

# Joint Berlin-Jerusalem Post-Doctoral Fellowship Program

Confidential information

**Ervjola Selenica**

Application number: joint-postdocs-5319

## Core Data

**Contact Address:** Via Zamenhof 5, 40137, Bologna, Italy

**Email:** ervjola.selenica@gmail.com

**Field of Research:** Social Sciences

**Title of Research Proposal:** Between coexistence and radicalization: Education in Intractable Conflicts, Divided Societies and State (Trans)Formation

**PhD University:** University of Trento

**Year of PhD:** 2016

**Current Institution:** University of Sussex

**Year of Award:**

**Recommendation 1, First Name(s):** Roberto

**Recommendation 1, Last name:** Belloni

**Recommendation 1, Institution:** University of Trento

**Recommendation 2, First Name(s):** Neophytos

**Recommendation 2, Last Name:** Loizides

**Recommendation 2, Institution:** University of Kent

**Endorsement FUB, first name(s):** Markus-Michael

**Endorsement FUB, last name:** Müller

**Endorsement HUJI, first name(s):** Zvi

**Endorsement HUJI, last name:** Bekerman

## Upload Area

1.:

## Uploaded Files

Figure 1: Project Proposal and time plan, 1 (2018\_01\_31\_1517398086.pdf)

Ervjola Selenica - Project Proposal

*Joint Berlin - Jerusalem Postdoctoral Fellowship*

**Between coexistence and radicalization:  
Education in intractable conflicts, divided societies and state (trans)formation**

Building a national education system is historically key to processes of state formation, and therefore a cornerstone for post-conflict reconstruction, statebuilding and peacebuilding. Since the 1990s, the post-Cold War global order has been beset by increasingly asymmetrical warfare, where the distinction combatants/civilians is often blurred. As a result, schools and universities are caught between insurgencies and counterinsurgency. At the same time, since the 9/11 attacks the relationship between education and conflict has become an increasingly debated issue in both policy and scholarly circles: education is usually identified as a strategic sector for intervention strategies that address the security-development nexus. More recently, education has become the frontline for securitized, often militarized responses to radicalization, violent extremism and terrorism: a complement to counter-insurgency efforts especially in conflict settings and during post-war reconstruction.

While there is widespread recognition of the impact of both violent conflict and peacebuilding on education (and *vice versa*) there remains a conspicuous research gap in the fields of development/aid assistance and peacebuilding regarding the social roots of radicalization, and the role of education *vis-à-vis* ethno-cultural and religious pluralism. Likewise, a gap can be detected with regard to how education negotiates, mediates and (re)produces difference through processes of othering, in particular in (de/counter-)radicalization strategies. Studying the relationship between education and conflict in polities that (have) emerge(d) from armed conflict offers a chance to better understand how states are reformed, deformed and transformed in today's international politics.

The present study project focuses on how education operates in contexts where sovereignty either is marked by intractable conflict or emerging from it, often through international assistance. It aims to shed light on the reconfiguration of state-society relations during processes of contested statehood. The project explores emerging discourses and practices that link education to de-/counter-

Figure 2: Project Proposal and time plan, 2 (2018\_01\_31\_1517398086.pdf)

radicalization/violent extremism and counter-terrorism, seeking to grasp how fundamental categories related to social, ethno-cultural and religious difference are mediated, negotiated and (re)produced in the context of a broad effort at shaping and protecting society. After reviewing the historical unfolding of the relationship between education, the state and the nation, I focus on how education is used in contested state formation processes in two intractable conflict cases whose nature and historical unfolding is rather different: Kosovo and Israel/Palestinian territories. Additionally, to take stock of historical changes and variations, I will use the Cyprus conflict as control case, where a consolidated literature on education and conflict in sharply divided societies is available.

#### **STATE OF THE ART**

While in the early 2000s the debate on education and conflict emphasized the ‘negative face’ of education in fostering armed conflict and vice versa, by the 2010s scholarly and policy attention shifted toward the role of education in peacebuilding, seeking to identify conditions under which education could have a transformative role and contribute to the building of sustainable and durable peace. In a third, more recent phase often marked by emphasis on diffuse ‘terror threats’ (e.g., jihadism in the era of al-Qaeda and Daesh), a focus on education as an important policy sphere for radicalization and de-radicalization programs has emerged.

Post-conflict education reform has long been regarded as part of the wider process of building institutions and establishing a lasting peace in conflict-affected areas. Education is a long-term process with clear links to wider processes of identity formation, nation and state making. In a situation where society is deeply divided, it represents a crucial challenge for statebuilding, and a potential contributor to broader processes of social change, cohesion and peace formation.

