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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 reality – and ongoing challenges – of implementing a nexus approach in education, 10 years since the term entered the policy discourse. 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 examines how the Humanitarian-Development-Peace (HDP) Nexus can inform – and has informed – education programming in diverse geographies, offering rich illustrations of the reality of implementing a nexus approach. Bringing together over 40 contributions from more than 100 authors from diverse geographies, half of whom are from the Global South, the publication sheds light on successes and ongoing challenges in practice and policy.

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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GRADUATE
INSTITUTE

NORRAG
GLOBAL
EDUCATION
CENTRE

Chemin Eugène-Rigot, 2
1202 Geneva, Switzerland
+41 (0) 22 908 45 47
norrage@graduateinstitute.ch

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