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Public diplomacy as a contributing factor to solving managing identity-based conflict: Taiwan repositions its identity and security status (2000-2020)

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Appendix I: Respondent Consent Form

Yung Lin

Faculty of Governance and Global Affairs

Respondent Consent Form

Terms of Conditions:


- The respondent has the right to ask for more details about this research project prior to, during, or after the interview, to view the output of the interview, and to withdraw during the interview if the interview questions are not wished to be answered.
- The profiling of the interview is as detailed below, in which the respondent's name will not be recorded. Other information outside of this form will not be recorded.
- The interview will be audio recorded for transcription but removed after the transcription is completed. The researcher will ensure the analysis of interview content is presented in a way that will not trace back to the respondent's identity.
- The respondents will receive first-hand analyzed results and decide whether they would like to provide supplementary content.
- The interview content will be stored in the researcher's private data archive in the format of transcription until December 2028.
- The duration of the interview will be 45 – 60 minutes but the interview can be conducted longer if the respondent would consent to continue.
- The interview is for academic purposes only. The researcher is Yung Lin, PhD candidate at Leiden University. If there is any question, the respondent can contact the researcher at y.lin@fgga.leidenuniv.nl
- By signing this form, both sides agree to conduct the interview at the date and time decided.

Interview Profiling: (respondent can choose to be interviewed at more than one event)

A	The South China Sea	B	ECFA trade agreement	C	COVID-19 border control
Respondents*	Date of Interview*	Age	Gender	Occupation	Position
Pseudonym					
(marked by researcher)					

*marked as mandatory and to be stored in the project

Signature

Respondent	Researcher – Yung Lin
	

Interview Questions

Description	<p>How would you describe the conflict?</p> <p>What are the reasons that make it a conflict?</p> <p>Has there been any effort made to appease the conflict?</p>
Opinion	<p>What solutions have the experts proposed to appease the conflict?</p> <p>Have you spotted the government (China's/Taiwan's) engaged in diplomatic policy to appease the conflict? Do you think they are effective in resolving conflicts?</p> <p>What do you think of the (China's/Taiwan's) public diplomacy practices?</p>
Other views?	<p>The respondent may choose to share their views on more than 1 event or list other events related through the lens of interpretations on conflict and opinions on conflict resolution.</p>

Hints: Historical Conflictual Events (Timeline for your reference)

Event code	Conflict type	Events
A	Territorial issue?	<p>2002 Phnom Penh, Cambodia, Declaration on the Conduct of Parties in the South China Sea</p> <p>2016, Arbitral Tribunal to the 1982 United Nations Convention on Law of the Sea between the Republic of the Philippines and the People's Republic of China</p>
B	Economic trade crisis?	<p>2010 Chong Ching, China, Cross-Straits Economic Cooperation Framework Agreement</p> <p>2014 Taipei, Taiwan, Sunflower Movement against the trade agreement</p>
C	State - society relation?	<p>2020, COVID-19 crisis</p> <p>border control/immigration</p>

Appendix II: Semi-structured Interview Protocol

Thank you for agreeing to this interview. Before the start of the interview question, when I press the recording, I would like to inform you of the design of the interview question. There are two different types of questions, description-type and opinion-type as you have seen in the consent form. I will always point out this when asking the question. This is to give the respondent flexibility in remembering what happened and to prompt the respondent's reflection on what happened. In this interview, I invite you to share your answers, like telling your life story, but in between your stories, I will ask for your opinion or argument. The interview questions are designed in the structure of three themes derived from the first three chapters of my PhD dissertation: (1) security and conflict, (2) conflict resolution, and (3) public diplomacy. You may request details or read from my chapters after the interview. In this interview recording, I hope to hear more of your first-hand insights. Now if you agree, I will ask the first question and the recording will start when you answer the first question. You may always request to stop any parts that do not want to be recorded.

Background information

Question	Can you describe briefly WHY you chose this event to share your experiences?
Purpose	This question is at the beginning of the interview to confirm with the respondents their motivation to share their experiences and observations about the conflictual event they chose.

Recording starts.

I. Concept of security/conflict

Question (Description-type)	<ol style="list-style-type: none">1. How do you describe this conflictual event? What kind of conflict is this? What words would you use?2. In this conflictual event, how did/do you experience it? Why was/is it a conflict?3. Did/Do you feel that it was/is a threat?
Purpose	<ol style="list-style-type: none">1. The first question aims to understand respondents' concept of conflict and to investigate whether the words respondents used to describe the conflict are related to the concept of security.