However, the field of education is significantly overlooked in both mainstream and critical scholarship on peacebuilding and statebuilding: sometimes evoked, the nexus between education reform and processes of peacebuilding/statebuilding proves to be empirically elusive, and is typically glossed over or omitted. Moreover, the education-difference nexus in conflict-affected political orders is little (if at all) investigated, in spite of the fact that: 1) the management of difference lies at the heart of

Figure 3: Project Proposal and time plan, 3 (2018\_01\_31\_1517398086.pdf)

contemporary peacebuilding endeavors and might be at the root of conflict causes; and 2) education is a crucial arena where difference is produced, mediated and negotiated/contested (Avruch 2003). Various processes associated with globalization and international statebuilding challenge the recognition of the crucial role of education in processes of state formation, especially where one would expect such a recognition to take center stage – that is, in presence of demographic pressure (i.e., ‘youth bulge’), and conflict-induced fragilities. The state has in recent years partially retreated from playing a central role in education, while the latter is increasingly seen as a service that responds to market dynamics often leading to private or public-private provision. In countries affected by violent extremism, from the Sahel to Central Asia, and where the pillars of the modern state – beginning with national secular education – are challenged, one may expect this trend to be reversed due to political stability concerns.

#### **AIM AND RESEARCH QUESTIONS**

By investigating how social, ethno-national and cultural-religious identity is negotiated, mediated and (re-)produced in and through education, the project aims to shed light on the shaping of political orders and often competing projects that define state-society relations. It looks diachronically and genealogically at different competing state formation processes and practices of contested sovereignty as well as different types (and generations) of intractable conflicts. For this purpose, discourses and practices addressing radicalization, violent extremism and terrorism within a hybrid governance of education will be specifically examined and analyzed.

The project aims to contribute to the development of a critical research agenda where several research threads intersect: among them, research on education, conflict and peacebuilding (Novelli et al. 2017), critical peace education (Bekerman et al. 2009), statebuilding/state formation and international interventions (de Guevara 2012; Moe and Müller 2017), cultural studies (Hall 1997), radicalization (Neumann 2003, Kudnani 2012, Heath-Kelly et al. 2014) and critical terrorism studies (Jackson 2015). The project looks at education as a field in which different, often multiple social projects and political worldviews clash and compete in ways that are mechanistically predetermined. The main research questions are:

Figure 4: Project Proposal and time plan, 4 (2018\_01\_31\_1517398086.pdf)

- How is difference mediated, contested and (re-)produced through education in intractable conflicts?
- What is the role of international assistance/conditionality in these processes?
- How are radicalization, violent extremism and terrorism addressed in education in divided societies?
- How does the evolving role of education reflect ongoing reconfigurations of state-society relations?

My working hypothesis is that while education budgets are cut, prioritization of education in policies of countering violent extremism (CVE) and de-radicalization may deepen social and political conflicts, expose education to attacks, and work as catalysts of competing political projects that tend to eclipse its transformative social potential. The sphere of education, be that formal state programs or specific CVE initiatives, incorporates and reflects social conflicts. Variation in the degree of securitization in the sphere of education allows to understand how state(hood) is challenged and how it is changing. Demographic pressure, elusive economic growth and state retreat from education are not alien to violent contestation of state secularism in the education sphere.

#### **RESEARCH DESIGN AND METHODS**

Combining the analytical frameworks of cultural political economy and conflict analysis allows the project to unravel education's embeddedness within broader social and political structures, relations and practices. Social justice and social change frameworks serve as broader conceptual lenses against which the relation between education, peacebuilding and state formation is investigated and analyzed around issues of representation (political), recognition (cultural), and redistribution (economic) (Fraser 1995). The project rests upon the epistemological and ontological foundations of critical realism (Kurki 2008) and it is indebted to critical theory in its adopting critique as the basis for social change. Its methodological framework is qualitative, comparative and case-study based. Empirical investigation makes use of interviews and textual analysis. Cases are selected through the categories of intractable conflicts and divided societies as well as by allowing a varying degree of hybridity (national <>

Figure 5: Project Proposal and time plan, 5 (2018\_01\_31\_1517398086.pdf)

international) in the governance of education reforms, as well as in the type of de-radicalization and CVE initiatives undertaken in the education sphere.

In overall terms, the project is informed by the attempt to transcend 'methodological nationalism' that frames much of the current research in education studies, acknowledging that education and the state are constructed and constrained by a range of (global and transnational) structures, institutions and agents that work in, out and beyond the nation-state (Dale and Robertson 2009).

The research will be based on primary and secondary sources and it will be developed into two phases. Firstly, it will involve an in-depth literature review that will highlight knowledge and research gaps, identify relevant education initiatives, analyze evaluation/policy reports and other official documents. Secondly, data collection will combine desk review and in-country data collection through a period of fieldwork research for each of the two case studies, which will involve individual semi-structured interviews with relevant local and international stakeholders in Pristina and Jerusalem. Additional field interviews will be conducted along transnational links – for example in Tetovo (Republic of Macedonia), whose education institutions, both those nation-oriented and those that were internationally brokered, are paramount for the Albanian/Kosovo question on a regional level. Similar transnational/regional threads will be followed in the Israeli and Palestinian case.

