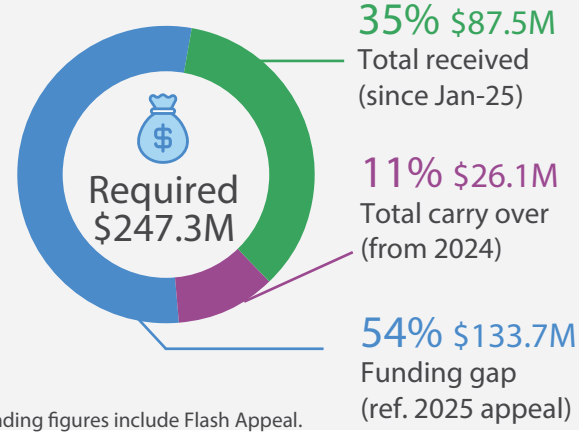
2025 End-of-Year Sector Dashboard
Education

The Education sector in Lebanon is working towards: OUTCOME 1) Increased equitable and inclusive access to, participation in, and completion of safe and protective education for all learners in Lebanon, with a focus on the most vulnerable children and their caregivers; OUTCOME 2) Improved learning outcomes for children and youth through enhanced quality of formal and non-formal education services that are safe, protective, adapted, and inclusive for multi-crisis situations; and OUTCOME 3) Enhanced governance, managerial and knowledge management capacities of the education system and all education stakeholders to deliver high-level results relying on evidence-based decision-making.

2025 Sector Funding Status*

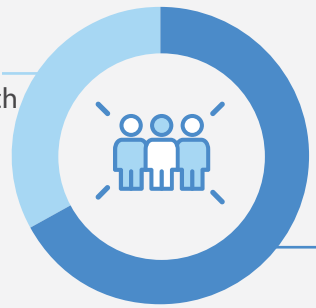
As of December 31st



* Funding figures include Flash Appeal.

2025 Population Reached

1,302,606
People in Need



2025 Population Figures by Cohort

560,201
Lebanese individuals in need

291,053 (65%)
Reached

445,973
Targeted
Male 214,067
Female 231,906

674,976
Displaced Syrians in need

211,049 (70%)
Reached

300,442
Targeted
Male 150,221
Female 150,221

6,303
Palestinian Refugees from Syria in need

6,177
Targeted
Male 2,977
Female 3,200

2,415 (39%)
Reached

50,574
Palestine Refugees in Lebanon in need

50,508
Targeted
Male 25,456
Female 25,052

32,126 (64%)
Reached

10,551
Migrants in need

3,393 (100%)
Reached

3,393
Targeted
Male 1,018
Female 2,375

2025 End-of-Year Sector Dashboard

Education

Progress Against Targets

OUTCOME 1:
Increased equitable and inclusive access to, participation in, and completion of safe and protective education for all learners in Lebanon, with a focus on the most vulnerable children and their caregivers.

Indicator 1.1.A: # of school aged children and youth (age 3-18) whose registration fees for formal schools are partially or fully subsidized*.

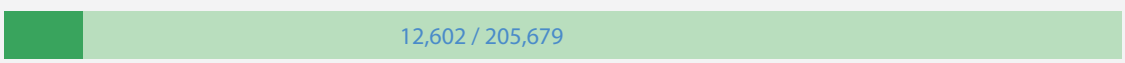
Indicator 1.1.B: # of school aged children (age 3-18) enrolled in regulated ECE / non-formal education (NFE) / Multiple Flexible Pathways (MFP).

* Source: MEHE Official figures for the school year 2025-2026.

OUTCOME 2:
Improved learning outcomes for children and youth through enhanced quality of formal and non-formal education services that are safe, protective, adapted, and inclusive for multi-crisis situations.

Indicator 2.1.A: # of teachers, NFE educators, UNRWA teachers, facilitators and other education personnel engaged in professional development.

Indicator 2.1.B: # of parents, caregivers, and community members reached through engagement and/or parent committee/group meetings to improve capacity in supporting children's learning and wellbeing.



