

Final Report

Lebanon Education Sector Rapid Assessment

Stakeholder Mapping of
Lebanon's Education
Sector Emergency
Response

November 2024

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I- Executive Summary

This rapid assessment explores the ongoing impact of the War on Lebanon on the education sector, highlighting the urgent need for targeted interventions to support displaced populations and maintain educational continuity. The analysis draws on consultations with key education sector NGO actors and examines their strategies, challenges, and reflections on the overall response of the Ministry of Education and Higher Education (MEHE).

Methodology: The assessment combined desk research and consultations with key education sector stakeholders, focusing on local nongovernmental organizations (NGOs). The findings were analyzed to identify the sector's immediate and long-term needs, challenges, and gaps in response efforts.

Context: Lebanon is currently facing an unprecedented education crisis, fueled by ongoing conflict, political instability, and a large influx of displaced populations. As the country grapples with escalating violence and economic hardship, the education sector has been severely disrupted. Schools are overwhelmed, infrastructure is damaged, and the number of displaced children has significantly increased. Many of these children are not attending school, and those who are face inadequate educational support, leading to significant learning loss.

Impact on the Education Sector: The education sector is one of the hardest hit by the crisis. MEHE faces challenges in ensuring quality education for all students, especially displaced ones. Schools struggle with overcrowding, limited resources, and disrupted academic years. Many students risk long-term educational setbacks. In response to the crisis, MEHE has been working closely with international partners, NGOs, and local communities to implement a range of education initiatives. Their efforts have focused on increasing access to education for displaced students, improving educational quality, and enhancing school infrastructure. MEHE's strategy includes promoting remote learning, providing psychosocial support, and adapting the national curriculum to accommodate the needs of displaced students. Despite these efforts, MEHE faces substantial challenges, including a lack of funding, logistical hurdles, and a limited ability to ensure the full participation of displaced populations in the education system.

Immediate and Medium/Long-Term Needs of the Education Sector: The education sector in Lebanon faces **urgent needs** including (1) covering tuition fees and teacher salaries, (2) providing learning materials, and (3) ensuring transportation and technology access for displaced students. (4) Establishing learning hubs in shelters and adopting non-formal education models are essential to prevent further learning loss. (5) Additionally, mental health (psychosocial) support and teacher training in crisis management and remote learning are critical.

Long-term needs include (6) securing safe shelter for displaced families, (7) engaging caregivers and communities in education, and (8) investing in the ongoing capacity-building of education personnel. (9) Enhanced inter-sectoral coordination is also necessary to address the holistic needs of children affected by the crisis. (10) A strategic implementation of complementary and innovative educational solutions is essential to enable public school students to meet academic standards, given the significant educational disruption caused by the COVID-19 pandemic and the ongoing conflict in Lebanon.

Main Findings from Stakeholder Consultations: The consultations revealed a wide range of initiatives aimed at addressing the needs of displaced students. The main findings include:

- **Innovative Educational Models:** NGOs are using mobile and flexible learning environments to reach displaced students, ensuring education continues despite unstable conditions and infrastructure challenges.
- **Psychosocial Support and Wellbeing:** Many NGOs are integrating psychosocial support (PSS) and social-emotional learning (SEL) to address the trauma of displaced students, offering a holistic approach that combines academic and emotional development.
- **Challenges to Scaling Programs:** Despite the innovative approaches, NGOs face significant challenges in scaling their initiatives. Key barriers include limited funding, logistical difficulties, and a lack of technological infrastructure, which hinder their ability to reach a wider population.
- **Government Trust and Coordination Issues:** There is a lack of trust in the government's ability to effectively coordinate the education response, which has led many NGOs to take the lead in implementing education programs. The volatile security situation and the absence of clear guidance from MEHE on how to support displaced students have further complicated efforts.

