Education Emergency Costed Response Plan (EECRP)
September 2024 Crisis in Lebanon

October 2024

REPUBLIC OF LEBANON

MINISTRY OF EDUCATION
AND HIGHER EDUCATION

Contents

Executive Summary

The ongoing crisis in Lebanon since September 2024 affected **over 500,000 students**, with many educational institutions either in affected areas or repurposed as collective shelters. More than **73% of public schools** and other educational establishments are currently not providing education services, disrupting access to education at all levels across the country. So far, **594 public education institutions** have been repurposed as collective shelters, including **505 public schools, 70 technical and vocational education** (TVET) centers, and **19 Lebanese University branches**. The current crisis has interrupted yet another school year for children and youth in Lebanon, further exacerbating learning loss among students, and leading to a loss of human capital, and thus future labor market outcomes.
Over 41% school and TVET students, 57% of teachers, and 40% of university students are in directly affected areas across Lebanon (see Table 1).

Table 1. Estimated Number of students, teachers and instructors in directly affected areas as of October 22, 2024.

Affected Populations	Numbers
Public school students	159,748
Public TVET students	23,265
Private school students	277,662
Lebanese University students	37,000
Private university students	52,000
Public and private school teachers	35,590
TVET teachers	7,400
Lebanese University faculty	2,450
Total Number of Students	**549,675**
Total Number of Teachers	**45,440**

In response to the education crisis, the Ministry of Education and Higher Education (MEHE) developed a **multi-sectoral Education Emergency Costed Response Plan (EECRP)** with the support of UNESCO, that will provide strategic coordination within MEHE and with national and international partners to ensure the implementation of the EECRP. This plan is guided by four strategic goals:

Strategic Goal 1: Ensure access to inclusive and quality learning opportunities for students affected by crisis

This includes registration of students and teachers, providing the necessary resources and tools for learning, and the dedicated space for education service provision, including learning hubs, alternative learning centers, and digital learning rooms.

Strategic Goal 2: Ensure access to psychosocial and wellbeing support for students and teachers affected by crisis.

Strategic Goal 3: Ensure that education actors provide quality education for better learning

This includes teacher training and access to necessary resources and tools, such as digital resources and internet connectivity.

Strategic Goal 4: Ensure that education systems are responsive and resilient to crisis

The sector plan presents objectives and key actions that may be phased along two scenarios that take into consideration the possible duration of the crisis, an immediate response, and a medium-term response, both of which ensure learning continuity for the scholastic year 2024-25 and beyond. Activities and interventions to be mobilized for an immediate response approach respond to the immediate needs of all students targeting general education, TVET and higher education in the country. The plan remains subject to modification depending on context developments that may present new needs and require an agile response.

Table 2. Estimated cost for immediate and medium-term response for the education sector

Directorate/Institution	Cost
Directorate General for General Education	$ 11,434,232
Center for Educational Research and Development	$ 375,610
Directorate General for Technical and Vocational Education	$ 6,030,475
Lebanese University	$ 7,445,000
Directorate General for Higher Education	$224,984
Total	$ 25,510,301

General Education (ages 3 to 18 years)

The Directorate of General Education aims to ensure learning continuity for all students, at both public and private schools, affected by the crisis, promote inclusive education for all, including those with disabilities, and provide psychosocial support for students and teachers. Key immediate responses include tracking and registering displaced students and teachers, providing essential services in learning hubs, setting up digital classrooms with internet connectivity, and offering emotional support.

Learning hubs will be established in non-shelter schools, implementing hybrid teaching to facilitate access to education for displaced students, along with supplying necessary educational materials, including student stationary and national textbook. Additionally, MEHE will assess damage to schools currently being used as shelters for immediate rehabilitation, focusing on repairs and long-term recovery plans to support reconstruction efforts based on the extent of the crisis's impact.

Center for Educational Research and Development (CERD)

CERD aims to ensure equitable access to learning through two modalities, online and in-person learning. For the online modality, platforms and applications such as **MAWARIDY, MADRISTI and CERD e-books** will be provided. MAWARIDY, the national e-content platform established by CERD, provides 18,660 learning resources divided among digital lessons and information learning objects. These resources are covering grades from K to 12 for each subject matter, all aligned with the curriculum taxonomy. CERD migrated those lessons to MADRISTI, another digital platform, organizing them according to the curriculum's topics and objectives adopted for the scholastic year 2024- 2025. Additionally, CERD provided the national e-books along with the teachers guides through a digital application which is the e-books app. CERD has already developed around 1,192 digital lessons and needs extra 1264 lessons to cover the content of 18 weeks curriculum.

Furthermore, to maximize the effective use and investment of the platforms and the lessons, tutorials will be disseminated, and training webinars will be conducted on MS teams, MADRISTI, MAWARIDI, EBOOKS. To support and ensure the wellbeing of teachers and students, webinars will be delivered across all the 7 governorates.

In addition, to help teachers with any challenges or issue they may face in the implementation after the trainings, Office hours for synchronous support and Q&A Forum for asynchronous assistance will be available.

Concerning the in-presence learning and based on the data collected CERD will develop and adapt the taught curriculum and the assessment strategies.

To ensure the provision of sufficient spaces for learning, CERD will support the general directorate by transforming certain selected training centers to serve **as hub schools.** CERD will also conduct surveys to track curriculum coverage at key milestones.

Technical and Vocational Education (ages 12 to 23 years)

The Directorate General for Technical and Vocational Education has **started registering students** for the academic year 2024-25 at public TVET centers online and identifying teachers, particularly those in collective shelters. An online registration link has been launched, which will facilitate the distribution of students across the TVET centers that will be made available for teaching and learning in both hybrid and online modalities. Psychosocial support sessions and recreational activities will be implemented for all registered students. Teachers will receive training on digital learning. The Directorate's plan also includes **providing access to learning resources** for displaced students and those with disabilities, distributing devices and stationery, ensuring internet connectivity, and offering support for both digital and paper-based materials. Alternative TVET centers will be identified and equipped, some of which will be in partnership with private TVET centers, in order to facilitate practical training.

Lebanese University (ages 18 years and above)

The Lebanese University **launched online registration** for students for the academic year 2024-25, and is in the process of identifying the needs and readiness of instructors to return to teaching. Funding is sought to cover either full or partial registration fees for temporarily displaced students. The LU's plan also focuses on providing **psychosocial support** for students and temporary housing for affected instructors. LU also plans to provide students with stationary, printed materials, and internet connectivity, ensuring all students can engage with the university's

learning management system. Providing instructors with the equipment necessary to support them in teaching is equally important, and will be facilitated through a device loan system. LU will also establish **20 digital learning rooms across multiple campuses** to facilitate hybrid teaching and ensure learning continuity beyond the current crisis.

