



Summer Research Program 2021 Proceedings
Theme: Conceptualizing Peace & Conflict – A Youth Perspective
July 5 – August 22, 2021

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Summer Research Program 2021 – Thematic Introduction

Program Theme: Conceptualizing Peace & Conflict – A Youth Perspective

Conflicts around the world have remained unabated despite the global pandemic. In fact, some conflicts have taken new turns, which are collectively affecting the lives of around 2 billion people across the world. The consequences of these conflicts range from loss of lives; destruction of infrastructure; displacement of families; hunger to poverty among others. According to United Nations Human Rights Commission, almost 80 million people globally are currently displaced with almost 26 million refugees spread across geographies. With war in Afghanistan, territorial disputes in South China Sea, Civil War in Syria, war in Yemen, Rohingya crisis in Myanmar, conflict between Palestine and Israel, Violence in the Central African Republic, Boko Haram in Nigeria and unrest between Pakistan and India to name a few are affecting millions of men, women, children, adolescents and young adults. Unfortunately, these victims will continue to grapple with the consequences of these conflicts.

With this context, it is imperative to realize that the youth are both the victims and the party to various conflicts and civil unrest. Their motivation to participate in conflicts as well as in peace-building processes has been subjected to various academic and non-academic researches. This consequently makes young people an important stakeholder in these global conflicts.

In Summer Research Program 2021, we invited young researchers to this virtual, collaborative and transnational exercise to engage in a guided and research-driven discussions and dialogues with the youth and experts to understand these conflicts and their various facets. The program was an exercise of intellectual inquiry to look at the contextual significance and implication of these conflicts while comprehending them through contemporary and historical lens. Spanning over 7 weeks, the program was an opportunity for the young people to contribute to the youthful perspective in conceptualizing peace and conflict. The collective intellectual and respectful joint learning experience helped inspect the possibility of sustainable global peace from the youthful lens.

Sub-Themes for the Summer Program:

1. Politics of War and Conflict
2. Conflict and Education
3. Refugee Crises, Human Rights and Peacebuilding
4. Urbanization, Conflicts, Violence and Development

Our researchers came from around 12 countries with experts hailing from India, Pakistan, Bangladesh & Morocco. Similarly, the guest speakers forming our intellectual bank hailed from over 10 countries. Their detailed profiles are shared here <https://youthcfr.com/guest-speakers/> and session details and recordings can be accessed from here <https://youthcfr.com/transnational-talks/>

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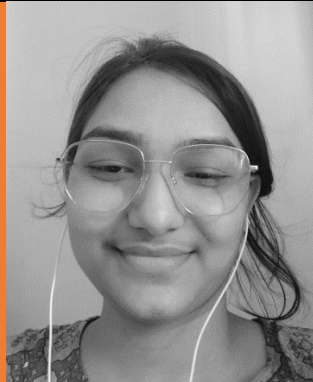
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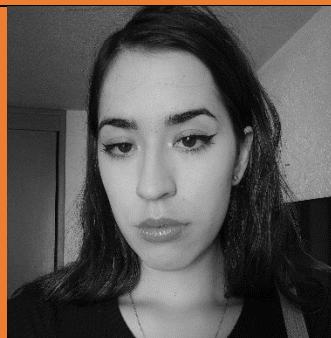
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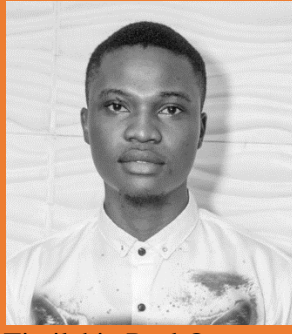
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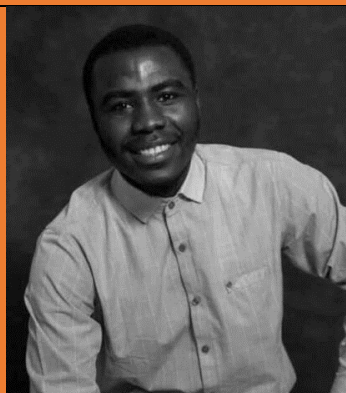


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Nationalism, Imagined - Community Disorder, and Armed Conflict: The Case of Kashmir

(Published under SRP annual program proceedings)