Conclusion: The education sector in Lebanon is at a critical juncture, with significant challenges posed by the ongoing crisis and displacement. However, the resilience and innovation demonstrated by NGOs and local organizations provide a foundation for continued educational support, despite financial and logistical barriers. There is an urgent need for continued investment, coordination, and collaboration to ensure that displaced children receive the education they deserve. Exploring further partnerships with the identified organizations will be essential in scaling up effective education solutions and addressing the long-term educational needs of Lebanon's displaced population.

II- Context Overview

Lebanon is currently facing its most severe conflict escalation since the 2006 Lebanon War. As of October 2024, the country has experienced a significant increase in Israeli attacks, aggression, and destruction, further deteriorating an already fragile political, economic, and social landscape. This surge in violence, driven by regional tensions and internal strife, has further destabilized the nation, leading to widespread displacement, destruction of infrastructure, and a severe humanitarian crisis.

As of October 27th, 2024, the conflict has resulted in 2,574 deaths and 12468 injuries according to the Ministry of Public Health.¹ The displacement crisis has also reached critical levels, with the International Organization for Migration estimating 833,391 internally displaced persons (IDPs).² Of these, 191,473 IDPs are registered in 1,005 shelters.³

The conflict has strained public services, deepened economic challenges, and left many communities struggling to meet their basic needs. The impact of the ongoing violence has been felt across all sectors, with far-reaching consequences for Lebanon's population and regional stability.

III- Objectives of the Rapid Assessment

- To assess the impact of the War on Lebanon on the education sector, including students, teachers and service provision.
- To identify immediate and mid-term needs of the education sector.
- To map out key non-governmental organizations involved in the education response to the ongoing humanitarian crisis.

IV- Assessment Scope

This assessment will concentrate on formal education (K-12) in Lebanon, covering all governorates nationwide. It will specifically address the impacts of displacement, infrastructure damage, and protection risks faced by vulnerable groups, including refugees and marginalized communities. The focus will be on the activities of local non-governmental organizations (NGOs) operating within the formal education sector, as well as select initiatives in non-formal education.

¹ Ministry of Public Health - Lebanon. (2024, October 27). Facebook.

https://www.facebook.com/mophleb/posts/pfbid02Ys4nysMtSgz9cXUjA4wSWw8KBmYKrFXsjuXYESHCHhgMhg77NAqS29FXHP71pByFI?locale=ar_AR

² International Organization for Migration. (2024). *Lebanon mobility snapshot: Round 56* (24/10/2024).

<https://dtm.iom.int/reports/lebanon-mobility-snapshot-round-56-24-10-2024?close=true>

³ See footnote 2

Given the rapid nature of this assessment, it is important to acknowledge potential limitations, such as time constraints and possible gaps in data. The assessment aims to identify the key stakeholder involved in the response as well as critical gaps in educational access and inform relevant policy recommendations, all while considering the current socio-political context in Lebanon that underscores the urgency and relevance of this initiative.

V- Methodology

The assessment employed a multi-source approach, including a review of online literature, relevant governmental and non-governmental publications, situation reports, press releases, media coverage, and social media channels. In addition, interviews were conducted with representatives of NGOs actively involved in the educational response sector.

Stakeholder identification involved research across coordination groups, such as the Lebanon Response Plan, as well as consultations with LIFE and 360 Consulting partners and recommendations from sector experts. The interviews varied in duration, lasting between 30 minutes and 2 hours, allowing for in-depth discussion and data gathering tailored to each organization's role and response efforts.

VI- Impact of the Israeli Aggression on Lebanon on the Education Sector in Lebanon

Having started in October 2023, the conflict has placed a tremendous strain on Lebanon's education system, and with the severe escalation in the Israeli aggression as of September 2024, has led to a near total disruption of education services, leaving many students without access to formal schooling:

During the 2023/2024 Academic Year (prior to the September 2024 mass displacement):



- **36%** of grade 12 students in southern Lebanon and Baalbek were displaced, with **60%** experiencing disrupted education due to Israeli aggression, including temporary school closures and a shift to online learning.