Higher Education (ages 18 years and above)

The Directorate General of Higher Education is working closely with the private higher education institutions in order to **ensure learning continuity** through diverse modalities, including in-person, hybrid or online learning. The Directorate aims to update the Blockchain system to secure student information in emergencies, completing an electronic platform for faculty and staff data, and equipping the Directorate with the necessary tools and human resources to manage these systems effectively. The Directorate will also **activate the Digital Learning Committee**, build staff capacity, develop a regulatory framework for distance learning, and support institutions in adopting open-source learning management systems. A dedicated platform will also be established to **track distance learning program**s at private higher education institutions, aiding in the regulation and granting of equivalencies. The Directorate also aims to **establish digital learning centers** in accessible areas to enable private higher education students to have access to learning opportunities.

Education Emergency Costed Response Plan (EECRP)

Context and Background

Since September 2024, the ongoing crisis in Lebanon has impacted over **500,000 students**, with numerous educational institutions either located in affected areas or repurposed as collective shelters. Currently, more than **73%** of public schools and other educational establishments are not providing education services, disrupting access to education at all levels nationwide. The ongoing crisis disrupted access to essential services, including education. This disruption affected all students across the country, limiting their access to both formal and non-formal education, including secondary, technical and vocational, and higher education.

The current crisis has interrupted yet another school year for children and youth in Lebanon, further exacerbating learning loss among students, and leading to a loss of human capital, and thus future labor market outcomes. The crisis has so far caused a major disruption to learning affecting at least **549,675** school-aged children, **51,590** school and TVET teachers, **89,000** university students, and about **50%** of the Lebanese University faculty members who have been internally displaced.

The Ministry of Education and Higher Education (MEHE) has mobilized all resources in order to address the needs of the education sector and to ensure learning continuity for all learners across the three levels of education during the ongoing crisis: general education, vocational and technical education and higher education. The Minister of Education and Higher Education established the Higher Committee for the Management of Education in Emergencies, Crises and Disasters **(Decision No. 8376 dated 01/10/2024)** in order to ensure a coherent and operational emergency response.

The Higher Committee developed the multisectoral *Education Emergency Costed Response Plan (EECRP)* which aims to ensure the continuity of quality, inclusive and equitable learning for all students in Lebanon during the ongoing crisis. The EECRP addresses the needs of the different populations of students in education during the ongoing crisis, with three-target student and teacher populations across the three sectors: students who are internally displaced in collective shelters, students who are internally displaced and not collective shelters, and non-displaced students, whether able to access schools or not. Additionally, the plan takes into consideration three types of institutions across the three sectors: **educational establishments in affected areas, educational establishments repurposed as temporary collective shelters, educational establishments located further from the active conflict and not repurposed as collective shelters.** It is important to note that the plan presents objectives and key actions that may be phased and that take into consideration the possible duration of the crisis, an immediate response, and a

medium-term response, both of which ensure learning continuity for the scholastic year 2024-25 and beyond. Key actions and interventions to be mobilized for an immediate response approach target all students and teachers in general education, vocational and technical education, and higher education in both private and public sectors.

Activities and interventions outlined in the EECRP are urgent, feasible and sustainable.

The plan remains subject to modification depending on context developments that may present new needs and require an agile response.

Purpose and Objective

The purpose of MEHE's Education Sector Emergency Costed Response Plan (EECRP) is to respond to the needs of all students in Lebanon during the ongoing crisis since September 2024. The plan outlines the strategies that may be phased to ensure the continuity of education during and after the crisis, including providing access to education and psychosocial support:

A. Immediate Response
B. Medium-term Response

Strategic Goals

The following strategic goals guide the response to the sector's needs in light of the ongoing crisis in the country. These strategic goals guide the development of key actions and interventions and ensure a multisectoral, comprehensive, feasible and sustainable yet agile approach to designing immediate and medium-term response to the crisis.

Strategic Goal 1: Students affected by crisis access inclusive and quality learning opportunities

1.1 Increased support to access and continuity to relevant educational and learning opportunities.
1.2 Improved access to recognized and certified diverse learning pathways
1.3 Increased availability of safe and conducive learning environments

Strategic Goal 2: Students and teachers affected by crisis access psychosocial and wellbeing support

2.1 Ensure the safety and wellbeing of all affected students and teachers, particularly those in shelters, students with disabilities, and girls
2.2 Ensure that education actors are well prepared to provide the psychosocial support needed

Strategic Goal 3: Education actors provide quality education for better learning

3.1 Enhanced educator capacity to respond to learner needs

3.2 Enhanced institutional management and leadership skills

Strategic Goal 4: Education systems are responsive and resilient to crisis

4.1 Strengthened national capacities to plan, monitor and evaluate evidence-based resilient education systems

4.2 Enhanced national capacities to develop and operationalize sector-wide policies and strategies

4.3 Readiness for an effective transition from crisis to recovery

Sector Plans

General Education (ages 3 to 18 years)

Needs

Displacement due to the ongoing crisis has resulted in the closure and repurposing of **505** public schools and impacted educational continuity for **159,748** public school students and **277,662** in directly affected areas. Many students are currently residing in shelters, while others are with family or friends across the country. Furthermore, the crisis has also impacted **18,792** public school teachers and **16,798** private school teachers from crisis affected areas, creating additional strain on the education sector.

The displacement crisis has severely impacted children's access to education, as many of the collective shelters are housed in schools and educational facilities, disrupting learning for countless students. This compounds the challenges already faced by Lebanon's education system, which has been strained by the COVID-19 pandemic, political instability, economic hardship, and ongoing conflict. As a result, the start of the new school year has been delayed until November 2024, further affecting children's education.

MEHE's primary focus is to **meet the educational needs of vulnerable girls and boys by not only providing conducive learning spaces but also ensuring access to quality teaching, essential learning resources, and community support.**

This initiative is a vital step in offering accessible and inclusive education to those most in need, addressing both immediate and long-term challenges.

Objectives

In the immediate term, MEHE will ensure that internally displaced students and teachers residing in shelters receive prompt support. The priority will be to address their basic needs, provide mental health and psychosocial support, and offer recreational activities to help

children cope with the trauma of displacement. Additionally, MEHE is working on mapping the status of the students—whether internally displaced or not—and determining the current state of the public schools they were registered in at the beginning of this academic year or the previous one.