Questions will be framed not only by deductively and consistently deriving them from primary research questions, but also by fine-tuning them according to the specificity of each case study, and each informant and stakeholder profile. Drawing on my previous fieldwork research experience, I will carry out interviews with the highest regards to the privacy and informed consent of the interviewees. Triangulation of sources and data will be used whenever possible as a mechanism for ensuring robustness, validity, and quality of the research. Questions will be addressed by a number of angles ensuring inclusion of different perspectives. Triangulation will take place in terms of contrasting responses of different actors and in terms of using different data sources and methods of collection (e.g., interviews, in-person and digital focus groups, context and discourse analysis, quantitative datasets).

The approach taken to identifying interviewees will differ according to the context and their own profile. In most cases nonetheless, research participants will be identified through their professional profile. The main target groups are key major international and national stakeholders: representatives

Figure 6: Project Proposal and time plan, 6 (2018\_01\_31\_1517398086.pdf)

from the World Bank, UNICEF, UNESCO, other UN agencies, bi-lateral donors, government officials (especially within ministries of education), university/school administrators, political parties leaders and NGO/civil society representatives. In terms of research participant safety, I am a member of the European International Studies Association, participating in its initiatives to promote and defend a free space for research (forthcoming Pan-European conference, Prague 2018). The following basic steps will be taken:

- interviewees will be interviewed in the location of their choosing;
- all interviews will occur in public spaces or, in the case of officials, in their offices;
- all interview notes will be rendered into anonymized formats as soon as possible and safely stored, to ensure that individual interviewees, unless specifically requested, cannot be identified.

In some of the case study areas, groups may be deemed 'vulnerable' because of the political situation. This will depend very much on context. A red line not to cross for the project is the placing of research participant (i.e. respondents, facilitators, translators, etc.) in danger. Individuals from minority groups would be interviewed in territory deemed safe for them.

#### **TIME PLAN**

A Joint Post-doctoral Fellowship for the next 24 months at the Freie Universität Berlin and the Hebrew University of Jerusalem, would provide me with the opportunity to further explore and cross the borders between International Relations, International Development, Education Studies and Critical Security Studies, channeling this effort towards the completion, by the end of the project, of a book monograph on education, difference and de-radicalization in intractable conflicts, divided societies and state formation processes. More generally, it would give new inputs and breath to my longer-term research agenda focusing on the evolving role of education in the security/development nexus.

Through a Joint Post-doctoral Fellowship I expect to be involved in a scholarly community where theory-based and empirically-driven research initiatives in the fields of international relations, critical peace education and security are closely interwoven, and my conceptual scaffolding in peace, conflict

Figure 7: Project Proposal and time plan, 7 (2018\_01\_31\_1517398086.pdf)

and education studies can be consolidated. More specifically, I see strong convergence between my research interests and the research agendas of both prof. Markus-Michael Müller at the Freie Universität Berlin and prof. Zvi Bekerman at the Hebrew University of Jerusalem.

I have envisioned a dissemination plan that will reinforce both my publication record and my participation in international partnerships and collaborations. During the first year of the fellowship (months 1-12) at the Freie Universität Berlin, I plan to submit at least 2 articles to peer-reviewed academic journals and a book proposal, while devoting time to data collection for my case studies. During the second year (months 13-24) at the Hebrew University of Jerusalem I plan to submit at least 1 article to a peer-reviewed academic journal and complete the monograph, the overall aim being the consolidation of a research agenda and academic path that combines IR, international development, critical peace educational studies and critical security studies.

To reinforce my publication record, I aim to use both conventional and innovative means of dissemination: thus, I plan to convene and participate in seminars and workshops to present interim results, while at the same time making use of research notes, blog posts and micro-blogging to strategically share, target and involve. IR/Education Studies Journals are the relevant outlets to publish the research findings – among which the European Journal of International Relations (EJIR); Journal of International Relations and Development; Globalisation, Education and Societies; Peacebuilding – as well as journals that publish in the field of Area Studies. I aim to submit my monograph to the Routledge Studies in Intervention and Statebuilding.

As a founding member of the Steering Committee of the *Network for Research in Education, Conflict and Emergencies* based at the University College London, and being a 2018 convenor of EISA (European International Studies Association) Pan-European Conference (Section 14 “Everyday practices of counter-radicalization and countering violent extremism. Governing the radical through power, knowledge, economy and routine”), I will actively take part in ongoing debates within networks of scholars and research institutions engaged in similar studies – e.g., the Centre for International Education and the Sussex Centre for Conflict and Security Research at the University of Sussex – and actively contribute to the creation of new linkages with other research institutions across Europe – i.e., the Peace Research Institute Oslo (PRIO), Norwegian Institute of International Affairs (NUPI),

Figure 8: Project Proposal and time plan, 8 (2018\_01\_31\_1517398086.pdf)

Sciences Po Bordeaux, the Albanian Institute for International Studies, Nottingham Trent University, the University of Warwick and – in Italy, the University of Trento, and the Sant’Anna School of Advanced Studies – also with a view to developing new research projects and participating in collaborative research bids.

