

Learning from Day 1:

Why support learning from Day 1 of an emergency?

- ‘Learning’ in EiE commonly focuses on foundational learning as a minimum, which the GEC understands as basic literacy, numeracy, and socio-emotional learning (SEL), as well as lifesaving learning.
- Learning is often not prioritized during emergencies, but it is essential for children’s development, wellbeing, and recovery.
- As guaranteed by Article 28 of the UN Convention on the Rights of the Child, **children have the right to education in any context.**
- Alarming rates of **learning poverty** were reported in the last couple of years. The GEC is identifying how to contribute to the mitigation of learning poverty through coordination.
- The GEC stresses **that learning goals must adapt to context.** The **phase, severity, and nature of the crisis** shape what learning is possible and realistic.
- The GEC developed this **Learning from Day 1** tool to guide responses from the start of a crisis. It outlines how to support children’s learning and wellbeing across different phases, adapting to the **crisis’s severity, duration, and context.**

“The knowledge my children gain in school doesn’t just help them—they also take part in family decisions during emergencies. **During the recent floods, my daughter encouraged us to move to higher ground to save our lives.**”

- Kaltuma Mohamed
Noor, a parent in
Somalia

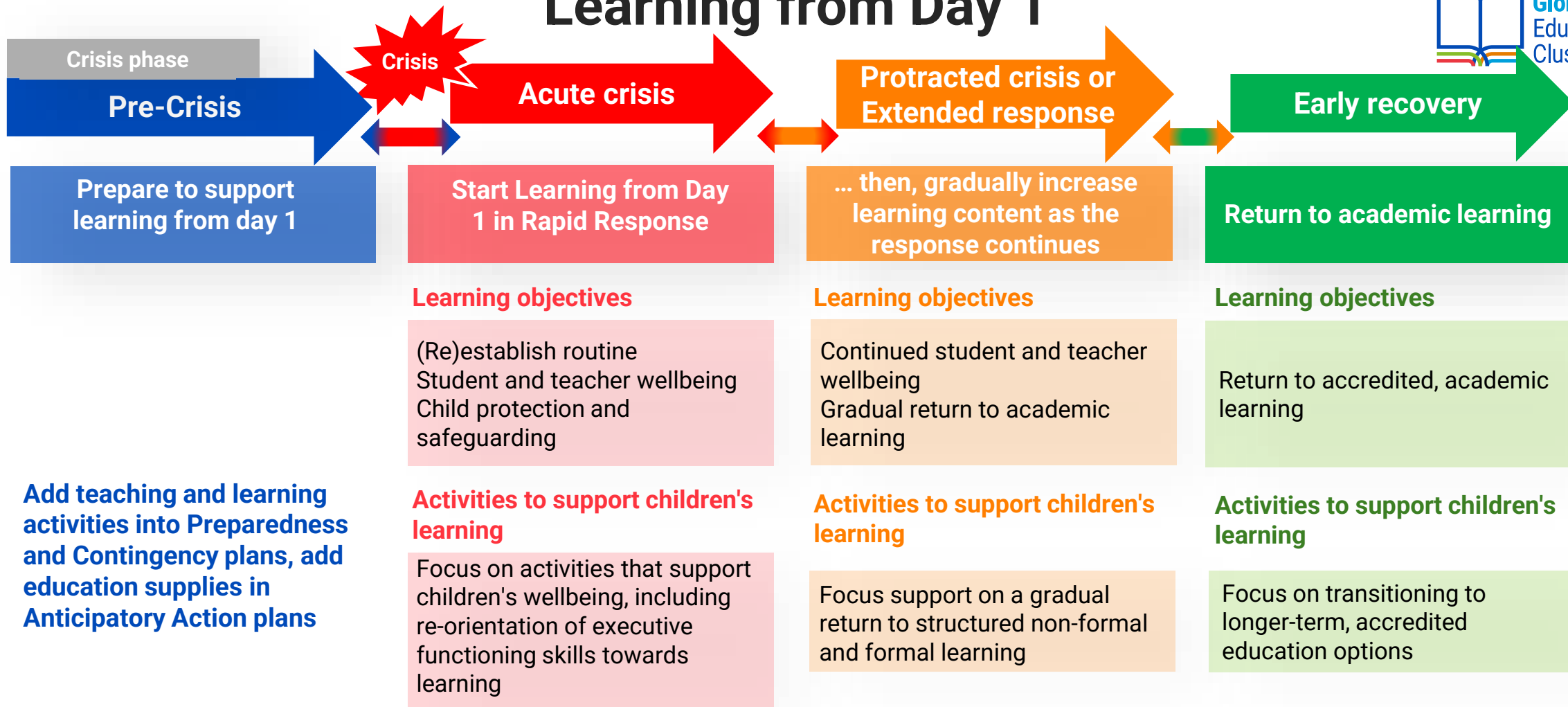
Key considerations

- **Individual characteristics of learners:** Children's learning needs will differ depending on who they are, what they are experiencing, their physical and mental health, and the extent to which they feel safe and well.
 - Adapt this tool based on the needs of different groups of children in your context, such as children on the move, children who do not understand the language of instruction, children who have been out-of-school, as well as the distinct needs of girls and boys as relevant, etc.