Objective 1: ***Register students in public general education and identify teachers***

Objective 2: ***Ensure the safety and wellbeing of all affected students and teachers***

Objective 3: ***Provide access to learning for students including those displaced and with disabilities***

Objective 4: ***Provide education actors with the capacity to deliver quality education***

Objective 5: ***Equip schools with the necessary tools for learning continuity and early recovery***

Key Actions

Objective 1: Register students in public general education and identify teachers

Key Action 1.1: Identify previously registered students in public and private schools: MEHE will collect data on all students initially registered in public schools (that were enrolled last year academic year 2023-24) through an **online application** (temporary SIMS application) created by MEHE and linked to the School Information Management System (SIMS). Students are expected to go to the nearest schools (both those used as shelters and those that are not) or call the MEHE hotline to provide the information on the students so that the school principals can register the students using the online link. This will also entail mobilizing staff from MEHE (principal, teacher, and SIMS operator) to provide on-the-ground emergency response support, such as registering students through the temporary SIMS application, conducting education needs assessments, and distributing essential supplies and rolling out student/teachers Microsoft accounts (phone numbers of students not available on SIMS). Additionally, MEHE will mobilize Scouts of Education and education sector partners when needed to support across the shelters, notably in mapping exercises and assessments needed by the MEHE to be able to organize their plan and response to emergency. Furthermore, MEHE will establish help desks led by MEHE and MOSA across shelters to assist IDPs in accessing vital services.

Key Action 1.2: Identify students not registered in shelters: For children and families not residing in shelters, MEHE will collect data through the temporary SIMS application and/or the MEHE hotline, whereby are expected to go to the nearest schools (both those used as shelters and those that are not).

Key Action 1.3: Managing registration and attendance of students: MEHE will ensure the **effective collection and management of data** to track the registration, and later, attendance of all students. MEHE will implement a dedicated data collection application

designed to monitor and manage this information efficiently. This system will enable MEHE to gain valuable insights into student attendance and registration trends, allowing for responsive decision-making and tailored support to meet the needs of displaced learners.

To further enhance data management, MEHE will adapt the SIMS to align with various teaching modalities, including hub schools and remote or blended learning environments. This adaptation will ensure that data collection processes are comprehensive and flexible, providing a clear overview of student engagement and facilitating timely interventions where necessary. Additionally, the capacity of the MEHE hotline will be expanded to support data collection and student registration. Hotline operators will contact families with available phone numbers, while the MEHE hotline will be widely disseminated through multiple channels, encouraging families to register their children for the new school year.

Key Action 1.4: Provide regional support for student registration: Regional Education Offices (REOs) will work closely with educational directors to strengthen their emergency preparedness plans. REOs will develop emergency plans that support the development of localized emergency response plan, including school safety, alternative disability-inclusive education arrangements, and coordination mechanisms. Moreover, REOs will introduce mechanisms to strengthen existing communication systems between regional offices and schools to ensure real-time coordination and guidance during emergencies. Key to this action is ensuring close communication with school principals in order to identify teachers, their current status, and readiness to return to teaching.

Objective 2: Ensure the safety and wellbeing of all affected students and teachers

Key Action 2.1: Offer psychosocial support and recreational activities tailored for children within the shelters to help them maintain emotional well-being: Family counseling and support programs will be facilitated to support families navigate the difficulties presented by the crisis.

Key Action 2.2: Offer psychosocial support to students not in shelters: In collaboration with community-based centers, MEHE will provide a holistic package of services. These centers will act as vital support hubs, offering psychosocial support and educational services to help children regain a sense of normalcy, referrals to case management services where necessary, ensuring children receive comprehensive care tailored to their specific needs, and digital hubs equipped with devices, internet access, and a teacher to assist walk-in internally displaced students in accessing educational resources.

Key Action 2.3: Address emotional and psychological challenges faced by students and their families: MEHE will support the provision of group and individual psychosocial support sessions. Family counseling and support programs will also be made available to help families navigate the difficulties posed by the crisis. MEHE will ensure that information about essential services, such as gender-based violence (GBV) safe spaces and hotline

numbers, is disseminated through established partners, enabling families to access vital support.

Key Action 2.4: Expand the capacity of community-based centers: MEHE will support education partners in expanding the capacity of community-based centers to accommodate displaced children and their caregivers where it deems necessary. These centers will provide a range of services, including psychosocial support, catch-up classes, tutoring, and extracurricular activities, all aimed at ensuring that displaced children do not fall behind academically and can restore a sense of normalcy in their lives.

Key Action 2.5: Establish a child protection and psychosocial support (PSS) in learning hubs: Based on the MEHE child protection policy and SEL framework, there will be a support program for child protection and PSS in learning hubs. Additionally, a psychologist will be appointed in every school to provide support in all related child protection and SEL activities.

Key Action 2.6: Ensure children's health safety: A school health counselor will be assigned to every hub school to oversee the school health program and children's health safety. This person will also be responsible for the evacuation plan that is being implemented in all schools

Objective 3: Provide access to learning for students including those displaced and with disabilities

Key Action 3.2: Support all students through internet connectivity: Provide students with data bundles dedicated for learning, which will be provided by the Ministry of Telecom. These data bundles will provide access to whitelisted pages including Microsoft Teams and the learning management system supported by CERD, Madristi.

Key Action 3.3: Establish hub schools for in-person learning: MEHE will facilitate in-person learning for displaced children by re-enrolling them in hub schools, other public schools, or community-based centers. MEHE will establish a network of 'hub schools' in less affected regions, either near shelters or in other areas with a significant number of displaced students not residing in shelters. These schools will be specifically designed to accommodate the educational needs of each student, ensuring they have access to continuous learning in a conducive environment. These hub schools will be equipped to provide inclusive and secure learning spaces, with coordinated efforts to address key needs such as transportation, and inclusive facilities. MEHE will also ensure that multiple communication channels are in place to keep families informed about available educational opportunities in hub schools, ensuring that all students can continue their education with minimal disruption. This includes the following:

- 10,000 devices already procured and awaiting distribution to complement devices received
- Learning materials for children that are accessible at the hub schools

- PSS for students and teachers
- Training and capacity building of teachers and school staff
- Ongoing disaggregated data collection at hub schools on gender, age, and disability to ensure an effective response

Key Action 3.4: Ensure an abridged curriculum for teaching and learning: Support to CERD will be ensured to review the abridged national curriculum of 18 weeks, which was used during COVID, to determine learning priorities for all subjects and grade levels, based on which existing resources (print and digital) will be mapped to identify additional needs. *Detailed referenced in this key action are further detailed within the objectives and key actions mapped by CERD.*