LEBANON Response Plan

2025 End-of-Year Sector Dashboard

Education

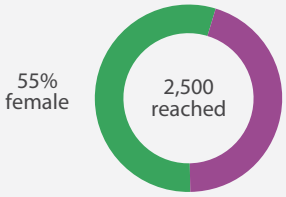
1. Key Achievements and Results

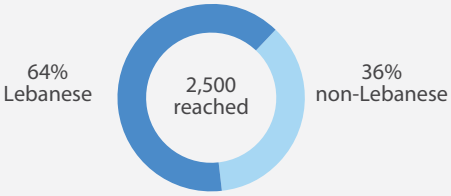
In 2025, Education sector in Lebanon focused on increasing equitable and inclusive access to quality education, ensuring continuation of learning, and strengthening education system governance and coordination in a protracted multi-crisis context. As of 31 December 2025, the sector targeted 806,493 children and youth out of a total 1.3 million people in need (PiN), reaching 541,281 learners (67 per cent of the targeted population). Coverage varied across population due to constraints, policy barriers, and operational feasibility. Reach was highest among migrant children (100 per cent) and Lebanese children (71 per cent), reflecting prioritisation of national systems and smaller, more clearly defined caseloads. Displaced Syrian children reached 62 per cent of those targeted. Coverage was lowest among Palestinian Refugees from Syria (PRS) (39 per cent), reflecting compounded vulnerabilities related to displacement, documentation, and mobility constraints.

Cash for Education

of children supported through unrestricted Cash for Education (ind. 1.2.A)

12%
2,500 Reached
20,738 Targeted

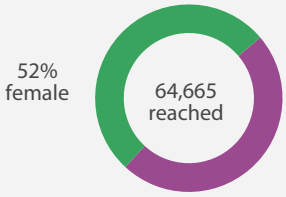


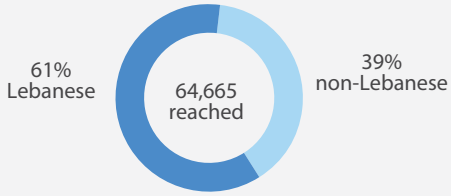


Retention Support Programs

of children and youth benefitting from remedial education, homework support, and learning recovery programs (ind. 2.2.A)

60%
64,665 Reached
108,259 Targeted

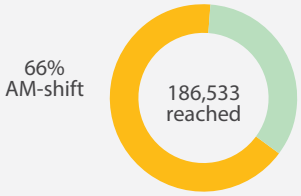


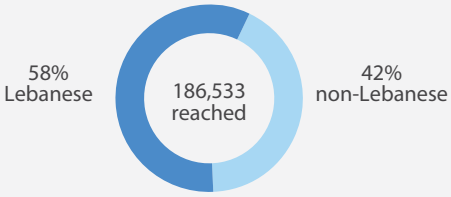


School Meals

of children and youth receiving nutritious meals or snacks at schools and learning centers (ind. 1.2.D)

143%
186,533 Reached
130,000 Targeted

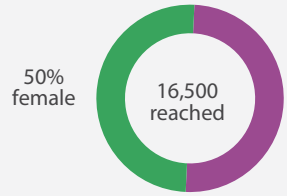


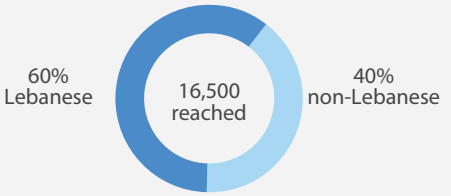


Child Protection

of girls, boys supported with SEL, PFA activities and/or non-specialised PSS activities (ind. 2.2.C)

6%
16,500 Reached
280,407 Targeted





LEBANON Response Plan

2025 End-of-Year Sector Dashboard

Education

OUTCOME 1: Increased equitable and inclusive access to, participation in, and completion of safe and protective education for all learners in Lebanon, with a focus on the most vulnerable children and their caregivers.

Output 1.1: Children and youth have improved access to appropriately equipped public schools, learning centres and other learning opportunities, especially in underserved areas.

