

First Line Education Response

A phased, trauma-sensitive, life-saving education model for humanitarian crises

What is First Line Education Response (FLER)?

FLER is NRC's model for delivering essential education activities **within six weeks of a crisis** for children affected by displacement, conflict, and disruption to schooling. FLER:

- Uses a **phased, trauma-sensitive approach** aligned with children's recovery
- Combines psychosocial support, play, lifesaving learning, and foundational skills
- Bridges children back to **formal or non-formal education**
- Is implemented in **temporary learning spaces or early recovery settings**, adapting as conditions stabilize

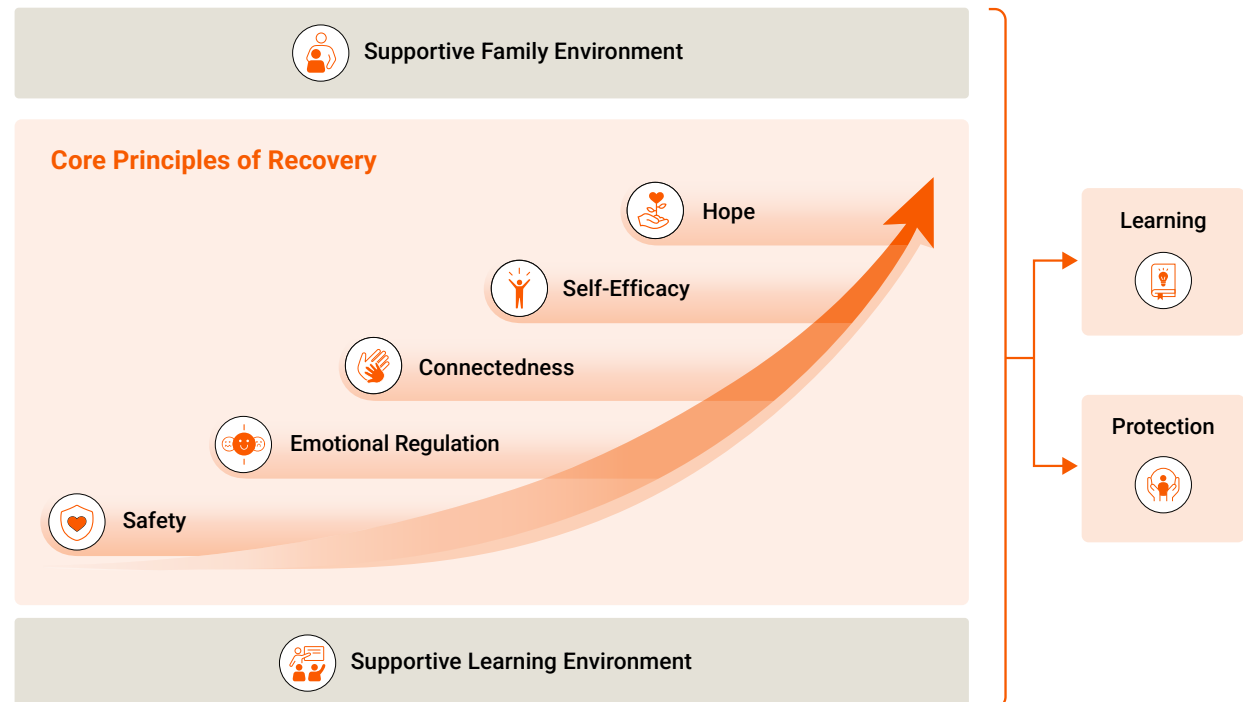


NRC's Child Wellbeing Framework for FLER

FLER is grounded in **NRC's Child Wellbeing Framework**, which recognizes that **learning and protection depend on children's psychosocial recovery**.





The core principles of recovery build sequentially over time, like a staircase—each step enabling the next.

Children can only focus, learn, and thrive once earlier foundations are in place. Supportive family and school environments strengthen every stage and are reinforced throughout FLER through each intervention.