Key Action 3.5: Promote digital leaning platforms: MEHE will enhance and promote digital platforms that children and teachers can use for online learning, focusing on key subjects for both the formal and non-formal Lebanese curriculum. The following platforms are currently available to provide remote learning support for children:

➢ **For Formal Education:**
   o The **Mawaridy** platform developed by the CERD and the **Madristi** platform, powered by the Learning Passport technology. Madristi was developed by UNICEF in coordination with the MEHE and CERD to support the implementation of a digital learning inception program across selected public schools and includes selected digital learning resources that are aligned to the formal education curriculum.
   This platform offers several advantages as access is user-friendly, it is linked to the MEHE active directory and to Microsoft Teams, its content can be downloaded for offline access and adding content and usage is free of charge. MEHE and CERD are considering adding additional content that is aligned to the formal education curriculum for fast deployment to support the emergency response.
➢ **For Non-Formal Education:** *(the below are suggested platforms)*
   o The **Learning Passport**, Ghadi b Yadi, provides a wide range of free resources for children, youth, teachers, and caregivers including basic literacy and numeracy, retention support, psychosocial support, vocational training, and digital literacy.
   o The **Akelius** platform that supports foreign language instruction in English and Arabic for children learning in person or remotely.

Key Action 3.6: Establish a learning support hotline: The **Call & Learn Tutoring Hotline**, which is supported by UNICEF and operated by Teach for Lebanon (TFL), will be scaled up to be used by internally displaced students across all shelters. This service provides free, low-tech, quality individualized learning support to children enrolled in formal education over the

phone through trained teachers to ensure that they continue their education and get the academic support they need to fill learning gaps for their grade level in literacy, numeracy, and sciences. Information about this Tutoring Hotline will be shared in shelters, hub schools, community centers, and digital hubs. Contact numbers of the Call & Learn Tutoring Hotline will be shared with displaced families so they can contact them directly and offer remote learning assistance. Public school teachers from all schools who are interested in working in this program will have the opportunity to apply through the regular recruitment process.

Key Action 3.7: Ensure efficient and effective mobilization of resources, with integrated accountability mechanisms: In order for MEHE to ensure continuity of learning for all children, particularly those affected by displacement will prioritize the adaptation of attendance data requirements for teachers and students, along with financial and reporting obligations, to align with the needs of the emergency context. By doing so, MEHE aims to facilitate timely payments to teachers and school operational costs thus maintaining the smooth operation of educational services. MEHE will also adapt the role of existing third-party monitoring mechanisms to address the needs of the emergency response. The third-party monitoring mechanism will include, but not limited to remote verification in red zones, supply verification, verification in hub schools, etc. This adjustment will ensure that necessary monitoring and reporting continue effectively, enabling MEHE to maintain oversight of educational quality and access during this challenging time. However, this verification should not interrupt or slow down timely payments especially in emergency situations. Remote verification with risk mitigations may be applicable. Furthermore, MEHE will conduct a thorough mapping of schools that are no longer active, identifying those that can serve as shelters without compromising the educational continuity for children.

Objective 4: Provide education actors with the capacity to deliver quality education

Key Action 4.1: Support teacher training to address the specific needs of displaced students: MEHE, through CERD, will conduct targeted training programs, while DOPS will provide ongoing coaching to ensure that teachers are equipped to address the specific needs of displaced learners. As part of the education response, trained MEHE teachers will be deployed to shelters to support learning continuity for children residing in these temporary spaces. On average, two trained teachers will be assigned to each shelter. **These teachers will provide psychosocial support, lead recreational activities, and assist in referring children to formal or non-formal education programs as needed.**

Terms of Reference (ToRs) will be developed to guide their roles and responsibilities. Moreover, and to further support displaced children, MEHE will ensure that teachers and staff receive training in providing psychosocial support, conflict-sensitive education, and trauma-informed teaching. By equipping teachers with these essential skills, MEHE aims to create a learning environment that is sensitive to the emotional and psychological needs of girls and boys affected by the crisis, ensuring that quality education remains accessible to all.

Key Action 4.2: Support teacher training for emergency response: Recognizing the unique challenges posed by emergencies, **MEHE will implement a series of training and capacity-building initiatives.** These will provide teachers and school administrators with disability-inclusive and gender-responsive training, focusing on emergency preparedness, classroom management during crises, digital literacy, and psychosocial first aid. MEHE will also offer specialized training for teachers on delivering effective online instruction and managing virtual classrooms during emergencies, with an emphasis on integrating gender-responsive digital pedagogies.

Key Action 4.3: Provide internet bundles dedicated for teaching to teachers: MEHE will provide data bundles to support internet access for teachers. This will enable continued participation in online classes, ensuring learning continuity.

Objective 5: Equip schools with the necessary tools for learning continuity

An in-depth assessment has pinpointed key areas with the highest concentration of displaced children, forming the basis for the strategic intervention.

MEHE will activate a hub school response, identifying suitable schools based on location and capacity to accommodate students. This will include schools for General Education, which will be established within larger schools. These hub schools will operate with expanded capacity, utilizing double or triple shifts each for 6 or 7 days a week, with rotating teachers. This flexible approach will ensure inclusivity and enable MEHE to effectively address the diverse educational needs of affected children while maintaining continuity in their learning.

Key Action 5.1: Identify learning spaces within shelters: Given the limited availability of dedicated spaces in many shelters, as observed during site visits, MEHE will conduct a survey to assess which shelters can accommodate digital hubs. Flexible spaces within shelters will be explored, alongside measures to secure devices and manage them effectively.

Key Action 5.2: Identify learning spaces outside shelters: For shelters lacking sufficient space, MEHE will explore nearby venues such as CERD Training Centers, DOPS Centers, SDC/MOSA centers, and community centers to establish digital hubs. Mobile digital hubs or prefabricated containers may be installed outside shelters with a high number of students and used on a rotational basis to ensure equitable access to learning resources. MEHE will lead efforts to **identify and secure conducive locations across the country**, particularly in the 8 governorates, where displaced children can be accommodated. By preparing schools in these regions, MEHE aims to provide stable and supportive learning environments for students coming from conflict-affected areas.

