Needs to foster the sense of involvement

## Effect of Program: (2) Root Causes

		Post				
		①	②	③	④	Total
Pre	①International	0	0	0	0	0
	②National	3	1	0	1	5
	③Social	0	0	1	2	3
	④Individual	0	1	1	3	5
	Total	3	2	2	6	13

Macro-level  $\Rightarrow$  Micro-level



Feeling more sense of involvement

## Effect of Program: (3) Resolution Strategies

		Post					
		①	②	③	④	⑤	Total
Pre	①Individual	0	2	0	0	0	2
	②Dialogue	0	3	1	0	0	4
	③Community	1	0	0	0	0	1
	④Upper	0	4	1	0	0	<b>5</b>
	⑤International	0	0	1	0	0	<b>1</b>
	Total	<b>1</b>	<b>9</b>	3	0	0	13

Relying on others



Sense of involvement,  
especially emphasizing on dialogue

# Discussion:

## Structure of the perception of conflicts

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### Macro-level

- Internal Affaires: Seeking to political intervention
- International Conflicts: Seeking International Intervention

### Overlapping area of micro-,macro –levels

- Religious issues, ethnic conflicts:
- Connections of group conflicts and individual conflicts
- Sense of involvement, ownership, and community/grass-root actions are required.

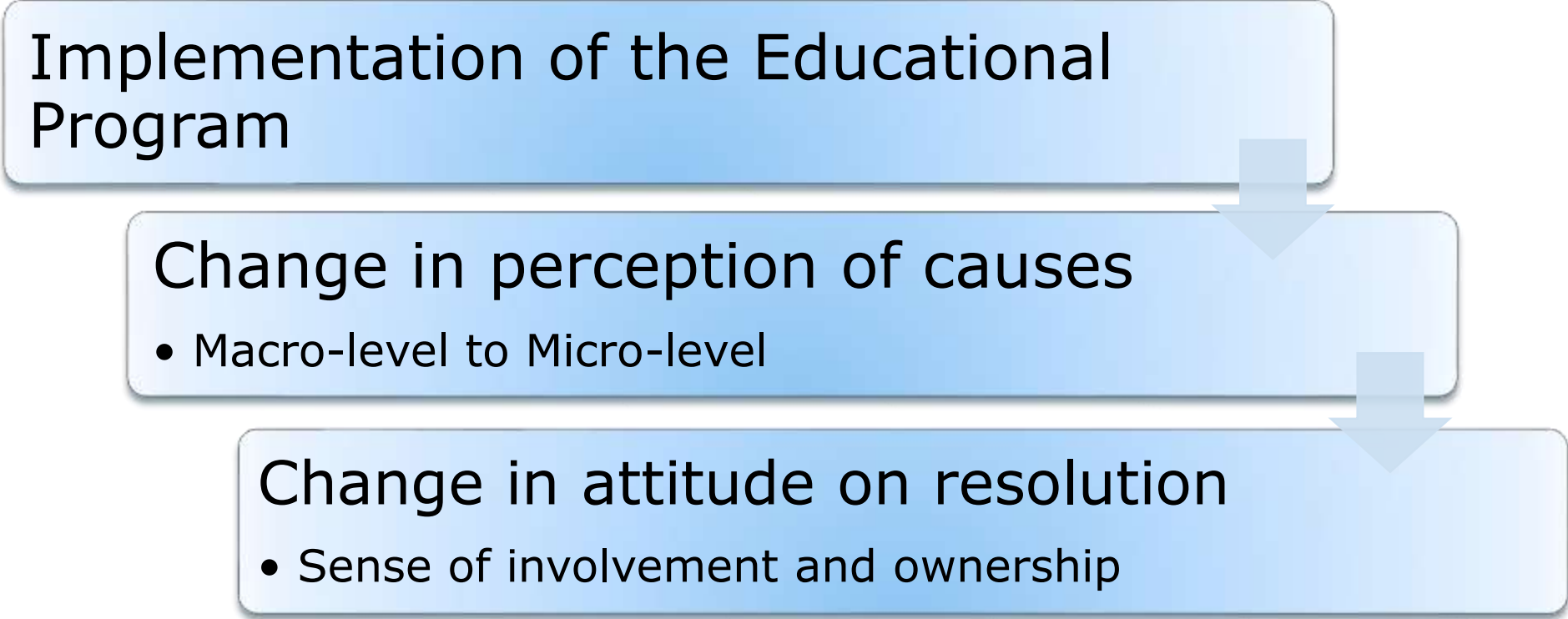


**This educational program is effective at this part.**

## Discussion (2) Effect of the Program

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Implementation of the Educational Program