Education Sector prioritised access to formal education through the partial or full subsidisation of registration fees, supporting 433,444 school-aged children and youth (age 3–18) and exceeding the annual target of 414,752. Beneficiaries included 265,598 Lebanese children, 129,912 displaced Syrians, 32,126 PRL, 2,415 PRS, and 3,393 migrant children. This represents a 12 per cent (46,512 additional children) increase compared to 2024 and aligns with MEHE data showing an 8 per cent rise in formal school enrolment between the 2024/2025 and 2025/2026 school years, driven primarily by increased AM-shift enrolment among Lebanese children.

Despite these overall gains, access to formal education for non-Lebanese children declined in PM-shift. Lebanon's public schools operate on a dual-shift model: Lebanese children typically attend morning classes, while non-Lebanese children, including displaced Syrians and Palestinians, are enrolled in a separate afternoon shift. Increasingly stringent documentation requirements have restricted non-Lebanese children's ability to register for afternoon-shift classes, with PRS enrolment falling sharply from 7,737 in 2024 to 2,415 in 2025. This decline persisted despite continued Sector advocacy and outreach efforts. Notably, MEHE took a step toward addressing this barrier in October by allowing non-Lebanese students more broadly to register in the afternoon shift.

Access to regulated ECE, non-formal education (NFE), and Multiple Flexible Pathways (MFP), expanded with 74,056 children and youth enrolled in 2025, a substantial increase from 19,308 in Q1. The majority of beneficiaries were displaced Syrians (71,034), while 3,022 Lebanese children accessed alternative learning opportunities. However, achievement remained below the annual target (146,062), reflecting funding constraints, access limitations, and increased demand resulting from exclusion from formal education.

To support safe and protective learning environments, partners conducted minor rehabilitation in 112 public schools and learning centres, including classroom repairs, provision of furniture and learning equipment, and health and hygiene supplies, against a target of 766 facilities. Underachievement was primarily linked to funding gaps and shifting operational priorities, particularly in displacement-affected areas where schools continued to be used as shelters. In coordination with MEHE and the Shelter and WASH sectors, the Education Sector supported the assessment and decommissioning of schools used as shelters to facilitate their return to education use.

Output 1.2: Children, youth and their caregivers are provided with the necessary support to reduce the barriers in accessing to and completing in education.

To address economic and social barriers to education, Education sector implemented cash assistance, education supplies, school feeding, and community-based outreach. Cash for Education reached 2,500 children, significantly below the annual target (20,738) and down from 59,018 in 2024, reflecting severe funding constraints and a strategic shift away from large-scale cash assistance previously used to support online learning. Available resources were prioritised for children with disabilities facing compounded barriers.

Provision of learning and education supplies, including stationery, textbooks, and school materials, reached 17,796 children, remaining well below the target of 161,664 due to funding limitations and the prioritisation of life-saving and retention-critical interventions amid competing sectoral needs. In contrast, school feeding interventions exceeded targets (130,000), reaching 186,533 children and youth received nutritious meals or snacks at schools and learning. Beneficiaries included 108,439 Lebanese children and 78,094 displaced Syrian children, reflecting strong integration of education and nutrition responses to support attendance, concentration, and wellbeing. Community outreach and engagement activities also performed strongly, reaching 115,314 parents and caregivers, exceeding the target of 96,212. High early-year coverage, nearly 80,000 caregivers reached at the start of the year, was closely linked to the reopening of public schools in January and intensive enrolment support efforts.

OUTCOME 2: Improved learning outcomes for children and youth through enhanced quality of formal and non-formal education services that are safe, protective, adapted, and inclusive for multi-crisis situations.

Output 2.1: Teachers, education personnel, educators, parents and communities have enhanced capacities to ensure quality, learner-centred education in public schools or learning spaces.

19,934 teachers, NFE educators, UNRWA teachers, facilitators, and other education personnel were engaged in professional development activities, representing a substantial increase compared to 3,742 in 2024, though below the annual target of 40,000. Capacity-building was prioritized, NFE revised curriculum, inclusive education and crisis-responsive pedagogy, including the training and deployment of 224 paraprofessionals supporting 6,249 children with disabilities across 117 MEHE inclusive schools.

Engagement of parents, caregivers, and community members remained limited, with 12,602 individuals reached against a target of 205,679, reflecting funding constraints and reporting challenges.

Output 2.2: Children and youth have improved access to appropriately equipped public schools, learning centres and other learning opportunities, especially in underserved areas.