Abstract

The past few decades have witnessed an increase in academic studies on the correlation between nationalism and armed conflict. Although common observation suggests a direct causal relationship between them, a growing number of scholars are also calling for a more nuanced analysis of this correlation on a contextual basis. This paper attempts to contribute to the literature on this topic by investigating what specific characteristics of nationalism serve as causal factors to armed conflict. By drawing upon Benedict Anderson's thesis of 'imagined communities', this paper argues that nationalism can escalate tension and generate armed conflict when there is a disorder or competing claims between different nationalist groups in the process of constructing imagined communities. Based on a variety of qualitative data, this paper traces how nationalist imagined communities were constructed in Kashmir under the shadow of the contending nationalist claims advanced by India and Pakistan respectively which has perpetuated the disorder and conflict in the region.

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State and Non-State Terrorism – A Comparative Study

(Published under SRP annual program proceedings)

Abstract

The research paper draws attention to the terrorism conducted by States and unveils the biases engraved within the international terrorism scholarships concerning State and Non-State terrorism. By critically comparing and incorporating the armed and terrorism strategies concerning the two most volatile case studies – Uyghurs in China and Israel-Palestine conflict, in contemporary conflict studies, the paper analyzes the true nature of terrorism. The research criticizes the common perception that 'Non-State Actors wage terrorism' and that the State Actors undertake counter-terrorism measures by exercising their 'legitimate monopoly of violence'. The paper primarily relies on secondary research to evaluate the existing evidence regarding State and Non-State terrorism while also drawing from relational theoretical framework. The framework used helped establish a relationship between State and Non-state terrorism and devise the model of a vicious cycle between retaliation, repression, terrorism, and counter-terrorism. To support the argument about the grave consequences of state terrorism, the authors of the research paper investigated the actors' actions in two cases. In both cases, the use of state violence is identified to be playing a pivotal role in the vicious cycle.

Keywords- State Terrorism, Non-State Terrorism, Counter Terrorism, Retaliation, Peace, Violence

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Education as an Aggravating Tool in Conflict: The Re-Education of the Uyghurs in China

(Published under SRP annual program proceedings)

Abstract

Education is seen as an essential requirement for peace. Nevertheless, it can also be a tool that perpetuates conflict. This paper analyzes a case of Chinese Uyghurs to analyze how education has been discriminatory and disempowering towards a specific group of people. We look into the general literature on education as state apparatus and a tool for socialization to draw relevance for the case in focus. This paper goes further to understand the perspectives and experience of the Uyghur community in the Re-Education Camps that China has set up to tackle the issues of religious radicalism and terrorism. Moreover, we turn the lens inwards and analyze the history of Uyghurs and the rationale behind the existence of re-education camps. Therefore, the analysis looks into the inception of the re-education camps in China; justification for their existence and the legal framework guarding them. The paper analyzes the urgency of the Uyghur situation, the expanse of human rights violation, the unfortunate use of education and the necessary recommendations. This conceptualizes the facets and essence of education leading to conflict and maintaining the status quo of intolerance towards minority groups. The study has been undertaken using discourse analysis of discourse and thorough review of the literature on the subject with a qualitative approach of an exploratory nature.

Authors: Charles Kiprono; Iffat Jahan Tusher; Luz Daniela Ruelas Acosta; Simran Narula

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Forced Eviction Impact Assessment: A Framework for South-Asian Megacities

(Published under SRP annual program proceedings)

Abstract

This paper examines the context of urban informalities and forced eviction in South Asian megacities of India and Bangladesh. According to UN-Habitat, 42 million people faced forceful eviction by 2011 and every year over 2 million people are forcefully evicted worldwide. As per the estimates, more than 60% of the increase in the world's urban population over the next three decades will be witnessed in the global south giving rise to grave concerns regarding inadequate resources for urban planning and housing, and lack of access to amenities and infrastructure. Adequate housing is a human right for people regardless of their gender, class, income and nationality. The research studies the theoretical frameworks of forced eviction methodologies and impact assessment, finding them to be ill-suited to the South Asian context due to the high cost and manpower associated with these interventions and offer a bespoke, multilateral framework for assessing the immediate impact of forced eviction in urban areas of South Asia. Furthermore, the parameters are also proposed to capture the socio-economic-psychological impact of forced eviction in slums in the South Asian urban context.