### Work Schedule

The two-year research plan can be visualized as the following:

Period	I Q.	II Q.	III Q.	IV Q.	V Q.	VI Q.	VII Q.	VIII Q.
<b>Activity</b>								
Literature Review/Desk Research								
Fieldwork Research Kosovo								
Networking/Dissemination								
Fieldwork Research Israel/Palestine								
Working on Publications								

Q. = Quarter

I Q. = Sept. – Nov. 2018

II Q. = Dic. 2018 – Feb. 2019

III Q. = Mar. – May 2019

IV Q. = Jun. – Aug. 2019

V Q. = Sept. – Nov. 2019

VI Q. = Dic. 2019 – Feb. 2020

VII Q. = Mar. – May 2020

VIII Q. = Jun. – Aug. 2020

### REFERENCES

- Bekerman, Z., McGlynn, C., Zembylas, M. and Gallagher, T. [eds.] (2009). *Peace Education in Conflict and Post- Conflict Societies. Comparative Perspectives*. New York: Palgrave Macmillan
- Dale, R. and Robertson, S. (2009) “Beyond methodological ‘ism’ in comparative education in the era of globalisation”, in A. Kazamias and R. Cowen (eds), *Handbook on Comparative Education*. (Netherlands: Springer): 19-32
- De Guevara, B. B. (ed) (2012). *Statebuilding and State-Formation: The Political Sociology of Intervention*. (London, UK: Routledge)
- Hall, S. (ed.) (1997). *Representation: Cultural Representations and Signifying Practices*. London: Sage Publications: 1-29
- Fraser, N. (1995). “From redistribution to recognition? Dilemmas of justice in a ‘post-socialist’ age,” *New Left Review* I (212): 68-93

Figure 9: Project Proposal and time plan, 9 (2018\_01\_31\_1517398086.pdf)

- Jackson, R. (2015). "The epistemological crisis of counterterrorism," *Critical Studies on Terrorism* 8(1): 33-54
- Kudnani, A. (2012). "Radicalisation: The Journey of a Concept," *Race and Class* 54 (2): 3-25
- Kurki, M. (2008). *Causation in International Relations. Reclaiming Causal Analysis*. (Cambridge: Cambridge University Press)
- Moe, L.W. and Müller, M.M. [eds.] (2017). *Reconfiguring Intervention. Complexity, Resilience and the 'Local Turn' in Counterinsurgent Warfare*. London: Palgrave Macmillan
- Neumann, P.R. (2003). "The trouble with radicalization," *International Affairs* 89 (4): 873-893
- Novelli, M. Lopes Cardozo, M.T.A and Smith, A. (2017). "The 4Rs framework: analysing the contribution of education to sustainable peacebuilding in conflict-affected contexts," *Journal of Education in Emergencies* 3(1)
- Heath-Kelly, C., Jarvis, L. and Baker-Beall, C. (2014) *Counter-Radicalisation: Critical Perspectives* (Abingdon: Routledge).

Figure 10: Curriculum Vitae including list of publications, 1 (2018\_01\_31\_1517399665.pdf)

## **Ervjola Selenica**

Birth: Vlore (Albania), 1 December 1983  
 Citizenship: Albanian and Italian  
 Legal residence: Via Zamenhof 5, 40137, Bologna  
 E-mail: ervjola.selenica@gmail.com

### **EDUCATION**

- 2016 **PhD in International Studies – University of Trento.** (1<sup>st</sup> year passed with distinction; Maternity leave August 2014-September 2015; awarded ‘Best PhD Student in International Studies 2015-2016’.)
- 2016 **Diploma in Peace and Conflict** – following 3 years of membership with the Research School on Peace and Conflict, **PRIO, University of Oslo, Norwegian University of Science and Technology**, Oslo.
- 2008 **Master of Science** in International Development Studies, *cum laude* – **University of Amsterdam.**
- 2006 **BA** in International Relations and Political Science – **University of Bologna.**

### **AFFILIATIONS**

- Centre of International Education, University of Sussex**, Visiting Research Fellow 2017-2020
- Department of Sociology and Social Research**, University of Trento, Visiting Research Fellow 2017-18

### **RESEARCH CONSULTANCY AND PROFESSIONAL EXPERIENCE**

- July 2016 – September 2017: Researcher, **Kosovo Foundation for Open Society**, Pristina.
- August – September 2013: Researcher, Democracy Support and Election Coordination Group of the European Parliament to **FRIDE**, Madrid.
- March – May 2013: Researcher, **Global Coalition to Protect Education from Attack and UNESCO**, NY.
- March 2010 – October 2011: Project assistant/tutor, **Sant’Anna School of Advanced Studies**, Pisa.
- May – December 2009: Desk researcher/project officer. **Open Plan Consulting Srl**, Florence.
- March – August 2007: Intern. **Spark**, Amsterdam
- February – August 2007: Freelance Interpreter *Albanian / English*, **International Criminal Tribunal for the former Yugoslavia (ICTY)**, The Hague.
- October 2006 - January 2007: Intern, **PressNow**, Amsterdam and Istanbul.
- September – November 2005: Intern, **Osservatorio Balcani e Caucaso**. Rovereto.