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graph TD; A[Implementation of the Educational Program] --> B[Change in perception of causes<br/>• Macro-level to Micro-level]; B --> C[Change in attitude on resolution<br/>• Sense of involvement and ownership]; C --> D[Attitude change to Behavioral change<br/>Advanced Course<br/>Experiencing the real collaborative work];
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Change in perception of causes

- Macro-level to Micro-level

Change in attitude on resolution

- Sense of involvement and ownership

Attitude change to Behavioral change

**Advanced Course**

Experiencing the real collaborative work

# References

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# Contact

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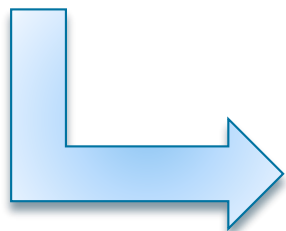
# この発表で明らかにすること

## 紛争に関わる事象に対する態度のベースライン

- 紛争場面では、善悪や道徳に基づく態度形成が容易でない事象が発生する事が多い。
- 道徳的に善悪判断が容易でないシナリオに対する反応を元に、受講生の紛争認識のベースラインを探る

## 紛争に関わる事象に対する視点の変化

- プログラム前後の葛藤事象に対する視点の変化を検討し、教育効果を探索する。



教育の目標， 内容の改善へ向けた資料

## 結果：紛争に関わる事象に対する視点の変化

### シナリオ① 元少年兵の教師：子ども

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- ▶ 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?

<b>"1: Disagree" to "10: Agree"</b>	<b>Pre</b>	<b>Post</b>	<b>P</b>
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

## 結果：紛争に関わる事象に対する視点の変化 シナリオ②反政府集団のリーダー：暴力

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- ▶ 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
<b>You should not militarily challenge the government if there is possibility for change through democratic means.</b>	1	2	.71
Centralized power/authority is generally corrupt.	2	3	1.00

## 結果：紛争に関わる事象に対する視点の変化 シナリオ③大量虐殺の記録映画：被害者と加害者

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- ▶ 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	<i>P</i>
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

# 考察①紛争に関わる事象に対する態度のベースライン

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- ▶ 紛争場面における「子ども」について
  - ▶ 子どもは常に、紛争の犠牲者である→不同意傾向
  - ▶ 子どもを裁く公正なシステムは存在しない→不同意傾向
  - 紛争場面において、子どもにも一定程度の責任があることを認識
- ▶ 葛藤解決における「暴力」について
  - ▶ 暴力が正当な手段か？→ どちらとも言えず
  - ▶ 民主的な手段を用いることができるならば、政府へ暴力的な対抗をするべきではない→不同意
  - 参加学生が済む国では民主的手法が強く抑圧された経験を有しているため、民主的手法を獲得する困難さを認識か？



## 考察② 紛争の視点に対する教育の効果

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- ▶ 紛争における「子ども」について
  - ▶ 子どもであっても、紛争場面での行動に対しては責任を持つべきと認識
  - ▶ 一方で、子どもを無垢な存在としてとらえる
    - 行動に対する責任と、その行動を取った理由との区別
- ▶ 葛藤解決における暴力
  - ▶ 抑圧された集団における暴力の正当化を否定
    - 条件付きで暴力の否定、暴力を用いない葛藤解決への志向
- ▶ 被害者と加害者
  - ▶ 紛争の当事者の中で中立的な立場でいることの認識
  - ▶ 被害者と加害者を区別しない
    - 紛争を双方の立場、多側面から見る視点の獲得

# 今後の展望

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## ▶ 教育目標の再構成

- ▶ 「望まれる変化」は何か？「望まれる変化」があるか？

→ 他の評価指標との関連を検討し、目標のさらなる明確化を目指す。

## ▶ 教育内容の再検討

- ▶ 変化しなかった項目についての教育内容，方法の改良が必要

## ▶ 行動との関連

- ▶ 態度変容が平和構築・紛争予防に結びつく行動を生み出すか？

→ 追跡調査による検討が可能（？）

## ▶ 従来の道徳研究との関連

- ▶ 社会・文化的背景に基づく道徳と，普遍的社会的正義との関連

# 分析手続き

## ▶ カテゴリ分類

設問に対する回答を，本研究の発表者3名が独立に評定

- ▶ 3名が一致した項目：カテゴリを採用
- ▶ 2名が一致した項目：2名が選択したカテゴリを採用
- ▶ 一致しなかった項目：3名の協議により，カテゴリを決定

## ▶ 評定者間一致率

	設問1		設問2		設問3	
	事前	事後	事前	事後	事前	事後
3者一致	54.6%	28.6%	65.5%	64.3%	58.2%	64.3%
2者一致	40.0%	64.3%	32.7%	35.7%	27.3%	35.7%
一致なし	5.5%	7.1%	1.8%	0 %	12.7%	0 %