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# DSAI Annual Conference 2014

Education and Conflict: How might  
Organisational Practices be improved for  
the Humanitarian Space?

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# Education & Conflict

- Why is this important? - personal & professional factors
  - Who are we? - Irish perspective as 'good global citizens'
  - Landscape of the debate
    - meta-narratives & logic positions
  - Analytical Pillars – Policy, Development, Military
  - Roadmap
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# Bridging the Gap - Assumptions

- ❑ Where is the Humanitarian Space?
  - ❑ What is the Human Security paradigm?
  - ❑ What is Humanitarian Intervention?
  - ❑ What is Responsibility to Protect?
  - ❑ What is the Comprehensive Approach?
  - ❑ What is Peacekeeping?
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# Why is this important?

- ▣ Context
    - ▣ Personal
      - ▣ Social justice
      - ▣ Education programme development
      - ▣ Doctoral researcher
    - ▣ Professional
      - ▣ Military experience
      - ▣ Overseas deployment – Afghanistan, Cote d'Ivoire
      - ▣ Research-practice gap
  - ▣ Research ambition – positive contribution to development
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# Who are we? – Irish Perspective

- Government Policy – reflects national perception of self;  
*‘For Ireland the provision of assistance and our cooperation with developing countries is a reflection of our responsibility to others and of our vision of a fair global society’ (Ireland, 2006:1)*
    - Foreign policy, Irish Aid, Defence
  - Practice – reflects manifestation of policy
    - How do we bridge the research/practice gap?
  - Capability development – professional perspective
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# Bridging the Gap – Work & Action

- Hannah Arendt (1958:179)

*'in acting....men show who they are, reveal their unique personal identities and thus make their appearance in the human world'*

- Concept of action central to engagement in the humanitarian space
  - Challenges include providing appropriate education models for effective engagement
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# What about the Landscape?

- Meta-narratives
    - Civil-military nexus
    - Nature of modern conflict
    - Human security paradigm
  - Logic positions
    - Government logic – comprehensive approach
    - Development logic – neutral humanitarians, but.....
    - Military logic – relevance - extra-military roles, peacekeepers
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# Analytical Pillars - Policy

- ▣ Policy
    - ▣ 2X MDGs focus on education
    - ▣ Goal driven agenda appeal to 'private' philanthropists
    - ▣ Investment outsourced
    - ▣ Direct link between access to education & conflict
    - ▣ Education both a contributor & mitigating factor in conflict
    - ▣ Education central gateway to human security
    - ▣ Systems perspective
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# Analytical Pillars - Development

- Research highlights the 'bleeding boundaries'
  - Interdependencies highlight differences
    - Culture, Beliefs, Organisational structure
  - Security agenda Vs development policy & practice
  - Securitisation of development
  - Politicisation of humanitarianism
  - Dissonance leading to strategic consequences
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# Analytical Pillars - Military

*'....they are often seen as, and project themselves as, the epitome of what society stands for, particularly in the sense of its traditional values' (Edmonds, 1988:52)*

*'....an important continuing element of the DF contribution overseas is in a humanitarian context. Humanitarian tasks go hand in hand with military tasks in many crisis situations'*

*'....to participate in a broad range of multi-national peace support and humanitarian relief operations'*

*'....Irish Peacekeepers often also undertake projects to contribute directly to local development.'*

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# Roadmap – Educate to address

- Dissonance between policy & practice within humanitarian space
  - Dissonance between education for and practice within humanitarian space
  - Need to 'Bridge the Gap' to translate development research into practice
  - Why?
    - Co-ordinated 'whole of government' approach
    - More effective national effort
    - Increased VFM for own citizens
    - Tangible, focused benefit for 'Indigenous Other'
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