### **ACADEMIC SCHOOLS AND SKILLS**

Figure 11: Curriculum Vitae including list of publications, 2 (2018\_01\_31\_1517399665.pdf)

November 2016 - PhD Seminar "Critique", with Dr. Nina Boy and Dr. Kristin Asdal, PRIO, Oslo.

October 2013 - PhD Seminar "Research Methods in Critical Security Studies", with prof. Mark Salter and prof. J. Peter Burgess, PRIO, Oslo.

May 2013 - PhD Seminar "Qualitative Methods and the Study of Civil War", with prof. Jeffrey T. Checkel, PRIO, Oslo

June 2012 - INCORE Summer School "Evaluation in Conflict-Prone Settings," University of Ulster, Derry, North Ireland (18-23 June), organized and co-ordinated by Dr. Kenneth Bush.

March 2010 - Spring Training School "Open Scholarly Communities on the Web: Theory and Practice", COST A32 and Facoltà di Scienze Politiche, University of Pisa.

August 2007 - Intensive Crash Course in Research Methodology, University of Amsterdam.

#### **AWARDS AND MEMBERSHIPS**

March 2017 – Best PhD Student, School of International Studies 2015-2016, University of Trento

January 2017 – Funding of 3,650 Euro awarded by the European International Studies Association (EISA) for co-organizing the workshop "Dissecting the radical: knowledge production and policy-making through the de-radicalisation prism", EISA Young Researchers' Workshop, EISA Conference, Barcelona, September 12, 2017

September 2015 – Bursary awarded by the Bursary Committee and UKFIET Trustees for attending the UKFIET International Conference at the University of Oxford, covering conference fee and travel expenses.

2011-2014 – 3-year scholarship, Ministry of Education and Research for doctoral studies at the School of International Studies, University of Trento.

2013- ongoing: *Network for Research in Education, Conflict and Emergencies – University College London*  
Founding member, Steering Committee

2011-2015 – ESRC 1+3 Quota Award, Economic and Social Research Council (UK). Admitted to PhD program, Dept. of Education, *University of Sussex*. The award consisted of a 4-year scholarship covering all academic fees during the doctoral programme (*declined*)

*IB groep* study grant 2007-2008 for MSc in International Development Studies, University of Amsterdam

#### **TEACHING**

Lecture on "International Statebuilding Interventions and Post-conflict Education," for the MA in Global Governance of Education and Conflict, School of Education and Social Work, **University of Sussex** (Brighton, March 19<sup>th</sup> 2018)

Lecture on "Post-conflict Education between Statebuilding and Peacebuilding," for the BA in Education, Peacebuilding and Conflict, School of Education and Social Work, **University of Sussex** (Brighton, March 19<sup>th</sup> 2018)

October – November 2017

Figure 12: Curriculum Vitae including list of publications, 3 (2018\_01\_31\_1517399665.pdf)

Teaching Module “International Intervention between Humanitarianism and *Realpolitik*: Contemporary Challenges for Peacebuilding and Statebuilding,” for BA in International Studies, Department of Sociology and Social Research, **University of Trento** (12 hrs, October 9<sup>th</sup> 2017 – November 13<sup>th</sup> 2017)

Lecture on “Attacks on Education Systems: Reviewing the Evidence,” for the MA in International Education and Development, School of Education and Social Work, **University of Sussex** (Brighton, March 16<sup>th</sup> 2015)

Lecture on the “Right to Education: International Perspectives,” for the BA in Childhood and Youth: Theory and Practice, School of Education and Social Work, **University of Sussex** (Brighton, March 16<sup>th</sup> 2015)

Module on “Civil Society in Kosovo”, Pre-deployment Course Kosovo, ENTRI’ framework **Sant’Anna School of Advanced Studies** (Pisa, 22 May-25 May 2012)

Module on “Civil Society in Kosovo”, EULEX-Kosovo Mission-Specific Pre-deployment Training, ENTRI’ framework – **Sant’Anna School of Advanced Studies** (Pisa, 30 June-3 July 2011)

## **PUBLICATIONS**

“Crafting Exclusive Nations? The Role of Education in Post-war Kosovo,” in I. Armakolas, Demjaha, A., Elbasani, A., Schwandner-Sievers, S., Skendaj, E., Tzifakis, N. (eds.) *Statebuilding in Post-Independence Kosovo: Policy challenges and societal considerations*. Kosovo Foundation for Open Society. Pristina: Kosovo, 2017: 95-111

Review of *From Class to Identity: The Politics of Education Reform in Former Yugoslavia*, by Jana Bacevic, Central University Press, 2014, in Special Issue “Free to think, free to research: challenges to academic freedom in the context of contemporary global politics,” *Inter-disciplinary Political Studies Journal*, 3(1), December 2017: 231-235

*New States Challenged: Education, Peacebuilding and Statebuilding in Post-conflict Kosovo and East Timor*, Doctoral thesis, University of Trento, 2016