Keywords - Forced eviction, impact assessment framework, socio-economic-psychological impact, South Asian megacities

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The Effects of Language Barriers on the Education of Syrian Refugee Children Living in Turkish and Lebanese Host Communities

(Published under SRP annual program proceedings)

Abstract

After arriving in their new host country, too many children face a cultural and language shock that limits their education prospects, increasing dropout rates. Hence, there is a need for holistic education systems that accommodate refugees' linguistic needs. This research paper discusses the long-term consequences of language barriers in refugee children's personal development. When evaluating refugee children's access to education through the implemented strategies in Lebanon and Turkey, this paper bases its judgment on the Inter-agency Network for Education in Emergencies (INEE) Framework for Education in Emergencies. The research concludes that the implemented strategies encourage language barriers that limit children's access to education entirely. Moreover, the research suggests that teaching refugees in a foreign language damages their identity and could lead to an identity crisis. Hence, access to education in Turkey and Lebanon is not only a question of protection of identity but the protection of a fundamental human right to access education.

Author: Maria Theresa Villatoro

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E-Learning as an Alternative for Continuous Education in Conflict and Crisis

(Published under SRP annual program proceedings)

Abstract

Education for all is a fundamental human right. Therefore, it is meant to be placed as one of the important immediate concerns during conflicts to ensure its continuous delivery. In this article, e-learning is proposed as an alternative platform for education provision during conflict and crisis situations using Syria as an empirical case study. The research focuses on the three levels of education (primary, secondary, tertiary education) in the given context. It utilizes a Systematic Literature Review of the cases that have proven the efficacy of e-learning in conflict and crisis situations. Our research revealed that universities are the institutions influenced by the attacks the most (41.2%), followed by high schools and colleges (16.5%), whereas secondary and middle schools (17.5%), and primary and elementary schools (12.1%) take the lower positions. The works of the NGO World Refugees School (WRS), which uses digitized textbooks and E-learning platforms to educate displaced students, explicate the importance of e-learning since it can provide a safer environment for students of all ages and classes and safer communication in areas of conflict.

Keywords: E-learning, Education, Conflict (crisis), Syria.

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Refugee Children in Pakistan: A Mental Health Perspective (Policy Paper)

(Published under SRP annual program proceedings)

Abstract

Millions of refugees are abiding in the grounds of Pakistan due to forced displacement from their country of origin. Approximately half of the refugees are children, that is, young people who had to leave their homes, their family circles, their lands, their places of protection and affection and their identities. The impacts of this abrupt change in their lives are multiple, and the migratory journey is often traumatic and permeated by violent situations, extreme poverty, malnutrition, and hunger. Furthermore, the lack of access to basic health and education services makes these young people even more susceptible to easily preventable diseases. As a result of all this painful process and the consequent feeling of uncertainty about the future, these children can have their mental health severely affected and suffer from numerous psychological problems, such as post-traumatic stress disorder, depression, anxiety, deprivation of sleep and other emotional and behavioral disturbances. As a way to pay special attention to the mental health of these children and find solutions to the complex and alarming current scenario of migration crisis, this paper aims to scrutinize the existing policies for refugee children, compare policy options and provide potential implementable policy considerations to safeguard the psychological status of these children, once they are in situations of serious vulnerability and exposed to extreme violence. This paper will follow a qualitative and quantitative approach to collect responses from experts in the field of psychology and also rely on bibliographical sources

Keywords: Refugee children; mental health.

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What the South Asian Regional Refugee Framework Can Look Like: Lessons to Learn from the LAC Region

Abstract

The absence of an effective refugee protection regime in South Asia has defined the refugee crises in the region, rendering them relatively more intricate than the refugee crises in other parts of the world. Firstly, the authors take an insight into the possibilities and scopes of a regional refugee framework in the region. We study the case of the Latin America and the Caribbean (LAC) region and the Cartagena Declaration due to the regional similarities that the two regions have. Secondly, we draw from the lessons that can be adopted from the Cartagena Declaration of the LAC region for a South Asian regional refugee framework. **Keywords:** Effective refugee protection, South Asia, LAC, human rights, modern geopolitics

Keywords: Effective refugee protection, South Asia, LAC, human rights, modern geopolitics

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