

Key messages – Education under fire: Learning Continuity and Recovery in Contexts of Armed Conflict

This thematic session highlighted practical lessons from Gaza, the West Bank, and the Kivu provinces in Eastern DRC on how to sustain education during armed conflict and support recovery in highly volatile environments.

- Education is lifesaving and must be treated as a core priority in humanitarian responses, not as a secondary sector that can wait until recovery begins.
- In contexts of armed conflict, education supports far more than learning continuity: it also contributes to protection, psychological healing, social cohesion, and longer-term resilience.
- Learning can continue during conflict through flexible solutions such as Temporary Learning Spaces, adapted schedules, multiple shifts, smaller groups, and other context-responsive delivery models.
- Teachers and facilitators are central to crisis response, providing instruction as well as social-emotional support, psychosocial care, and reassurance in situations of fear, panic, and sudden displacement. This requires adequate training and ongoing support to equip them for the specific demands of teaching in crisis settings.
- Trauma-informed teaching, social-emotional learning, and mental health support must be embedded in education responses, as stress and insecurity directly affect memory, attention, and learning capacity.
- Girls and other highly vulnerable learners need targeted reintegration support, including efforts to address stigma and exclusion when returning to school after armed conflict, displacement, abuse or pregnancy.
- Effective responses depend on strong coordination among communities, parents, schools, governments, NGOs, universities, and international partners, combined with agile planning and communication systems.
- Recovery and resilience require both immediate action and longer-term investment, including rebuilding schools, strengthening flexible and inclusive systems, and expanding digital infrastructure, connectivity, and access to devices.
- Flexible, sustained funding remains indispensable to support continuity of learning, teacher salaries, psychosocial services, and the ability to adapt education responses as conditions evolve.