Key Action 5.3: Equip learning spaces with what is necessary for teaching and learning: MEHE will prepare **schools near shelters** to accommodate displaced students from

affected areas, as well as those whose schools are being used as shelters. Schools across the eight governorates in regions not affected by the crisis will be identified to ensure that all children can continue their education without disruption. These schools will be rehabilitated and equipped with essential resources such as furniture, learning material, WASH facilities, and technology to accommodate the increased student enrollment due to displacement, while ensuring accessibility for children with physical impairments wherever possible.

The infrastructure will be designed to be **gender-sensitive and safely accessible** for girls and boys. MEHE will ensure the provision of hygiene kits and gender-sensitive infrastructure for adolescent girls, such as bins, door locks in latrines, and separate facilities for boys and girls, to create a supportive learning environment for all students.

Additionally, schools will be provided with **essential educational supplies and materials** to support the influx of students. This includes preparing classrooms, supplying stationery, distributing printed national textbooks, technological tools, and inclusive education kits for children with disabilities. Furthermore, schools will be equipped with operational supplies such as fuel for electricity and heating (where necessary) and internet access to support ongoing learning. MEHE is also committed to promoting inclusive education by ensuring that children with disabilities or special needs have access to appropriate support within their learning environments. This will involve providing assistive devices, classroom adaptations, and disability, gender, and age-appropriate psychosocial support for both children and their caregivers, as well as timely information on available social services.

Key Action 5.4: Creating digital classrooms: MEHE will **activate and upgrade internet connections** in learning hubs and set up digital classrooms for blended learning where space permits, ensuring continuity of learning through remote and online platforms. As an initial step towards connectivity, MEHE will mobilize staff from NGOs to **setup tablets** where they are available in the learning hubs. Digital classrooms in learning hubs will be equipped to offer self-learning and blended learning opportunities, enabling more children to access education.

Key Action 5.5: Provide ongoing rehabilitation of repurposed schools: Concentrated use can quickly deteriorate the buildings and their supporting infrastructure (water, electricity, sanitation). Regular maintenance is vital to avoid significant damage and ensure that the schools will be in a reasonable state when returned. MEHE and its partners commit to a budget for rehabilitating/repairing schools after the displaced leave. This budget should be sufficient to improve learning facilities, such as internal repainting, tile polishing, small repairs, and upgrading WASH facilities. These activities (from 3 to 6 months) include:

- Conducting a technical assessment of the learning facilities to identify costs for rehabilitating/repairing

- Prioritizing the rehabilitation/upgrading of the WASH facilities, including their accessibility, repainting, and repairs to ensure minimum standards for a healthy and sustainable learning environment and bring children back to school as quickly as possible
- Conducting solar troubleshooting and failure analysis, UPS upgrade and solar panels installation
- Establishing a reliable internet connection in the learning facility to ensure students can seamlessly access online educational platforms
- Identifying long-terms interventions such as school rehabilitation and reconstruction
- Ensuring safety measures; fire drills and first aid kits will be implemented. Collaborations with local municipalities and regional offices will streamline necessary logistical arrangements for effective emergency response School operation

MEHE will also establish an **Education Infrastructure Working Group** led by MEHE to improve coordination with Shelter partners, to support the drafting of SOPs for building maintenance, including water & energy consumption, and to ensure harmonization of standards and sustainability of interventions. Maintenance teams training and kits distribution should be considered to reduce the fast deterioration of the buildings.

Key Action 5.6: Prepare for the possibility of hybrid classes: This learning modality will be developed to cater for public school students who are at home, with the possibility of extending the hybrid modality to include students from private and semi-private schools. Among the 326 schools that are expected to open for teaching and learning, 50 schools will be conducting onsite and online learning simultaneously, allowing students from regions that are unreachable to connect online to these classes. This will reduce the dependence on WhatsApp. CERD will develop an **assessment strategy** to track students' learning progress and implement necessary mitigation measures to ensure learning outcomes are maintained.

Center for Educational Research and Development

Needs

Lebanon's education system has faced numerous disruptions, exacerbated by political instability and economic challenges. With schools closing intermittently, many students struggle to adapt to digital learning. The need for reliable and accessible resources has never been more critical. The CERD digital platforms and applications, already established such as MAWARIDY and Ebooks, will be used as **educational support tools.** By enhancing the readiness of these digital platforms, CERD can ensure that educators and students have access to the necessary tools for effective learning, even during periods of school closures.

In another scenario when MEHE adopts an **in-person learning strategy** based on data regarding student numbers, their educational levels, shelter school locations, and specific needs, CERD can respond to these needs by providing further support promptly, at the right time and right level, to learners and educators. Moreover, the data emerging from the ground

can inform CERD decisions that are related to curriculum adaptation and assessments and required trainings that support "**Differentiated Learning**" and "**Teaching at the Right Level**" and other issues.

By Strengthening and enriching the digital platforms with learning resources, and by supporting the hub schools, CERD can play a pivotal role in equipping Lebanon's students and educators to navigate the challenges of digital learning. This initiative not only addresses immediate needs but also lays the groundwork for a more resilient educational system in the face of future disruptions. CERD will collaborate closely with MEHE General directorate and all the stakeholders on this critical initiative to empower the educational community in Lebanon.

Objectives

Modality 1: Online Learning

Objective 1: Support educators

- Provide existing learning and teaching materials for all subject matters, including PSS and SEL activities.
- Provide training for all teachers effectively using digital tools and platforms

Objective 2: Promote student engagement

- Create a conducive environment for students to engage in digital learning activities through PSS and SEL activities

Objective 3: Ensure the content coverage of the curriculum topics/objectives and competencies

- Develop and curate digital learning materials covering all curriculum topics/objectives and competencies to ensure comprehensive educational support

Objective 4: Ensure Accessibility to learning through adequate infrastructure equipped with the necessary digital requirements

- Equip the hub schools in regions not affected with high-speed internet, laptops, and comprehensive digital learning resources.
- Create a support center in the hub schools for teachers and students
- Invest the existing platforms to deliver the learning resources

Objective 5: Make all types of Resources Available for All Students

- Ensure inclusivity, particularly for marginalized communities by providing them with adequate resources soft and even hard copies of learning resources especially for KG3 and cycle 1 and 2 students

Modality 2: In-person Learning

(Learning within hub schools or afternoon shifts for displaced learners)

Objective 1: *Ensure continuity of education despite disruptions in traditional classroom settings*

Objective 2: *Provide flexibility and accessibility through flexible learning options that accommodate varying schedules and learning paces.*

Objective 3: *Develop and adapt the taught curriculum and assessment strategies.*

Objective 4: *Provide SEL activities to foster a positive learning environment.*

Objective 5: *Conduct surveys to track learner achievement at key milestones*

Key Actions

Modality 1: Online Learning

Key Action 1: Digital Platforms /Applications:

- Ensure the **readiness of the necessary platforms and applications** that allow the reception of the learning resources in an organized way aligned with the curriculum.