To address learning gaps and reduce dropout risks, 64,665 children and youth benefited from remedial education, homework support, and learning recovery programmes, reaching 60 per cent of the annual target (108,259). Beneficiaries included 39,483 Lebanese and 25,182 Syrian children reflecting targeted support to learners most affected by disruption.

Psychosocial and wellbeing support remained a priority. In 2025, 16,499 children participated in social-emotional learning (SEL), psychological first aid (PFA), and other psychosocial activities, an increase from 12,000 in 2024, below the target (280,407) due to constrained resources. Referrals to child protection services (3,434 children) and remote learning access (168 students) remained below targets, reflecting limited digital infrastructure and prioritisation of in-person learning.

OUTCOME 3: Enhanced governance, managerial and knowledge management capacities of the education system and all education stakeholders to deliver high-level results relying on evidence-based decision-making.

Output 3.1: Education governance and preparedness are enhanced at central and regional levels.

Education sector strengthened governance, coordination, and system resilience. MEHE enhanced governance capacity through School Information Management System (SIMS) modernisation, training, knowledge generation, and evidence-based planning. Infrastructure upgrades improved data security, scalability, and operational efficiency.

Two revised non-formal education curricula were finalized, and over 1,050 teachers were trained on Basic Literacy and Numeracy (BLN), including life skills, and Accelerated Learning Programme (ALP). The Legal Framework transitioning out-of-school children (OOSC) from non-formal to formal education was endorsed by the Prime Minister. Advancements in accreditation and certification included ministerial approval for exceptional transition exams, supporting smoother pathways into formal education in Lebanon and Syria as part of the broader Return Strategy.

Output 3.2: Hybrid learning modalities are expanded and strengthened in collaboration with MEHE to enhance the education system's capacity to deliver equitable and effective learning opportunities for all children.

To ensure continuity of learning, hybrid and digital learning modalities were expanded. While most schools resumed in-person learning, 37 public schools in high-risk areas continued remote education. The Madristi digital platform supported blended learning with 62,000 registered users, and 45 public schools were equipped with ICT infrastructure, and 14,000 teachers were trained on digital platforms, exceeding the annual target.

Output 3.3: Support provided to develop, revise and implement education policies and sector assessments based on comprehensive data and evidence.

Progress on sector assessment advanced eventually. The Joint Education Needs Assessment (JENA) report was drafted in December 2025, with Core Group consultation conducted prior to year-end. Finalisation in early 2026 will support evidence-based coordination, advocacy, and planning. Sector partners continued to report regularly in through sector dashboards and coordination mechanism, supporting harmonised implementation aligned with Education sector strategies.

Mainstreaming Activities:

In 2025, the Education Sector integrated gender, protection, and conflict sensitivity across planning and implementation. In collaboration with the Global and Lebanon Child Protection AoR, "Working Across Sectors" workshops strengthened joint analysis and coordination between education and child protection actors. While a joint action plan was drafted, implementation was deferred; it will be revised in 2026 alongside the establishment of a CP–Education Task Team.

At system level, partners supported MEHE in rolling out the Protection Policy, with trainings delivered by CERD. The sector also collaborated with UNDP and International Alert to develop conflict-sensitivity guidance and deliver partner training, strengthening context-responsive and do-no-harm education programming.

LEBANON Response Plan

2025 End-of-Year Sector Dashboard

Education

Output 3.4: Education Sector Partners have enhanced capacity to effectively implement and monitor education programming that is harmonised and contributes to Education Sector strategies.

Education Sector strengthened governance, coordination, and system resilience in close collaboration with MEHE. Under the Cluster Performance Monitoring (CPM), 29 stakeholders participated, including national NGOs, international NGOs, UN organisations, and MEHE, with high response rates. Results demonstrated a high level of performance in delivering coordinated, inclusive, needs-responsive education services, while preparedness and contingency planning remained a weaker area, highlighting the need for more systematic early-warning and preparedness mechanisms. These achievements have been supported by ongoing investments in advocacy, accountability, and capacity strengthening.