- By August 2024, **60%** of parents reported disruptions in their children's education, with significant decline in academic performance and mental health; only **23%** felt confident about their child's educational continuity, leading to school transfers and dropouts, particularly among males.⁴

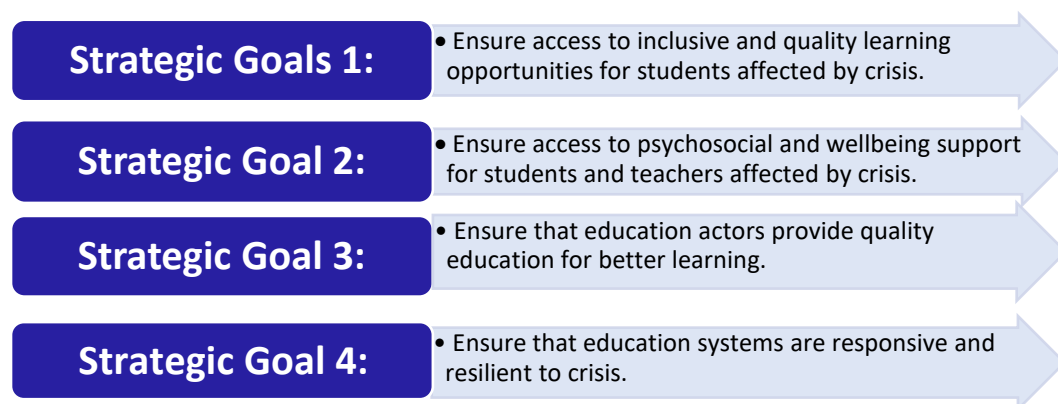
⁴ Hammoud, M., & Brun, C. (2024, October 9). *Lebanon's education crisis: Pre-existing challenges before the escalation of Israeli aggressions*. INEE. Retrieved October 24, 2024, from <https://inee.org/resources/lebanons-education-crisis-pre-existing-challenges-escalation-israeli-aggressions>

As of the 2024/2025 Academic Year (following the September 2024 mass displacement):^{5,6}

- **Student and Teacher Displacement:** Approximately 549,675 students (of which 387,000 are school children⁷) and 45,000 teachers have been impacted, with 75% of public schools and educational institutions unable to provide education services.
- **Learning Access and Infrastructure:** 75% of public schools and educational establishments are unable to provide services due to damage or repurposing as shelters. Many schools require repairs, and there is a shortage of accessible educational materials and resources, particularly affecting displaced students.
- **Educational Institutions Repurposed as Shelters:** 594 public education institutions have been repurposed as collective shelters, including 505 public schools, 70 technical and vocational education centers, and 19 branches of the Lebanese University. The remaining public schools that were not repurposed as shelters will continue to operate but face challenges in offering quality education.

VII- Emergency Response Efforts - the Ministry of Education and Higher Education (MEHE)

In response to this crisis, the Ministry of Education and Higher Education (MEHE), supported by UNESCO, developed the **Education Emergency Costed Response Plan (EECRP)**⁸, focusing on ensuring inclusive and quality learning opportunities for displaced and crisis-affected students, as well as providing psychosocial support to both students and teachers. The EECRP is guided by four strategic goals:



⁵ Ministry of Education and Higher Education. (2024). *Fact sheet on education response plan – Reporting Period 14-20 October 2024*. Retrieved from <https://sta.mehe.gov.lb>

⁶ Ministry of Education and Higher Education. (2024). *Fact sheet on education response plan – Reporting Period 21-27 October 2024*. Retrieved from <https://sta.mehe.gov.lb>

⁷ National News Agency. (2024, November 5). *UNICEF: Children in Lebanon go back to learning*. National News Agency. <https://www.nna-leb.gov.lb/en/education/736153/unicef-children-in-lebanon-go-back-to-learning>