	<p>2. The second question helps respondents' remember how they experienced through those historical moments in order to capture the formation process of conflict.</p> <p>3. The third question is to understand how has the conflictual event formed and developed.</p>
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Thank you for your description. Now I would like to ask for your opinions based on your story.

Follow-up Prompts (Opinion-type Question)	<p>1. Why was/is it a (threat, rivalry, competition, stagnation, danger, crisis, safety) issue? What did you use this word to describe the conflict?</p> <p>2. Why do you think that this (threat, rivalry, competition, stagnation, crisis, safety) gives you the fear? What will you lose in this fear?</p> <p>3. Why do you think you have this argument? Is it from your interactions with your local colleagues? Or is it from what news sources you've been reading about?</p> <p>4. So in your opinion, has this conflict finished or is it ongoing?</p>
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II. Approaches to enhance the sense of security

Question (Description-type)	<p>Do these conflicts constantly generate in your engagement in your expatriate work experience? If so, what are your ways of dealing with these conflicts?</p> <p>Are these approaches guided by the company or by the people you interacted with?</p> <p>When extended development of conflicts occurred, what solutions have taken place?</p>
Purpose	<p>1. The first question invites the respondent to think about how the conflictual event is contextualized in the respondent's daily life in order to capture the civil societal level of understanding the conflictual event and how the people are faced with the conflicts?</p> <p>2. The second question aims to justify whether there have been institutionalized ways of tackling the conflict issue or it is improvised in people-to-people interactions.</p>

	3. The third question invites the respondent to share more details if the respondent recognized any approaches as the solutions to these conflicts.
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Thank you for sharing this. If there is any part of the information that should not be shared, please let me know. Now I would like to ask of your opinions on what you have just told me.

Follow-up Prompts (Opinion-type Question)	<ol style="list-style-type: none"> 1. Do you think that your goal is to make peace when you talked about this conflict with the locals? Does that give you a sense of security? 2. When you emphasized your identity as a Taiwanese, did you notice any awkwardness or avoidance from the locals? If not, what do you think is the reason? 3. Why do you think the locals have such impression about Taiwan? Where do they source their impression from? Do you think that you actively promote the identity as a Taiwanese to them?
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Thank you. Now that is overall for my research on the relationship between identity, security, and conflict. The following questions are mostly opinion-type. I am going to ask for your opinions on the study of public diplomacy. This is connected to my findings in Taiwan's Ministry of Foreign Affairs annual diplomatic policy. I found that public diplomatic policy emerged in 2012. Moreover, after 2016, there has been a major change in the public diplomatic strategy, which is that the government put the people as the main actors in public diplomacy. In addition, the New Southbound Policy changed Taiwan's diplomacy target to Southeast Asian states. The interview questions here are not asking you to represent the government but asking for your opinions on what you have just said about your emphasis on your identity as Taiwanese when interacting with the locals.

I would like to investigate if your experience proves that Taiwan's public diplomatic policy empowers the people to be the main actors.

III. Public diplomacy

Question (Opinion-type)	<ol style="list-style-type: none"> 1. Do you think that in your experience you are an active person conducting public diplomacy with the locals? 2. How do the locals respond to your identity expression? Do you think identity expression would cause unnecessary conflicts? 3. Do you think that you are often put in the situation where you have to clarify your identity to be a Taiwanese rather than a Chinese?
Purpose	<ol style="list-style-type: none"> 1. The first question aims to know whether the respondent feels empowered to conduct the diplomatic practices. 2. The second question is a general follow-up prompt from the respondent's story if the respondent mentioned their experiences of identity expression to the locals. 3. The third question is a general follow-up prompt if the respondent mentioned the difficulties of identity expression they faced at work or daily contact with the locals.

Thank you for your opinions and observations. Now I am going to ask some follow-up questions. They may be a little politically sensitive and the questions are also inviting your opinions. If there are some parts that should not be shared, please let me know. You can opt out of the interview question if you feel uncomfortable.