Education Sector continued to strengthen partner capacity through the dissemination of sector guidance, tools, and processes, and through regular coordination and information-sharing mechanisms. Sector partners consistently reported activities through the Education Sector dashboard, supporting monitoring of progress and evidence-based decision-making. Capacity strengthening initiatives targeted partner staff to reinforce harmonised implementation aligned with Education Sector strategies, standards, and priorities.

Localization

Under the leadership of MEHE, Education sector has made notable progress in advancing localisation in 2025. Of the 71 organisations participating in LRP, 40 were national organisations (56 per cent). Within MEHE-led coordination mechanisms, localisation was even stronger, with national organisations accounting for 80 per cent of the 143 engaged actors. Interest from local actors continued to grow, with 77 organisations submitting Expression of Interest (EoI) for the 2026 LRP at the end of 2025.

To strengthen local leadership, five national NGOS, and four international NGOs were nominated to the sector's Core Group. On of Core Group Task Teams also initiated to discussions on a transition strategy to introduce a rotational co-lead role for a national NGO.

National NGOs remained actively engaged in both program implementation and coordination efforts. Moreover, predominantly national NGOs (around 80%)—participated in capacity-building sessions in regard to humanitarian action. In parallel, Regional Education Officers, as well as school directors, across Lebanon have received Education in Emergencies (EiE) training. These collective efforts were reinforced through Cluster Performance Monitoring (CPM), where 89 per cent of the responders were national actors, confirming strong, inclusive, and needs-responsive sector performance.

Gender Analysis:

Gender-disaggregated data indicates broadly balanced participation of girls and boys in access-related interventions. However, qualitative evidence highlights persistent barriers affecting girls' retention and progression, including economic hardship, safety concerns, early marriage, child labour, restricted mobility, transportation constraints, and period poverty. These challenges are compounded for girls with disabilities and those in displacement-affected or underserved areas, underscoring the continued need for targeted, gender-responsive interventions.

Prioritization:

While continuing to support children in public schools affected by six consecutive years of learning disruption, and addressing the needs of OOSC, Education Sector also responded to evolving humanitarian needs in 2025. Prioritisation focused on reducing barriers to access in a coordinated manner, for both Lebanese and non-Lebanese children, who remain vulnerable due to economic hardship, displacement, and access constraints.
The sector prioritised restoring and rehabilitating schools used as shelters, strengthening inclusive learning and retention support, and expanding non-formal education, and supported teachers to enhance children's acquisition of foundational literacy and numeracy. Additional prioritised interventions included mental health and psychosocial support, explosive ordnance risk education, and teacher training in digital and crisis-sensitive instruction, ensuring continuity of learning and protection for children in the most affected areas.

2. Challenges, risks and mitigation measures

Funding Gaps and Activity Scale-Down:
In 2025, persistent funding shortfalls significantly constrained Education Sector's ability to deliver planned interventions at scale. Reduced funding affected multiple outputs, including Cash for Education, learning supplies, school rehabilitation, and community-based support. As a result, only 12 per cent (2,500) children received Cash for Education against a target of 20,738, and minor rehabilitation reached just 15 per cent (112) schools and learning centres out of 766 planned. Funding gaps also limited expansion in high-need areas, restricting accees for vulnerable children, particularly those out of school. As a mitigation measure, partners re-prioritised life-saving and retention-critical interventions, focused on the most vulnerable groups, and strengthened coordination to minimise duplication and maximise coverage.

Learning Losses and System Capacity Constraints:
Significant learning losses persisted among children in public schools and OOSC, driven by prolonged disruptions, displacement, and reduced household coping capacity. While 64,665 children benefited from learning recovery and remedial support, this represents approximately 60 per cent of the annual target (108,259), reflecting capacity and resource limitations. Structural challenges within NFE system, including administrative and regulatory barriers, continued to limit transition pathways to formal education. To mitigate these risks, under MEHE leadership, the sector prioritised learning recovery programmes, inclusive education, and system reform, including the rollout of a revised, fit-for-purpose NFE curriculum supported by partner training to improve access and transition outcomes.