⁸ See footnote 5

Preparations for launching the school year as of end of October 2024⁹

- MEHE has implemented online student registration across general education, technical institutions, and Lebanese University, and extended in person and online registration till November 17th.
- MEHE identified around 350 public schools ready for in-person classes, with shifts of three days per week for 21 weekly periods.
- An additional 169 private schools were identified to host displaced students in afternoon shifts, five days a week, with four periods per day.
- 172,000 students are enrolled in public education
- Public school teacher registration reached 26,000 for the academic year.
- 1,900,000 free national textbooks were distributed to students from grades 1 to 12.
- 285,000 Microsoft Teams accounts were allocated to students and educational staff, facilitating remote learning where needed.
- The Center for Educational Research and Development (CERD) is enhancing education access for the new school year through the MAWARIDY¹⁰ and MADRISTI¹¹ platforms. CERD will offer downloadable resources, e-lessons, and targeted teacher training in psychosocial support, digital education, and social-emotional learning, and has migrated 1,851 e-lessons to the MADRISTI platform, which supports both students and teachers in distance learning.
- CERD is also refining the national curriculum, adapting assessment strategies, converting some training centers into hub schools, and plans to monitor curriculum coverage through surveys, ensuring key milestones are met to support both teachers and students effectively.

Launch of the 2024-2025 School Year

- **On November 4th, 2024, the school year was officially launched** by caretaker Minister of Education Abbas Halabi for in-person learning in public schools not used as shelters. Minister Halabi has engaged with UNICEF and other partners to address enrollment, infrastructure, and digital resource needs, and urged further registration for in-person or remote learning, reassured staff about their rights and bonuses, and highlighted ongoing proposals for additional benefits.¹²
- On November 4, Minister Halabi met with the Parliamentary Committee on Education to discuss the Ministry's adaptive strategies, which included flexible learning scenarios and CERD resources. Discussions explored the use of TV broadcasting for students lacking online access, the need for more shelters, afternoon schooling shifts, and bus transport. MEHE highlighted partnerships for

⁹ See footnote 6

¹⁰ Center for Educational Research and Development. (n.d.). *Mawaridy: The online platform for educational resources*. <https://mawaridy.crdp.org/>

¹¹ Ministry of Education and Higher Education. (n.d.). *MADRISTI: The online education platform*. <https://madristi.mehe.gov.lb/>

¹² Ministry of Education and Higher Education. (2024, November 3). *Minister Halabi announces the start of the academic year and emphasizes efforts to ensure continuity of education in difficult circumstances*. Ministry of Education and Higher Education. <https://www.mehe.gov.lb/ar/Activities/News/Details?ItemId=2595>

psychosocial and technological support and ongoing efforts to ensure quality education amid infrastructure constraints.¹³

VIII- Funding Appeals and Commitments

- On October 1st, 2024, UNOCHA and the Government of Lebanon (GoL) launched **the Emergency Flash Appeal** for 425.7M USD, of which **15.4M USD** is earmarked for the education sector.¹⁴
- MEHE’s funding requirement for the EECRP immediate response is **\$25.5M USD**, though as of November 6th, 2024, this appeal is unmet, further complicating recovery and support efforts.
- The EECRP appeal is set as separate from the funding requirement under the UNOCHA/GoL Flash Appeal.
- Education Cannot Wait (ECW), and its partners have allocated an additional US\$1.5 million in funding to provide inclusive and safe education for affected children,¹⁵ though this funding was already allocated to the South Lebanon response as of August 2024 and may not feed into the EECRP appeal.
- Public schools not used as shelters will receive essential support from MEHE and UNICEF through the Transition and Resilience Education Fund (TREF), ensuring access to critical teaching materials, including textbooks, and provide vital psychosocial support and health screenings to help children cope with the effects of the war.¹⁶
- At the International Conference in Support of Lebanon's People and Sovereignty, held in Paris, France on October 24th, 2024, MEHE Minister Halabi presented the EECRP to French President Emmanuel Macron, emphasizing the educational toll of the crisis, extensive displacement, and the need for international support. The French government pledged to dispatch a delegation to discuss aid for Lebanon’s education sector.¹⁷

The education sector is now grappling with the challenge of balancing emergency shelter needs with the continuation of schooling, highlighting the broader humanitarian impact of the ongoing conflict.

