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POLICY INSIGHTS

EDUCATION AND THE HUMANITARIAN-DEVELOPMENT- PEACE NEXUS AT 10

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ABOUT THE PROJECT

NORRAG's work on the Humanitarian-Development-Peace (HDP) Nexus provides a platform for a range of perspectives on the value – and ongoing challenges – of implementing a nexus approach in education. The HDP – or triple – Nexus emphasises the interconnections between humanitarian aid, development, and peacebuilding efforts in order to better serve affected communities; more effectively addressing and anticipating crises while also promoting sustainable development and peace. This project asks: To what extent is global action keeping up with and supporting local leadership, solutions and effectiveness, and what are ways forward in a context of increasing levels of crisis globally, and sharply reduced international funding flows?

This Policy Insights collection seeks to surface and amplify expertise from people working to support inclusive, quality education across the humanitarian-development-peace nexus. It collates contributions authored by leading experts, who provide profound yet digestible insights about local leadership in education across the HDP Nexus, and the consequences – for learners, communities, educators and policy makers – if global actors do not follow their lead. These experts provide key takeaways that trace pathways for change and transformation.

More information: www.norrageducation.org/education-and-the-humanitarian-development-peace-hdp-nexus

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ABOUT THE AUTHORS

To advance both understanding and practice of the HDP Nexus through education, NORRAG convened over 80 authors from 4 continents, half of whom are from the Global South. Their contributions examine initiatives in 34 countries and provide global overviews. Contributors include teachers, young people, education authorities, practitioners (both local to the interventions and international), United Nations organisations, coordination bodies, education networks, donors and researchers. A full list of the authors who contributed to this publication, including their biographies, can be found at the end of the publication. The publication is edited by Alison Joyner, Education in Emergencies specialist at NORRAG, and Moira V. Faul, NORRAG's Executive Director. They also introduce the publication. A foreword to the publication is provided by Laura Frigenti, Chief Executive Officer for the Global Partnership for Education.

ABOUT NORRAG

NORRAG is the Global Education Centre of the Geneva Graduate Institute and is a global membership-based network of international policies and cooperation in education and training. NORRAG's core mandate is to co-produce, disseminate and broker critical knowledge and to strengthen capacity for and with academia, governments, NGOs, international organizations, foundations and the private sector who inform and shape education policies and practice, at national and international levels. Through our work, NORRAG contributes to creating the conditions for more participatory, evidence-informed decisions that improve equal access to and quality of education and training.

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