Questions (Opinion-type)	<ol style="list-style-type: none"> 1. Have you spotted the China's and Taiwan's government engaged in diplomatic policy to appease the conflict? Do you think they are effective in resolving conflicts? 2. What do you think of the China's and Taiwan's public diplomacy practices?
Follow-up Prompts (Questions generated during the interviews)	<p>You mentioned that the local education system is the easiest way for you to interact with the locals but the education policy hasn't been improved to increase the cross-cultural communication awareness. Then what do you think of Taiwan's education system? Has Taiwan's education policy been raising the awareness of cross-cultural communication?</p>

*Another follow-up prompt found in only a few interviews	You mentioned the migrant workers policy in the country you expatriate to and this made you start thinking about the Southeast Asian migrant workers in Taiwan. Why do you think that the welfare policy of the Southeast Asian migrant workers is crucial in Taiwan's diplomatic policy? How do you think that the relationship between Taiwan and Southeast Asia may advance from improving the migrant workers policy?
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Thank you for sharing your story, observations, and opinions. The recording is now officially finished. I will send you the transcription. Please let me know if there are some parts you would like not to be transcribed or any further information you'd like to share. If you'd like to share additional information, please indicate if this is answering to the description-type or opinion-type questions.

Appendix III: (For Respondents) Brief Results of Semi-structured Interview

(Translation version)

Dear Respondent,

Thank you for assisting me during 2022-2023 by sharing your observations and experiences through invitations and recruitment. After months of analysis and completing the final steps of data security protection, this brief analytical summary is provided here to all respondents who participated in the interviews.

Important Notice:

This brief analysis is intended for respondents only. Receiving this document also serves as a statement of data security protection: all audio recordings from the interviews have been deleted. The notes and text files generated during the interviews are stored only in the researcher's database for a maximum of five years (until December 2028). Upon the completion of this research project (expected September 2024), all primary source data will no longer be retained in the institution's database. The identity of the respondents will be displayed in codes.

Overview of the Interview:

All interviews were conducted using a semi-structured format (questions were not strictly predetermined), guided by three historical events to prompt respondents to recall personal experiences, local observations, or compare perspectives from their student and working years. Below is a summary of the main findings:

(1) Interpretations and Experiences of Conflict

- **Conflict with [Institutions]:**

Most respondents described conflicts stemming from their personal experiences or observations of opaque regulations. Policies in the local context or unclear workplace rules often created uncertainty, leading to challenges in arranging their work or personal lives. This gave rise to resistance against institutional systems. These conflicts were not necessarily physical

altercations or traditionally defined violence but were categorized as conflicts based on respondents' feelings of challenging the system.

- **Conflict in [Defining Relationships]:**

These conflicts were further categorized into three types:

- **Intergenerational conflicts** between respondents' own generation and their parents or between respondents and the millennial generation, arising from differing views on public issues.
- **Peer conflicts** among respondents from the same generation over differing approaches to engaging in public issues, leading to divisions in how relationships were defined.
- **Foreigners' perspectives on Taiwanese identity:** Some respondents described debates with foreigners during academic or professional exchanges, where conflicts arose from defining or distinguishing their identity.

- **Conflict in [Beliefs/Perceptions]:**

These were harder to pinpoint. In cases where respondents held unchallenged beliefs, conflicts arose when their perceptions were questioned or required further explanation. Respondents often hesitated, could not provide concrete ideas, or felt no need to elaborate further. This resistance to questioning firmly held beliefs was categorized as a type of conflict.

(2) Communication Tools: The Importance of Social Media

In the information age, social media serves as a primary platform for communication and interaction. Nearly all respondents mentioned its necessity for work, while a few highlighted its role in daily life. Respondents identified three modes of social media use in their experiences: passive reception, active dissemination, and deliberate dialogue-building. Passive reception was the most common, followed by active dissemination and deliberate dialogue-building. Many respondents expressed concerns about the risks of social media, highlighting its tendency to enable unilateral messaging and the intentional shaping of narratives.

(3) Core of Communication: The Education System

Many respondents believed their interactions with neighboring countries and their own identity observations stemmed from foundational education. In discussing intergenerational conflicts, respondents noted a generational gap in foundational education, particularly in cultivating critical thinking or understanding historical conflicts. This gap contributed to various conflicts over relationship definitions. Additionally, foundational education should emphasize media literacy, reflecting the earlier point about the dangers of one-sided messaging. In the information age, fostering media literacy is increasingly critical for effective communication.

Additional Issues Identified in Some Respondents' Experiences:

(4) Growing Attention to Migration Issues:

Across the three experiences (personal experiences, societal observations, and student versus work comparisons), some respondents mentioned an increased awareness of migration issues. Although the reasons for this concern were not analyzed in detail, respondents showed a growing awareness and willingness to advocate for the rights, treatment, and welfare of immigrants in Taiwan.

(5) Language Barriers:

No respondents mentioned encountering language barriers during international interactions, nor did they specify which languages were used in cross-national exchanges or social media communications.

If you are interested in this research project and wish to continue participating or sharing your thoughts, feel free to contact me at y.lin@fgga.leidenuniv.nl.