¹³ Ministry of Education and Higher Education. (2024, November 4). *Minister Halabi meets with the Parliamentary Education Committee to support the academic year rescue plan*. Ministry of Education and Higher Education. <https://www.mehe.gov.lb/ar/Activities/News/Details?ItemId=2596>

¹⁴ United Nations Office for the Coordination of Humanitarian Affairs. (2024, October). *Flash appeal for Lebanon: October–December 2024*. <https://www.unocha.org/publications/report/lebanon/flash-appeal-lebanon-october-december-2024-october-2024>

¹⁵ UNICEF Lebanon. (2023, October 19). *Rapid Response in Lebanon: Education Cannot Wait and Strategic Partners Approve Additional US\$1.5 Million First Emergency Response in Lebanon, Total ECW Funding in Lebanon Tops US\$25.8 Million* [Press release]. UNICEF. <https://www.unicef.org/lebanon/press-releases/rapid-response-lebanon-education-cannot-wait-and-strategic-partners-approve>

¹⁶ See footnote 7

¹⁷ See footnote 6

IX- Stakeholder Mapping – Emerging needs in the Education Sector and NGO Planning for the Emergency Response

- Between October 17th and October 28th, 2024, 360 Consulting conducted consultations with representatives from 18 local NGOs active in Lebanon’s education sector and engaged in the current crisis response.
- The consultations aimed to assess the critical needs, gaps and challenges in the education sector.
- In addition to these consultations, data from key reports, situation updates, and appeals issued by MEHE and sector partners were analyzed to provide a view of the sector's emerging needs.
- The final section in this chapter presents an overview of each stakeholder consulted, detailing their individual and ongoing plans in response to the crisis.

A. Analysis of Findings

a. Challenges and Gaps Identified in the MEHE Response Plan

- **Curriculum Challenges:**
 - **Condensing the Curriculum:** The need to condense and adapt the Lebanese curriculum for shift-based schedules is a significant challenge. As the standard school day and week are lengthy (7 hours a day/5days a week), it is unclear how the curriculum will fit into the proposed shift models, particularly when the content has not been streamlined to meet this new structure.
- **Language Instruction Gaps:**
 - **Language Barriers:** One of the major concerns is whether the schools absorbing displaced students can meet their diverse language needs. For example, some students may require instruction in English, while others may need French, depending on their background.
- **Teacher Availability:**
 - **Teacher Shortages:** There is a shortage of teachers, particularly those who are qualified to teach in the required languages. With many teachers displaced themselves, there are concerns about the ability to maintain a qualified teaching workforce across affected schools.
- **Technology and Infrastructure Barriers:**
 - **Access to Devices and Internet:** Many displaced students and their families lack access to digital devices and stable internet connections. This creates a significant barrier to effective remote learning. Additionally, some areas suffer from inadequate infrastructure to support online education, further exacerbating the issue.
- **Access and Safety Risks:**
 - **Concerns for Safety and Access:** Safety remains a major concern for displaced families, many of whom are living in shelters. Ongoing Israeli aggression has displaced more families, forcing them to move between shelters across cities and governorates. Parents are reluctant to send their children to school due to security risks in these unstable

environments. Additionally, many students lack essential learning resources, such as uniforms, books, and transportation.

b. Immediate Needs

- **Tuition and Salary Support:**

- **Tuition Fees:** There is a pressing need to ensure that tuition fees for students are covered to prevent barriers to education. Many families affected by displacement are unable to pay school fees, which could further exacerbate the learning gap for children.
- **Teacher Salaries:** Teacher salaries must be supported to ensure educators can continue their work. Several NGOs have raised concerns about teachers being displaced or underpaid, which risks reducing the overall availability of qualified staff in schools.