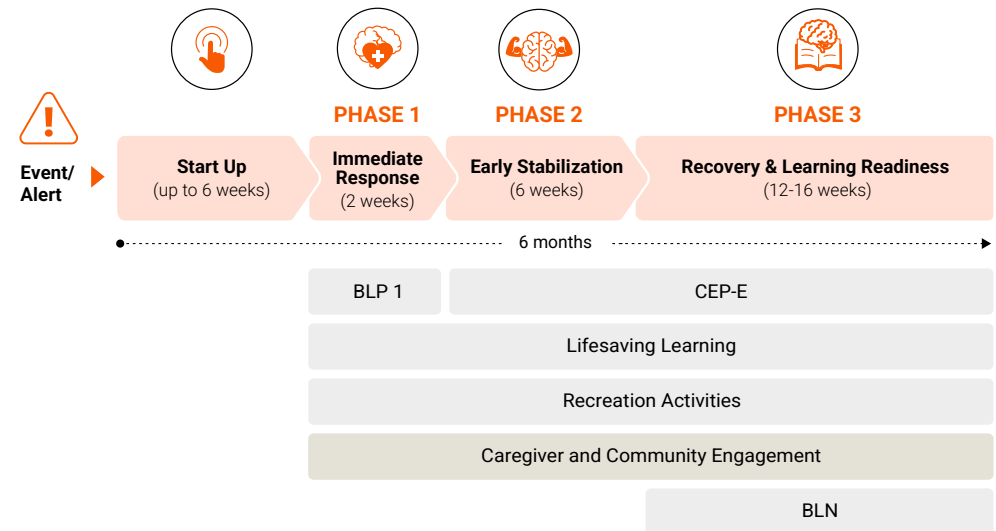
FLER Interventions

Each FLER intervention is aligned to children's recovery and learning readiness, uses play-based, child-centered approaches, and is contextualized before use.

 <p>Better Learning Program</p> <p>Evidence-based BLP 1 provides immediate psychosocial stabilization, helping children feel safe, calm, and supported in the aftermath of crisis.</p>	 <p>Recreation Activities</p> <p>FLER recreation supports recovery and reinforces SEL skills through a phased approach, moving from structured activities to freer play as children recover.</p>
 <p>Lifesaving Learning</p> <p>Trauma-sensitive lifesaving lessons, scaffolded to children's recovery, promote safety and agency, and are delivered with safeguarding and referral pathways in place.</p>	 <p>Basic Literacy and Numeracy</p> <p>BLN provides foundational learning and/or language bridging to prepare children for successful transitions into formal or non-formal education.</p>
 <p>Child Education Pack – Emergencies</p> <p>CEP-E is a social-emotional learning (SEL) curriculum that builds skills for recovery and re-engagement in long-term learning.</p>	 <p>Caregiver and Community Engagement</p> <p>CCE reinforces FLER principles beyond the classroom—promoting safe parenting practices, awareness of children's needs, and stronger home-school connections.</p>

FLER's **facilitator training** equips facilitators to deliver interventions in a high-quality, protective, and trauma-sensitive way. Training is phased to align with the FLER response and reinforced through coaching, teacher learning circles, and wellbeing support.

The FLER Timeline



FLER is intentionally phased to match children's evolving needs as they recover from crisis.

- In **Phase 1**, activities prioritize safety and stabilization through BLP1, structured recreation, and short lifesaving learning.
- In **Phase 2**, as stress decreases, FLER introduces greater structure through CEP-E, lifesaving learning reinforces safety behaviors, and children have more choice in recreation activities.
- In **Phase 3**, when ready, FLER supports academic re-engagement through BLN, with lifesaving learning focused on disaster risk reduction and recreation including free play.

Caregiver and community engagement reinforces key messages across all phases.

The FLER timeline is adaptable to each context and response, but guided by the following key parameters:

- Total duration **no shorter than 8 weeks**
- **Phase 1 should last at least 2 weeks**
- **Phases 1 and 2 are prioritized**; Phase 3 is recommended based on needs
- Children should be **mainstreamed into formal or non-formal education as soon as available**
- FLER can continue **concurrently** once children are mainstreamed

The phased model supports implementation, allowing time for logistics, contextual adaptation, and continuous teacher professional development.