(Original version)

親愛的受訪者：

您好，感謝您之前協助我在 2022-2023 年間以邀請和招募的方式分享您的觀察觀點和經驗，經過幾個月的分析以及最後幾個資安保護的步驟，這篇簡要結果分析是回饋給所有曾經協助我進行訪問的受訪者。

以下聲明：

本篇簡要結果分析僅供受訪者參閱保留，在您接受到這份文件同時也是一份資安保護的聲明，所有訪問的錄音檔已經刪除，訪問時所產生的筆記和內容文字檔只存於研究者本身的資料庫最多五年（至 2028 年十二月），並不存於研究者所在機構的雲端資料庫中，在本篇研究計畫完成時（預計 2024 九月），所有第一手元資料也不會存於研究者所在機構的資料庫，訪問的結果分析皆以代號呈現。

所有受訪者接受的訪問方式，皆以半結構似（不限定問題方向），以三種歷史事件引導受訪者，回憶自我親身經驗，所在地觀察；或比較學生時期及工作時期的觀點。以下簡要結果分析供您參閱：

（一）衝突的詮釋和感受

- 對於[體制]的衝突感：多半來自於自我經歷或觀察到不透明的規範而產生，因為所在地的政策，工作相關領域的規範不透明，而帶來的不確定性，造成在工作或生活的安排上困擾，因此而對於體制的制定產生反抗，衝突並不一定是肢體碰觸或傳統定義上的暴力衝突，而是因為挑戰體制的感受而定義成衝突。
- 對於[定義關係]的衝突：又分為三種，世代關係的衝突，同儕之間的衝突，外國人對於台灣身份定義的衝突。
- 世代關係：受訪者本身世代與父母或者受訪者本身世代與千禧年世代，討論公共議題而產生的不同見解。
- 同儕之間：受訪者本身世代對於參與公共議題的不同方式而分裂定義彼此的關係。
- 外國人對於台灣身份的定義：出現在一些受訪者在求學或者工作經驗中曾經需要因為各種場合，需要與外國人交流介紹自己身份時與外國人產生辯論，因為需要定義身份或者劃分身份界線進而產生衝突。
- 對於[信念/認知]的衝突：較模糊捕捉，從受訪者具有第三種比較經驗中發現，信念是受訪者在未經過問題挑戰時本身具有的認知，而如果在訪問過程中出現，原本認知被挑戰，或者需要被詢問多作解釋，以上兩種情況，受訪者產生猶豫無法提供確切概念，或者不認為需要多做解釋，如此狀況也被列

為一種衝突。是因為對於概念本身具有不需挑戰的信念，因此在受到問題挑戰時會先產生反抗。

以下是與第二手資料文本分析比較後的歸納（政府外交政策元資料）

（二）交流的工具：社群媒體的重要性

在資訊時代的交流，社群媒體是傳遞交流溝通的主要平台，幾乎所有受訪者都提及是工作上的需要，或者少數認為是生活中的需要。然而社群媒體上的交流在受訪者經驗裡有三種模式：被動接受，主動傳遞，或有意識建立對話。以被動接受佔大多數（次為主動傳遞，最後是有意識建立對話），因此多數受訪者在分享完經驗後有意識表示社群媒體上訊息的危險性，這項危險是單方面傳遞及有意識塑造形象的訊息主導流。

（三）交流的核心：教育體制

多數受訪者認為與鄰國互動及自我觀察本身的身份認同是來自於基礎教育，在世代關係衝突的分享經驗中，受訪者指出與不同世代之間在基礎教育上有落差，因為較少有批判思考的培養，或者缺乏辨別背後歷史衝突的概念，因此而導致各類對於定義關係的衝突。再者，基礎教育也應重視媒體釋讀的培養，此項呼應前項交流工具的重要性，因單方面訊息傳遞的危險，因此在資訊時代的交流更需重視媒體釋讀的能力。

以下是分析結果主論點之外，在幾位受訪者經驗中出現的議題：

（四）關注移民議題的增長：在三種經驗中（親身經歷，觀察所在地社會，學生和工作時期的比較）皆有受訪者提及關注移民的議題（確切原因為何會關注並無多做分析），這項議題圍繞的主觀意識是，受訪者開始關注並有意識捍衛在台移民的權利待遇以及福利保障。

（五）並無受訪者提及與他國交流會遇到語言障礙，但也並無提及使用何語言與他國交流以及在社群媒體上的訊息溝通。

如您對於這項研究計畫有興趣並希望繼續參與或分享，歡迎來信 y.lin@fgga.leidenuniv.nl