 - **Age and gender:** Learning objectives should valorize older children's pre-existing knowledge and skills and be tailored to help them achieve their future goals (foundational skills, life skills, work and livelihoods, further education, etc.). Pathways to learning should be adapted to older children's lives, especially girls, through flexible schedules, different options for catching-up, etc.
 - **Disability:** Inclusion of children with disabilities in learning opportunities is important. Accommodations and modifications to learning activities can help all children learn well. Ask an Organization of People with Disabilities (OPD) for support if needed.
- **Child participation:** Consult with children on how and what they would like to learn at different phases of the crisis – especially during transitions. Involve them in activity design, feedback mechanisms, or even peer-support roles.

A note on context

- Adapt this tool to the context of the crisis! **Use this tool flexibly.**
- Decisions on how quickly children can be moved through the phases and learning objectives progressed will depend on several factors, including:
 - **The type of crisis** and what specific kind of support is needed for children to continue, start, or re-start learning
 - **Safety**, particularly around whether it is safe to gather children together to learn (and if not, what kind of learning can be facilitated from a distance)
 - **Children's prior learning**, including enrollment status, level of education, and learning outcomes
 - **How education in emergencies (EiE) programming is being delivered** – through which modalities (i.e. support for continuity of formal education, direct provision by partners, distance education, etc.)
 - **Formal education system capacity**, and how established and accessible the pathways back to formal education are
- All responses should include **some level of MHPSS support** (including PSS and SEL activities) to make sure that learning is meaningful