Key Action 2: Digital Resources and PSS/SEL activities Production:

- Produce and curate **new digital lessons** and PSS/SEL activities aligned with the curriculum content and competencies to cover the remaining lessons.
- Migrate **existing digital resources** from the MAWARIDY platform to MADRISTI (LP) in the first phase and ensure full integration between both platforms in a second phase.
- Update and enhance **Mawaridy, CRDP-Ebooks and dspace.**

Key Action 3: Technical Support:

- Equip the **hub schools** with technical support systems.
- Provide all **necessary** teaching and learning materials

Key Action 4: Training Programs:

- Conduct **webinars** for educators on the use of digital platforms and teaching methodologies.
- Develop **training materials** and resources to support ongoing professional development.
- Ensure the **availability of a technical support team** during the training to guarantee the success of any training workshops.

Key Action 5: Community Engagement:

- Collaborate with local communities to **raise awareness** about available resources and encourage usage.

Modality 2: In-person Learning within Hub Schools or afternoon shifts for displaced students)

Key Action 1: Adapt the curriculum in response to the existing situation.

Key Action 2: Develop matrices for organizing the learning materials, aligning with the adapted curriculum topics for the 2024-2025 academic year.

Key Action 3: Transform some training centers to serve as hub schools.

Key Action 4: Build the capacity of educators to accommodate teaching and learning methodologies during emergencies.

Key Action 5: Conduct achievement surveys to measure learner progress at different milestones.

Technical and Vocational Education and Training (TVET) (ages 12 to 23 years)

Needs

In the immediate term, MEHE will ensure that the TVET students and teachers currently at collective shelters and in other locations across the country are **identified**. As an immediate next step, the DG TVET will launch an **online link to register** students for the new academic year 2024-2025. Returning students will be requested to register in the schools they were registered at last academic year. School principals will reach out to students enrolled at their schools last year, and teachers within their schools in order to further identify their needs for teaching and learning.

In the process of identifying TVET students, the TVET Directorate will mobilize the resources needed to provide **psychosocial support** to students. The TVET Directorate will identify and equip facilities to be used for teaching in light of the repurposing of over **43%** of its public TVET centers.

Objectives

The following objectives provide a roadmap for the immediate response planned for the TVET

***Objective 1:** Register students across the different levels within TVET and identify TVET teachers*

***Objective 2:** Ensure the safety and wellbeing of all affected students and teachers*

***Objective 3:** Provide access to learning for students including those displaced and with disabilities*

***Objective 4:** Provide education actors with the capacity to deliver quality education*

***Objective 5:** Equip schools with the necessary tools for learning continuity*

Key Actions

Objective 1: Register students across the different levels within TVET and identify TVET teachers

Key Action 1.1: Identifying TVET students in collective shelters: DG TVET will launch a **paper-based survey** at all collective shelters, led by the school or center director, to identify the TVET students residing at these shelters. This data will be stored in the information management system for TVET, and cross checked with the data on last year's TVET students registered at both public and private TVET centers. This will enable the Directorate to identify the location of the students, which is needed in planning access to any hub centers that may be established for the purpose of hybrid learning.

Key Action 1.2: Identifying TVET teachers in collective shelters: The TVET center directors will reach out to the teachers at their centers to **identify their location and readiness to return to teaching,** in addition to any further needs they may have. This will be completed using the WhatsApp groups already established by each TVET center director, and data will be provided to the DG TVET and stored at the dedicated information management system. This data will also facilitate the process of potentially distributing teachers to hub TVET centers.

Key Action 1.3: Register TVET students: The DG TVET will launch an **online student registration link** that will be directly linked to the information management system for TVET. The DG TVET will implement a media communication campaign using diverse communication channels to reach parents and communities to promote enrolment of all students.

Objective 2: Ensure the safety and wellbeing of all affected students and teachers

Key Action 2.1: Implementing psychosocial wellbeing sessions with students including recreational activities: In partnership with the Lebanese University, the DG TVET will **identify LU students** and faculty members to prepare and provide psychosocial wellbeing

sessions to support displaced students at collective shelters. The DG TVET will also identify NGO partners and work closely with them to provide recreational activities for the IDP TVET students at collective shelters.

Key Action 2.3: Orienting and training teachers on the basics of psychosocial wellbeing of students: The DG TVET will work closely with faculty members at the LU to **develop or adopt a training program** for teachers targeting psychosocial wellbeing of students.

Objective 3: Provide access to learning for students including those displaced and with disabilities

Key Action 3.1: Develop and implement a device distribution plan to maintain minimum thresholds of online access at home: Procure **digital equipment**, such as tablets, for IDP TVET students in order to ensure they have the necessary tools for continued learning through digital platforms.

Key Action 3.2: Provide paper-based learning materials and stationery necessary for independent learning: Procure stationaries for all TVET registered students for the academic year 2024-25 in order to **ensure that students have the tools needed to follow any modality of learning**, which is critical for some specialization in TVET which require specialized stationary. Additionally, the TVET DG will ensure that all specialization have independent student learning packages prepared and printed in light of any potential disruptions to internet connectivity or access to hub centers.

Key Action 3.3: Support students to access digital platform and content: The DG TVET will work closely with other directorates at MEHE to ensure that all TVET students have active Microsoft Teams accounts created and shared with the students.

Key Action 3.4: Ensure internet connectivity to students: Providing internet connectivity to students dedicated for online learning, which will be supported by the Ministry of Telecom.

Objective 4: Provide education actors with the capacity to deliver quality education

Key Action 4.1: Develop and implement a device distribution plan to maintain minimum thresholds of online access for teachers: Procure digital equipment, such as tablets, for IDP TVET students in order to ensure they have the necessary tools for continued learning through digital platforms. The DG TVET will **develop a loan mechanism** to provide these tablets to teachers for the duration of the academic year.

Key Action 4.2: Support teachers to access digital platform: The DG TVET will work closely with other directorates at MEHE to ensure that all TVET teachers have **active Microsoft Teams accounts** created and shared with the teachers, including basic training on the use of Microsoft Teams.

Key Action 4,3: Ensure internet connectivity to teachers: Providing **internet connectivity** to teachers through internet bundles dedicated for online learning/teaching, which will be supported by the Ministry of Telecom.