Reduced Community-Level Support and Protection Risks:
Funding cuts also led to the suspension of some community-based initiatives, including volunteer support programmes in PM shifts. These mechanisms previously played a key role in monitoring attendance, identifying at-risk children, and supporting safe and inclusive learning environments. Their absence increased risks related to dropout, protection, and reduced social cohesion. Mitigation measures included strengthening inter-agency referral mechanisms, reinforcing school-based protection approaches, and supporting local partners to maintain minimum safeguarding functions.

Reflections and Lessons Learned:
Despite constraints, adaptive strategies strengthened sector resilience in 2025. Prioritisation of high-impact interventions, expansion of learning recovery, and increased investment in system-level reforms proved effective. Cross-sector collaboration and flexible programming enabled continuity of services in volatile contexts. Key lessons include the need for predictable funding, simplified access pathways, and scalable learning recovery models, which will guide planning and

3. Key Priorities for next year

Finalize and operationalize evidence-based planning and coordination:
In the first half of 2026, the Education Sector will finalize and operationalize the JEN report to strengthen evidence-based decision-making and prioritization. Applying INEE Minimum Standards and complementing VASyR and MSNA, JENA uses mixed methods and child participation to assess access, quality, safety, and wellbeing in education. Following the validation with Core Group and MEHE, finding will be integrated into sector planning, advocacy, and coordination, guiding the identification of the most vulnerable populations and geographic areas. This priority directly supports Outcome 3, strengthening governance, data use, and strategic alignment.

Scale up learning recovery, retention, and inclusive education interventions:
To address persistent learning losses and dropout risks, the sector will scale up learning recovery, remedial education, and retention-focused interventions, with a particular focus on adolescents, children affected by displacement, and children with disabilities. This includes strengthening inclusive education approaches, supporting transitions for out-of-school children, and expanding non-formal education where formal access remains constrained. These actions respond to gaps identified under Outcomes 1 and 2 and integrate protection and inclusion considerations across programming.

Strengthen system resilience, localization, and preparedness under MEHE leadership:
The sector will advance a transition and localization strategy that strengthens MEHE coordination, supports the Local Education Group (LEG), and reduces reliance on parallel systems. Priorities include embedding anticipatory action and emergency preparedness, supporting the rollout of NFE curriculum, and strengthening local partner leadership and technical capacity through focused task teams. These efforts bridge humanitarian and stabilization objectives while reinforcing sustainability and crisis responsiveness in line with Outcome 3.
Building on progress in digital and hybrid learning, the sector will strengthen system resilience and emergency preparedness, including support to MEHE-led reforms such as the rollout of the revised Non-Formal Education (NFE) curriculum. The sector will also enhance coordination efficiencies through task teams focused on preparedness, localization, and technical capacity strengthening, ensuring harmonised implementation aligned with MEHE's strategic vision and LRP Education Sector outcomes. These efforts will reinforce sustainability, localization, and crisis responsiveness across education programming.

CASE STUDY

Project Name: Ensuring learning continuity during emergencies in Lebanon

Story of Moustafa in Makani

Makani: A Safe Space for Learning and Hope With the support of Al Ghurair, Makani centers help children recover lost learning, build confidence, and remain on track for academic success.

At just 13 years old, Moustafa's world has already been shaped by challenges far beyond his years. Growing up amidst poverty and uncertainty, he struggled to keep up with school and often felt left behind. That changed when he found **Makani, a community-based safe space created by UNICEF and supported by Al Ghurair**. Makani means "My Space" in Arabic.

"*I joined Makani five months ago," Moustafa says with a smile. "I've become much better in English, Arabic, and Science. Makani changed my life. I can now go there to do my homework. I can even help others if they need it when I get home,*" he adds.

Makani centers offer more than just education; they are holistic, multi-service hubs designed to support children like Moustafa who face the harsh realities of displacement, poverty, and marginalization. **These centers combine in-person learning, catch-up classes, psychosocial support, internet access through digital hubs, and recreational activities—all under one roof**. The Retention Support (RS) programme, an important part of Makani, focuses on helping children from grades 1 to 9 stay enrolled in school by bridging learning gaps. These children follow the school cycle and are supported throughout the academic year. Tailored catch-up sessions and a learning recovery plan ensure that no child is left behind.