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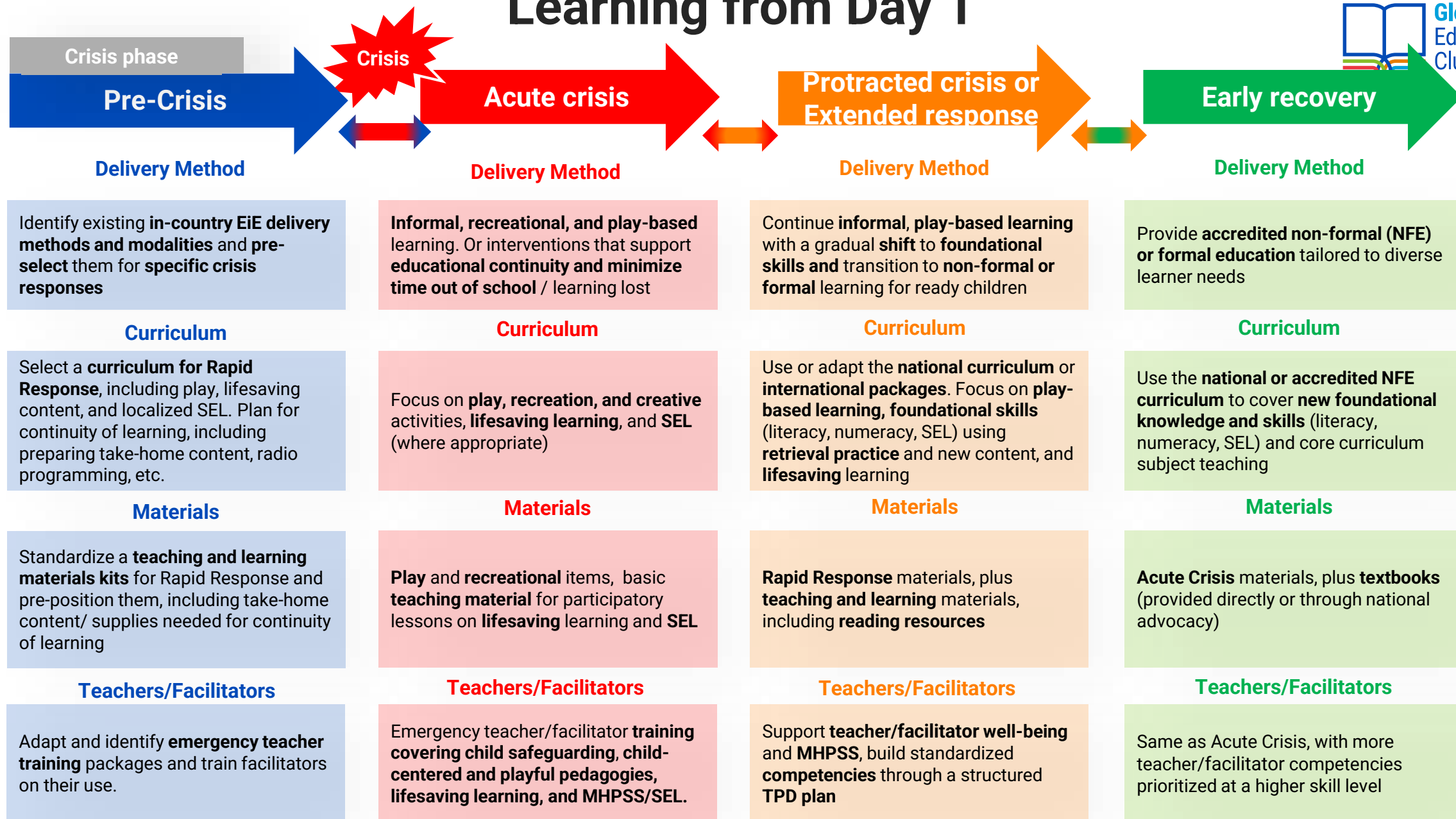


Add teaching and learning activities into Preparedness and Contingency plans, add education supplies in Anticipatory Action plans

Principles (and realities!) for moving to the next phase and progressing learning objectives

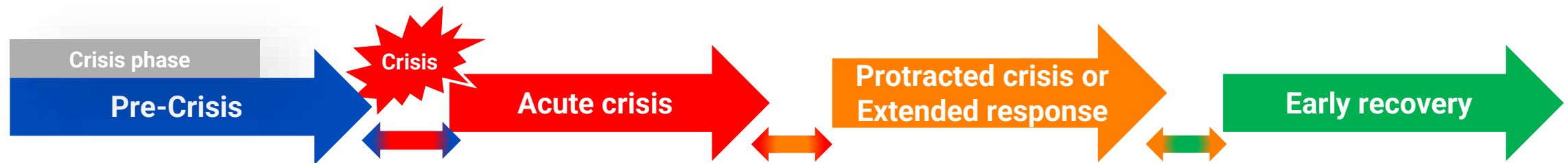
- Minimize disruptions to learning
- Move children through the phases as quickly as is appropriate, based on individual readiness and system capacity
- **Indicative timelines:** After a crisis, return children to learning within 3 months, and return them to structured, academic learning within 12 months
- Funding!

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An explanation of crisis phases

Important Note: These phases are not strictly linear. In many contexts, they may overlap, occur simultaneously across different geographic areas, or shift back and forth due to evolving risks. Cross-cutting priorities — such as coordination, equity and inclusion, protection mainstreaming, and local leadership — remain essential in all phases.



Pre-Crisis / Preparedness: Risk planning, early warning, inclusive capacity-development and anticipatory action to protect learning from Day 1.

Acute Crisis: Sudden disruption, activating coordinated rapid response and anticipatory plans to ensure protective and quality learning.

Protracted Crisis: Extended period of disruption; multi-year prolonged in time that bridges humanitarian and early recovery, with anticipatory measures for recurring risks.

Early recovery: Restore and reform education systems embedding resilience, equity, and anticipatory planning while bridging humanitarian, early recovery and development action via the triple nexus.