- **Learning Resources:**

- **Learning Kits and Uniforms:** Schools need to be supplied with essential learning materials such as textbooks and learning kits. In addition, students attending in-person learning require uniforms to participate fully.
- **School Supplies and Equipment:** There is also a critical need for basic educational equipment and supplies to ensure that schools can continue to operate efficiently. These include teaching tools, stationery, and other learning aids.

- **Transportation and Technology Access:**

- **Transportation Support:** With the challenges posed by displacement, transportation services for students attending school are essential, especially for displaced children living in shelters.
- **Devices and Internet Access:** The provision of devices such as laptops and tablets for both students and teachers is necessary to facilitate remote learning. In addition, securing internet access is crucial for the continuity of online education, particularly for displaced students. For areas with limited connectivity, providing offline learning tools is a temporary solution to ensure educational access.

- **Access to Learning for Displaced Students:**

- **Learning Hubs for Displaced Students:** Stakeholders emphasize the need for child-friendly spaces that can be converted into learning hubs to maintain education access for displaced children (whether formal or blended with informal). These hubs can be schools, community centers, or other spaces that can be adapted for learning.
- **MEHE Approval of Nonformal Learning Models:** All stakeholders consulted emphasized the critical need to develop innovative educational solutions capable of withstanding or adapting to potential further escalations in violence and displacement, including the adoption of non-formal education models, or to complement formal education and cover its gaps, in order to prevent learning loss as much as possible.

- **Psychosocial and Child Protection Services:**

- **PFA, PSS, and SEL:** To support the emotional well-being of students, it is critical to integrate Psychological First Aid (PFA), Psychosocial Support (PSS), and Social-Emotional Learning (SEL) within schools. These services should be coordinated with child protection efforts to address the psychological toll on children affected by the ongoing conflict.

- **Teacher Capacity Building:**

- **Training in Crisis Response and Remote Learning:** Teachers must be equipped with the necessary skills to manage the challenges of delivering education in conflict areas. This includes training on crisis response, remote learning, and using digital tools to engage students in both online and in-person settings. Teachers also need support in implementing child protection strategies to ensure a safe learning environment.

c. Medium/Long-Term Needs

- **Secure Shelter for Displaced Families:**

- **Addressing Shelter Needs to Facilitate Education Continuity:** One of the most pressing long-term needs is securing safe shelter for displaced families, especially those currently occupying schools. As many schools have been converted into temporary shelters for displaced populations, it is critical to identify and secure alternative housing for these families. This will enable the swift return of children to their classrooms, reducing further disruptions to their education.

- **Caregiver and Community Engagement:**

- **Strengthening Caregiver Involvement:** A key factor in ensuring education continuity is the engagement of caregivers. This could involve training programs for parents and community members to support education and child protection, especially in displacement contexts.
- **Community-Based Education Initiatives:** In addition to formal schooling, local community-based educational programs can provide support and help to address gaps in learning, particularly for displaced children.

- **Capacity Building for Education Personnel:**

- **Sustained Professional Development:** It is crucial to implement long-term training and capacity-building programs for teachers, school administrators, and education personnel. These programs should focus on crisis management, inclusive education for vulnerable children, and effective use of technology in remote learning.
- **Specialized Support for Vulnerable Children:** Teachers and education staff must be equipped with specialized knowledge and skills to support children with disabilities, those with trauma, and other vulnerable groups who may require tailored learning approaches.