Key Actions 4.4: Develop and delivering digital learning in-service training: Teacher training on delivering digital learning will be facilitated. Additional needs for **teacher training on digital learning** may be identified in the medium-term response. The DG TVET will lead on this, seeking support from CERD as needed.

Key Action 4.5: Update the reduced curriculum to ensure specialization subjects are included and non-core subjects are excluded: The DG TVET will coordinate with the leads of each specialization to ensure that the **reduced curriculum** includes the core subjects for each specialization, and that these lessons to be added are available in both the paper-based independent learning packages as well as in their digital form for online learning. Additionally, the DG TVET will work with the specialization leads to ensure that the non-core subjects are removed from the reduced curriculum.

Objective 5: Equip schools with the necessary tools for learning continuity

Key Action 5.1: Establishing alternative TVET centers with capacity ranging from 200 to 700 students: The DG TVET will **map the location of TVET students**, including internally displaced students, according to the paper-based survey results, and further enhanced once students register for the new academic year, in order to identify hub centers that will be initially equipped to offer hybrid learning. Alternative learning centers will be identified within 3 km from collective shelters, in order to facilitate access of displaced students and other TVET students to the centers.

Each center will target to enroll **200-700 students,** ensuring a morning and afternoon shift in order to ensure that all students have the option of coming in person to the centers. These centers will be further equipped with teaching materials and tools needed for practical training after the theoretical training is completed.

Given that some TVET centers are currently not being used as collective shelters, the DG TVET will further **enhance the capacity** of these centers to welcome a larger number of students with double shifts where necessary. This will entail equipping centers with tables, chairs, boards, digital devices, and internet connectivity as per the need of each center to be identified.

Key Action 5.2: Partnering with private TVET Centers: This will be rolled out during the practical training, which is expected to begin in some majors after 3-4 months from the start of the academic year. The DG TVET has already been in touch with a number of private TVET centers that have expressed willingness to partners with the DG TVET and welcome public

TVET students to their premises. Providing the needed equipment for practical training at these private TVET centers and operational cost will be addressed within this key action.

Lebanese University (18 years and above)

The Lebanese University will start the academic year in a phased approach, beginning with asynchronous teaching and learning at the different faculties to ensure learning continuity.

Objectives

Objective 1: **Register students across the different faculties and identify instructors and staff**

Objective 2: **Ensure the safety and wellbeing of all affected students, instructors, and staff**

Objective 3: **Provide access to learning for students including the displaced students and students with disabilities**

Objective 4: **Provide instructors with the capacity to deliver quality education**

Objective 5: **Equip university campuses with the necessary tools for learning continuity**

Key Actions

Objective 1: Register students across the different faculties and identify instructors and staff

Key Action 1.1: Identify LU instructors: The Deans of the different faculties will reach out to the instructors at the relevant faculties through existing WhatsApp groups to **identify their status, needs and readiness to return to teaching.** This action will also identify the instructors who are in need of temporary housing.

Key Action 1.2: Register students on the online student registration platform: LU launched the **registration link** to register students online on SISOL, the online registration platform. Students are not required to pay the fees at this time.

Key Action 1.3: Pay registration fees for IDP LU students: Identify the source of funding for the payment of fees for the displaced students estimated **at 37,000**. Once the source of funding is identified, inform these students that their fees have been covered in full or partial (to be determined). Collect registration fees from the remaining students registered at LU for the academic year 2024-25.

Key Action 1.4: Implement a media communication campaign: A **media communication campaign** will be launched using diverse communication channels to reach students to

promote registration at the LU for the academic year 2024-25. This will include mainly social media outlets and television channels.

Objective 2: Ensure the safety and wellbeing of all affected students, instructors, and staff

Key Objective 2.1: Implementing psychosocial wellbeing sessions with students: Registered students will be provided with resources that offer **free psychosocial wellbeing sessions.** Additionally, the psychology department students will be mobilized with the support of their faculty members in order to provide displaced students with psychosocial support once students register and are identified through their respective faculties.

Key Objective 2.2: Provide displaced LU instructors with temporary housing: Once the LU instructors' needs are identified by the Deans, the Deans will provide recommendation on the need for **temporary housing** for these instructors. Within the immediate response, it is expected that the LU will support 250 instructors by covering the cost of temporary housing for 3 months.

Objective 3: Provide access to learning for students including the displaced students and students with disabilities

Key Action 3.1: Provide stationary and printed course materials to all students: Procure minimum stationary to all students at the LU, which may be provided through partnership with NGOs or local bookshops. Instructors will also **prepare course materials** to be printed covering the first three months of the academic year in order to account for any disruption to hybrid or online learning planned, and also enable students to continue learning in case they are not able to reach the university or connect online.

Key Action 3.4: Support students to access the university learning management system and content: LU will work closely with other directorates at MEHE to ensure that all LU students have **active Microsoft Teams accounts** created and shared with the students.

Key Action 3.3: Ensure internet connectivity to students: Providing **internet connectivity** to students dedicated for online learning/teaching, which will be supported by the Ministry of Telecom.

Objective 4: Provide instructors with the capacity to deliver quality education

Key Action 4.1: Develop and implement a device distribution and loan plan to maintain minimum thresholds of online access for instructors: LU will ensure the availability of a minimum of 500 devices that can be made available to instructors on a loan basis in order to facilitate their access to digital learning content and teaching. The loan mechanism to be established will ensure that instructors return the devices at the conclusion of the academic year for maintenance and upgrade.

Key Action 4.2: Support instructors to access the university learning management system and content: LU will work closely with other directorates at MEHE to ensure that all LU instructors have active Microsoft Teams accounts created and shared with the instructors.

Key Action 4.3: Ensure internet connectivity to instructors: Providing internet connectivity to instructors through internet bundles dedicated for online learning/teaching, which will be supported by the Ministry of Telecom.

Objective 5: Equip university campuses with the necessary tools for learning continuity

Key Action 5.1: Equip university campuses for synchronous and asynchronous, and hybrid teaching and learning: LU has identified 5 locations at which it will establish digital learning rooms. Each room will be equipped with a camera, a dashboard, internet connectivity, LCD, and a sound system. This will enable instructors to either record lessons for students, or deliver classes with a hybrid modality. The following digital learning centers will be established at each of the following campuses: 4 rooms at the North campus, 4 rooms at the Al-Fanar campus, 8 rooms at the Al-Hadath campus, 2 rooms at the Zahle campus, and 2 rooms at the Saida campus. These digital learning rooms will be used beyond the current crisis.

Higher Education (18 years and above)

Objectives

Objective 1: Enable the Directorate General of Higher Education (DGHEd) to identify displaced private higher education students, instructors and staff.