“Protecting Higher Education from Attack” (with M. Novelli) in *Education Under Attack 2014*, Global Coalition to Protect Education from Attack and UNESCO, 2014

“Nationalism and Civil Society Organizations in Post-Independence Kosovo” (with F. Strazzari) in V. Bojicic-Dzelilovic, J. Ker-Lindsay and D. Kostovicova (eds.) *Civil Society and Transitions in the Western Balkans*. London: Palgrave Macmillan, 2013

“Kosovo general elections,” in *International Commentary ITPCM*. Pisa, December 2010

“Dilemmas and Challenges in post-independence Kosovo,” in *International Commentary ITPCM*. Pisa, March 2008

## **FORTHCOMING PUBLICATIONS**

“Education and State Formation in Post-war Kosovo: Between Nationalism and Multiculturalism,” accepted for publication in special issue edited by Elbasani, A. and Lervad Grasten, M., *Journal of Southeast European and Black Sea Studies* (Spring 2018)

Figure 13: Curriculum Vitae including list of publications, 4 (2018\_01\_31\_1517399665.pdf)

"Allargamento europeo, radicalizzazione e giovani nei Balcani Occidentali" in R. Colletti (eds.) *Il processo di Berlino e l'allargamento dell'UE ai Balcani sud occidentali: il ruolo della società civile*. Roma: Donzelli (April 2018)

#### **UNDER PREPARATION**

"Dissecting the Radical: Knowledge Production and Policy-making Through the (De-)Radicalization Prism," special issue with Alessandra Russo and Christopher Baker-Beall, proposal submitted to the Journal *Critical Studies on Terrorism*

#### **INTERNATIONAL CONFERENCES AND WORKSHOPS**

"Everyday Practices of 'Counter-Radicalisation' and 'Countering Violent Extremism': Governing the Radical through Power, Knowledge, Economy and Routine", co-chair of EISA Section, 12<sup>th</sup> Pan-European Conference on International Relations, Prague, September 12-15, 2018

"The Global Governance of Protecting Higher Education from Attack: Successes and Limitations," co-authored with Mario Novelli, International Studies Association Conference, San Francisco, USA, April 4-7, 2018

"The Knowledge Production on Radicalisation across Scholarly and Policymaking Discourses and Practices", co-authored with Alessandra Russo, International Studies Association Conference, San Francisco, USA, April 4-7, 2018

"Dissecting the radical: knowledge production and policy-making through the de-radicalisation prism", co-convenor of EISA Young Researchers' Workshop, EISA Conference, Barcelona, September 12, 2017

"Education as a battlefield in the war against radicalisation and terrorism: from radical to radicalised education," EISA Young Researchers' Workshop, EISA Conference, Barcelona, September 12, 2017

"Negotiating difference through the politics of education reform in post-conflict Kosovo," paper presented at the Workshop 'Peacebuilding and the Politics of Difference,' Centre for Global Cooperation Research, University of Duisburg-Essen, June 26-27, 2017

"Education and peacebuilding in Timor-Leste: negotiating the process, unravelling local agency", UKFIET International Conference on Education and Development, Oxford September 15-17, 2015

"Making the State and Crafting the Nation: The Role of Education in Post-War Kosovo", ECPR Graduate Conference Innsbruck July 2-5, 2014

"Critical studies in education, conflict and peacebuilding: Building a network of activists/scholars", co-convenor of pre-conference workshop, CIES Annual Conference, Toronto March 9-15, 2014

"New State, Old Challenges: Building Education and Peace in Post-war Kosovo", CIES Annual Conference, Toronto March 9-15, 2014

#### **LINGUISTIC SKILLS**

*Albanian*, mother tongue  
*Italian*, advanced, *bilingual*  
*English*, advanced, spoken and written  
*French*, basic, good passive knowledge  
*Spanish*, basic, good passive knowledge

#### **IT SKILLS**

Excellent working knowledge of Office packages (Windows and OS Mac);  
 good working knowledge of SPSS, social media dissemination

Figure 14: Recommendation Letter 1, 1 (2018\_01\_31\_1517399732.pdf)



UNIVERSITÀ DEGLI STUDI  
DI TRENTO

---

**Dipartimento di Sociologia e Ricerca Sociale**

To: The Dahlem Research School, Freie Universität Berlin

**Letter of Reference for Ervjola Selenica**

Dear Colleagues,

I write in support of Ervjola Selenica's application for the Joint Berlin-Jerusalem Post-Doctoral Fellowship at Freie Universität Berlin and the Hebrew University of Jerusalem.

I have known Ervjola since she began her PhD studies at the School of International Studies - University of Trento (Italy), where I teach courses in international organization, statebuilding, and political development. During her coursework I had an opportunity to appreciate her sound and solid academic preparation. In my classes she always contributed to the discussion in an intelligent and inquisitive way, always engaging constructively with both her peers and myself.

Acting as her dissertation supervisor, I have appreciated the way she has responded to the many challenges presented by her ambitious research project. She has developed her work with both perseverance and rigor. She defended her dissertation and received her PhD degree in August 2016 for which she was awarded the Best PhD Student Prize in International Studies for the academic year 2015-2016.