- **Inter-Sectoral Coordination:**

- **Cross-Sector Collaboration:** Long-term educational solutions require close collaboration with other sectors such as health and protection. This ensures a comprehensive response to the needs of children affected by the crisis, including their physical, mental, and educational well-being.

d. Summary of Current Actions Being Taken by Consulted Stakeholders

- **Collaboration and Coordination:**
 - **Partnerships with MEHE and UNICEF:** Stakeholders are collaborating with MEHE, UNICEF, and other NGOs under the Lebanon Response Plan (LRP) and the interagency coordination structure to align their interventions with national education strategies and to enhance the overall response to the crisis.
- **Innovative Education Models:**
 - **Creative Learning Spaces:** NGOs are adopting innovative approaches to continue education, including mobile classrooms ("school in a bus"), community-based learning centers, and using shipping containers as temporary classrooms. However, the implementation of these solutions is limited by available funding and logistical challenges.
- **Holistic Education Approaches:**
 - **Comprehensive Education Support:** A holistic approach that integrates education with basic needs, family support, and recreational activities is being emphasized to create a conducive learning environment for displaced students.
- **Assessment and Data-Driven Interventions:**
 - **Ongoing Needs Assessments:** Many NGOs are conducting assessments to evaluate the impact of the crisis on education and using this data to inform their interventions. These assessments aim to ensure that programs are tailored to meet the specific needs of affected communities. However, there is a lack of coordination between different organizations and MEHE in terms of sharing assessment data.
- **Transition to Online and Remote Learning:**
 - **Digital Education Solutions:** Many NGOs have shifted to online education in response to the crisis. Training programs for both students and teachers focus on digital literacy, with many organizations providing devices and technology to displaced students.
- **Psychosocial Support (PSS) Initiatives:**
 - **Mental Health Focus:** PSS is a common priority among stakeholders, with most organizations focusing on trauma recovery and providing emotional support to students and their families. Many NGOs are currently offering PFA, PSS and SEL sessions in displacement shelters.
- **Inclusive and Vulnerable Population Support:**
 - **Targeting Vulnerable Groups:** A focus on inclusivity is evident in most programs, with many NGOs targeting Syrian refugees, vulnerable Lebanese children, and children with special educational needs. There is a concerted effort to ensure these groups are not overlooked in education interventions.

Note

The information presented in this report is preliminary, based on initial estimates and insights provided by interviewees during rapid consultations. To refine and validate these details, LIFE will need to engage further with local actors involved in the education Sector response. This follow-up will help to clarify key aspects of each program, including its theory of change, updates on pending assessments, exact locations for implementation, beneficiary numbers, and specific funding requirements.

X- Conclusion

The collective efforts of local non-governmental actors responding to Lebanon's education crisis showcase a steadfast and multi-faceted approach, demonstrating adaptability amidst Lebanon's escalating conflict and displacement challenges. Stakeholders have emphasized both the importance of meeting immediate needs and the value of long-term planning. This dual focus is evident in the transition to online learning platforms, innovative delivery models, and comprehensive support systems that address not only academic but also psychosocial needs.

The coordinated alignment with MEHE, international agencies, and other key partners reflects a strong commitment to establishing sustainable education solutions, particularly through academic support and retention initiatives that aim to curb ongoing learning loss. Additionally, NGOs are strategically targeting vulnerable populations—including Syrian refugees, Lebanese nationals, and children with special educational needs—ensuring inclusivity and equitable access to education, regardless of background.

Despite these developments, the Lebanese Education sector faces significant challenges; lack of trust in the ability of the government to ensure a coordinate education response, massive funding gaps, and a lack of visibility on any potential cease in hostilities place all students in Lebanon at grave risk of a catastrophic collapse in educational access and further generations lost to interrupted learning.

Furthermore, the NGOs consulted face significant challenges, from limited resources to logistical and technological barriers, highlighting an urgent need for sustained funding and capacity-building support. The continued volatility places additional pressure on these organizations to innovate further and expand scalable models that can withstand disruptions. Overall, the findings reveal an unwavering dedication to safeguarding the educational futures of displaced populations in Lebanon and ensuring that learning continuity remains central to their well-being.