Objective 2: Equip digital learning rooms for facilitating access to learning for all higher education students.

Objective 3: Enable the Directorate General of Higher Education to regulate digital learning, including distance learning, provided by private higher education institutions.

Needs

Over **52,000 students** registered at private higher education institutions in affected governorates have had their education interrupted. Additionally, all higher education institutions in the country have now resorted to alternative modes of teaching in light of the ongoing crisis. MEHE recently issued Circular no.

Key Actions

Objective 1: Enable the Directorate General of Higher Education to identify displaced private higher education students, instructors and staff.

Key Action 1.1: Update the Blockchain system at the DGHEd: Complete the required modifications to the **Blockchain system** and ensure that it allows securing the necessary information on students in emergency contexts. This will require issuing the contract required to complete these modifications.

Key Action 1.2: Complete the electronic platform dedicated for faculty and staff at private higher education institutions: This action ensures that the Directorate is informed of the faculty and staff at each private university. This will require **issuing the contract required** to complete the development of this platform.

Key Action 1.3: Equip the Directorate with the necessary tools to manage the Blockchain system and other related platforms in a secure and independent approach: This will require ensuring that the Directorate secures a **dedicated server,** with necessary equipment including a printer, a photocopier, and three laptops (specs to be identified).

Key Action 1.4: Ensure the availability of the necessary human resources at the Directorate to operate the digital platforms and systems: Support the Directorate with the **human resources** necessary to run the digital platforms, including 2 civil servants and 2 temporary contractual staff.

Objective 2: Equip digital learning rooms for facilitating access to learning for all higher education students.

Key Action 2.1: Provide learning centers at private higher education institutions in non-affected areas: Ensure that private higher education institutions, with the possibility of also including the Lebanese University (North Campus), **equips digital learning study** rooms to provide the learning space necessary for all higher education students to access for continued learning.

Key Action 2.2: Provide necessary tools for operating the digital learning centers: Provide **electricity, different supplies** for proper functioning of the learning centers, and human resources needed to operate the centers.

Key Action 2.3: Ensure internet connectivity to all students and instructors: Provide **internet bundles** dedicated for learning to all private higher education students and instructors, ensuring that access to university websites is ensured at low connectivity using (.edu.lb) extension.

Objective 3: Enable the Directorate General of Higher Education to regulate digital learning, including distance learning, provided by private higher education institutions

Key Action 3.1: Activate the role of the Digital Learning Committee: Support the **Digital Learning Committee** members to enable them to provide the support needed to the Directorate in regulating digital learning at private higher education institutions.

Key Action 3.2: Build the capacity of staff at the Directorate: Build the capacity of staff at the Directorate to ensure their capacity to **provide the support needed to regulate digital learning** at private higher education institutions, including learning management systems using Microsoft Teams, Moodle, Blackboard, among others.

Key Action 3.3: Develop the regulatory framework to enable the Directorate to manage digital learning at private higher education institutions: Provide technical assistance to the Directorate to develop the terms of reference for learning management systems required at private higher education institutions to **offer distance learning** adhering to the regulations identified at the Directorate as per the Digital Learning Framework.

Key Action 3.4: Support private higher education institutions to acquire and adapt open source learning management systems: This will enable the universities to **offer digital learning** to their students acquiring necessary subscriptions such as Microsoft Teams.

Key Action 3.5: Develop a dedicated platform for identifying programs being taught using distance learning at the private higher education institutions: This will facilitate the role of the Directorate in **granting equivalencies and ensuring the regulation** of distance learning.

Monitoring and Evaluation

Monitoring and Evaluation (M&E) is critical to **collect and analyze data** on the effectiveness of implementation of the EECRP. It ensures better performance, increased accountability, and better decisions based on accurate information and a participatory approach that focuses on analyzing behavioral change and the effects of the implementation of the plan.

The M&E Plan will be designed to provide a **strategy for tracking and assessing** the performance of MEHE and its implementing partners in efficiency, effectiveness, and accomplishments.

The objectives of the M&E plan are to:
1. **Increase accountability and transparency** by continuously tracking designated indicators. It assists in delivering pertinent information to various stakeholders about the results and effects of the projects they are funding.
2. **Measure the performance results**, bringing adjustments that ensure effectiveness and efficiency and better articulate recommendations for upcoming decisions and interventions.

3. **Identify lessons learned and best practices,** serving as an essential tool to capture and disseminate knowledge gained from the implementation of the plan.

Based on the Result Framework to be developed, a detailed M&E plan will also be developed.

Costing

The costing of the multisectoral plan addresses immediate and medium-term needs that may change given the fluid context affected by the crisis.

A detailed consolidated costing will be available upon request.

Below is the costing per sector that has been identified based on the objectives and key actions outlined in the plan. This costing may change based on the needs given the changing context.

Sector	Cost
TOTAL for General Education	**$ 11,434,232**
Immediate Response in Shelters	**$617,600**
Providing learning continuity in learning hubs and online	**$8,056,752**
Social and Emotional Learning, PSS, Child Protection and Inclusion	**$200,000**
Prioritizing	**$2,559,880**
TOTAL for Center for Educational Research and Development	**$ 375,610**
E-resources	**$342,485**
Training	**$17,125**
Surveys	**$16,000**
TOTAL for Technical and Vocational Education	**$ 6,030,475**
Student registration and identification of TVET teachers	**$2,000**
Ensure the safety and wellbeing of all affected students and teachers	**$150,000**
Provide access to learning for students including those displaced and with disabilities	**$3,775,475**
Provide education actors with the capacity to deliver quality education (teacher trainin	**$1,803,000**
Equip alternative technical and vocational education centers	**$300,000**
TOTAL for the Lebanese University	**$ 7,445,000**
Register students and identify instructors (including the payment of registration fees fo IDP students)	**$5,180,000**
Ensure the safety and wellbeing of all affected students and instructors	**$175,000**
Provide access to learning for students	**$1,390,000**
Provide LU instructors with the capacity to deliver quality education	**$200,000**
Equip university campuses with the necessary tools for learning continuity (digital roor	**$500,000**
TOTAL for Higher Education	**$224,984**
Enable the Directorate General of Higher Education to identify displaced private higher education students, instructors and staff	**$134,600**
Enable the Directorate General of Higher Education to regulate digital learning, includi distance learning, provided by private higher education institutions	**$32,784**
Equip digital learning rooms for facilitating access to learning for all higher education students	**$57,600**
Total	**$ 25,510,301**