Ervjola's research is interesting from both a practical and a theoretical perspective. Her doctoral work focused on the ways in which international actors shape national education systems in states emerging out of armed conflict, seeking to identify the conditions under which these education systems can be conducive to the consolidation of peace. She compared two recent cases of extensive statebuilding and peacebuilding interventions - Kosovo and East Timor. Extensive fieldwork in both states allowed her to collect interesting and first hand material – which is indispensable to shed light on the often-overlooked nexus between education, conflict and peace. Overall, Ervjola's research promises to contribute in a significant manner to the scholarly knowledge on this topic, and possibly to influence the current policy approach to the matter.

The present Joint Berlin-Jerusalem Post-Doctoral Fellowship represents a coherent follow-up of her doctoral work while further expanding it. In my view, Ervjola has all the necessary intellectual skills, as well as academic training, to fully contribute as a post-doctoral fellow. She has the key academic attributes such as a sharp and critical intellect, sharp data analysis

Figure 15: Recommendation Letter 1, 2 (2018\_01\_31\_1517399732.pdf)



UNIVERSITÀ DEGLI STUDI  
DI TRENTO

---

**Dipartimento di Sociologia e Ricerca Sociale**

and analytical skills, and strong and clear writing skills. In the future, Ervjola promises to become an established scholar. In sum, I think that her academic preparation, her inquisitive attitude and remarkable work habits will support her in contributing constructively and successfully to the work of both the Freie Universität Berlin and the Hebrew University of Jerusalem. I have full confidence in her, and thus recommend her application without any reservations.

Thank you for your attention and time. Please do not hesitate to contact me, should you have any questions.

Yours Sincerely,

A handwritten signature in black ink that reads "Roberto Belloni".

Roberto Belloni  
Full Professor of International Relations  
Department of Sociology and Social Research  
University of Trento  
Telephone: (+39) 0461 281 422  
Email: [roberto.belloni@unitn.it](mailto:roberto.belloni@unitn.it)

Figure 16: Recommendation Letter 2, 1 (2018\_01\_31\_1517426498.pdf)

To: The Dahlem Research School, Freie Universität Berlin

**Letter of Reference for Ervjola Selenica**

Dear Committee

I am writing to recommend Ervjola Selenica for the Joint Berlin-Jerusalem Postdoctoral Fellowship Programme. In July 2016, I was the external examiner for Ervjola's PhD thesis, for which she was awarded the Best PhD student in International Studies Prize. As such, I believe I am well placed to comment on her ability to undertake this position.

Given the focus of the fellowship, Ervjola's research would make a good fit for both the Free University of Berlin and the Hebrew University of Jerusalem. Her PhD research focused on education reform, peacebuilding and statebuilding in post-conflict, peripheral contexts, combining political economy with conflict analysis. Her current research further explores the relationship between education, difference, de-radicalization in intractable conflicts and divided societies. By doing so, she seeks to combine and develop an interdisciplinary research perspective on international studies, education and critical security studies. Her interdisciplinary research background would be a strength for participating in research seminars and events in both universities.

Having worked at the intersection of research, policy and practice, Ervjola also brings a practical dimension to her research which is beneficial also for teaching. With many students studying development, conflict, governance and education aiming to move into practice, there is much to gain from Ervjola's engagement with policymakers and practitioners, in particular her consultancy experiences with UNESCO, the Global Coalition to Protect Education from Attack, the European Parliament, the Open Society Foundation among others. Such experiences has also provided her with the skills to convey complex concepts and dynamics in different ways. Her previous academic and professional background would make her ideal for the Joint Berlin-Jerusalem Postdoctoral Fellowship Programme.

Please do not hesitate to contact me for further reference.

Yours Sincerely,

Neophytos Loizides

Professor of International Conflict Analysis  
Politics and International Relations  
University of Kent  
Telephone: +44 (0) 1227 (82) 7457  
Email: [N.Loizides@kent.ac.uk](mailto:N.Loizides@kent.ac.uk)

Figure 17: Endorsement Letter FUB, 1 (2018\_01\_31\_1517399805.pdf)



Freie Universität Berlin, ZI Lateinamerika-Institut  
Rüdesheimer Str. 54 – 56, 14197 Berlin

**Zentralinstitut**  
Lateinamerika-Institut  
- Politikwissenschaft -  
Prof. Dr. Markus-Michael  
Rüdesheimer Str. 54 - 56  
14197 Berlin

Telefon: +49 30 838-59094  
Fax: +49 30 838-459094  
E-Mail: [muellerm@zedat.fu-berlin.de](mailto:muellerm@zedat.fu-berlin.de)  
Internet: [www.fu-berlin.de](http://www.fu-berlin.de)

Berlin, 25.01.2018

### **Joint Berlin-Jerusalem Postdoc Fellowship Program**

**Applicant:** Dr. Ervjola Selenica

I am very glad to support Dr. Ervjola Selenica's application for the Joint Berlin-Jerusalem Postdoc Fellowship and supervise her at the ZI Lateinamerika-Institut, Freie Universität Berlin. Dr. Selenica was awarded her PhD in July 2016 and has since developed a convincing publication record focusing on state formation and education. Her current proposal fits well with broader research interests and ongoing research activities in the department, exploring the ways in which education and counter-radicalisation policies intersect and how this intersection affects the production and mediation of difference and pluralism. Dr Selenica brings both an interdisciplinary and comparative focus to the field examining the evolving role of education in the development-security nexus. Her original research proposal in my view has a very strong potential to advance our knowledge on interventions and state formation in contested statehood and deeply divided societies, and has the merit to do so through the unusual policy angle of education, a sphere that is often evoked as crucial both in domestic and international politics, but on which there is relatively little study. Her project develops along with her broad range of interests, and I believe that it speaks well to her potential as researcher able to bring together theory- and empirically-derived hypotheses.

Figure 18: Endorsement Letter FUB, 2 (2018\_01\_31\_1517399805.pdf)

I would be pleased to mentor Dr. Selenica's project as it carries a critical potential for new perspectives of research collaboration around global efforts at 'Countering Violent Extremism' (CVE) as a way of shaping society and the state itself, beginning with conflict settings. This specific research field has grown significantly since 2001, spreading into a number of policy areas (education, healthcare, social care). I believe that future joint grant applications in this area have an interesting potential and could be of interest to numerous partners.

At the ZI Lateinamerika-Institut I can offer Ervjola expert project mentoring. A joint fellowship would also represent an opportunity to foster interdisciplinary collaboration and discussion with the School of Education at the Hebrew University of Jerusalem, as Ervjola's project sits between Politics, IR and Education. I would offer Dr. Selenica the same resources available for our postdoctoral fellows, including access to all departmental events and seminars.



Prof. Dr. Markus-Michael Müller

Figure 19: Endorsement Letter HUJI, 1 (2018\_01\_31\_1517402446.pdf)

האוניברסיטה העברית בירושלים  
THE HEBREW UNIVERSITY OF JERUSALEM



Friday, 19 January 2018

RE: Letter in support of Dr Ervjola Selenica for the Joint Berlin-Jerusalem Post-Doctoral Fellowship Program

Dear S/M

Through this letter I indicate my willingness to supervise Dr Ervjola Selenica post-doctoral work while at the Hebrew University of Jerusalem as part of her participation in the Joint Berlin-Jerusalem Post-Doctoral Fellowship Program.

I was first contacted by Dr Selenica a couple of years ago regarding her research interests in peace education and have sustained a dialogue with her since then. I find Ervjola's work of great interest especially in its comparative aspects and in her ongoing effort to better contextualize peace educational efforts within wider socio-political frameworks.

Her present research plan is of special interest for it touches on central problems on which I focus in my own research – the production of differences, their negotiation and mediation in education and the role education plays in supporting or weakening ethno-cultural and religious pluralism. Successfully researching these complex issues comparatively has the potential to shed light on how diverse political formations and ideological projects try to define state/citizen relations. Moreover Ervjola's proposed study is of importance for it tries to overcome academic compartmentalization which has clearly limited present research outcomes. Ervjola is not only interested in the intersection between International Relations, International Development, Education Studies and Critical Security Studies but also on the potential benefits of adopting a critical research agenda which attempts to transcend methodological nationalism and philosophical idealism.

I believe that Dr. Selenica has much to benefit from participating in the Joint Berlin-Jerusalem Post-Doctoral Fellowship Program. At the Hebrew University and under my supervision she will have ample access to multiple scholars and research groups working from different perspectives in the field of peace education, contact hypothesis, cross-cultural encounters, conflict resolution, etc. Combining these resources with the ones offered by our colleagues in Berlin with their focus on international relations and transnational politics seems to offer full support to her

בית הספר לחינוך ע"ש שלמה (סימור) פוקס

הר הצופים, ירושלים 9190501

טל': 02-5881705 | פקס: 02-5881311 | [education@savion.huji.ac.il](mailto:education@savion.huji.ac.il)

Figure 20: Endorsement Letter HUJI, 2 (2018\_01\_31\_1517402446.pdf)

stated research goals. Given her comparative approach, researching the different dimensions of the education question in Israel will be beneficial in terms of both theory-building and historical trajectory of a problematique that has in many respect global significance today. I have no doubt that her participation in the program will help consolidate her already developed research skills and intellectual orientation.

I'm looking forward to the opportunity of working with Dr Ervjola Selenica in the near future.

Cordially,



Zvi Bekerman, Ph.D.  
The Seymour Fox School of Education, Melton Center  
The Hebrew University of Jerusalem  
Jerusalem  
ISRAEL, 91905  
T + 972 2 5882120  
F + 972 2 5322211  
e-mail: [zvi.bekerman@mail.huji.ac.il](mailto:zvi.bekerman@mail.huji.ac.il)  
<http://huji.academia.edu/ZviBekerman>