"*Makani helped boost my confidence," Moustafa shares. "Here, I learned to be less shy and interact with my friends. I also learned many other activities, like Robotics! I even learned about agriculture. Before, I didn't know how to grow plants.*"

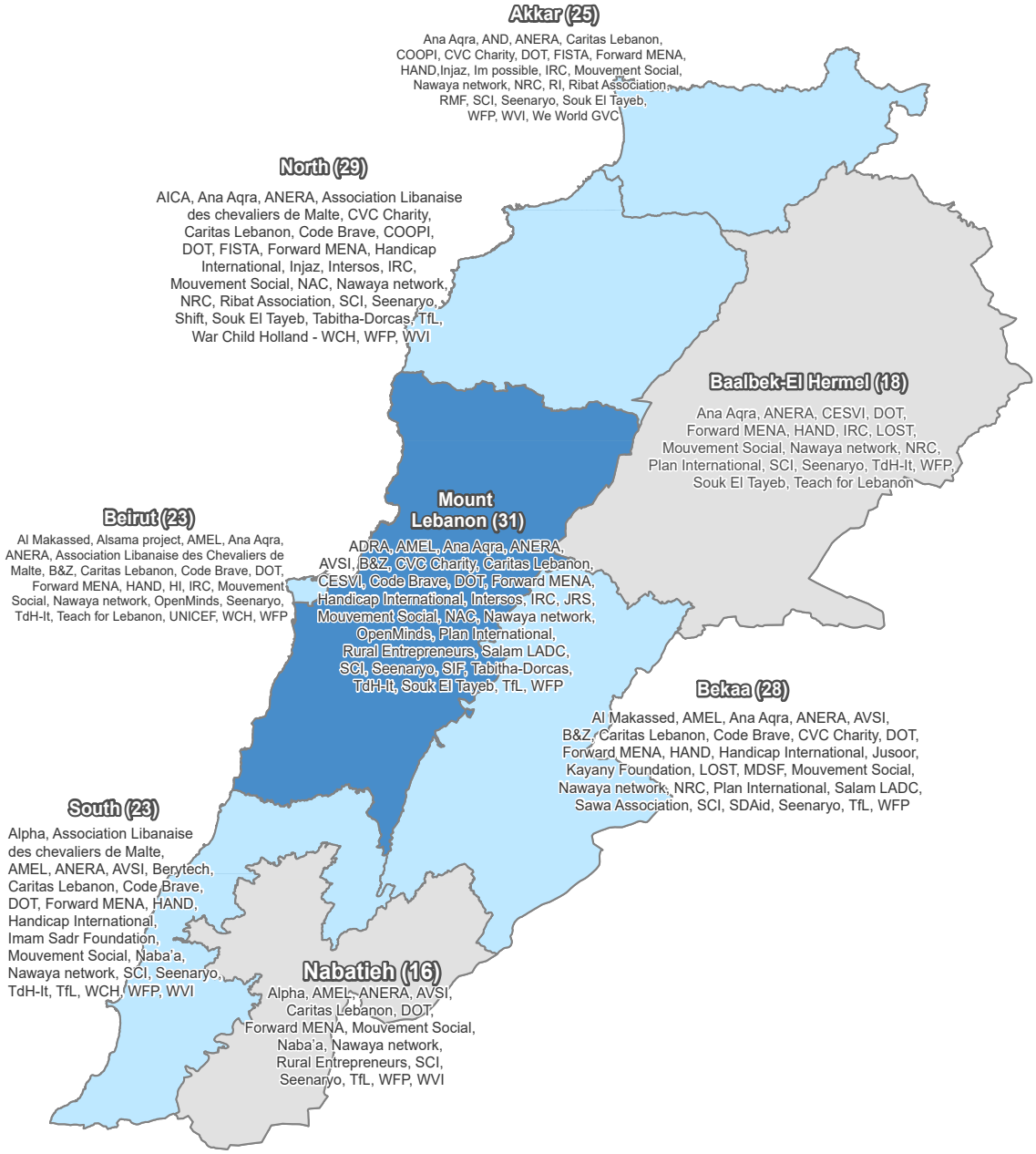
Across Lebanon, **more than 500,000 children, both Lebanese and non-Lebanese, are out of school**, with many at risk of child labor, early marriage, or exploitation. For these children, education is not just about learning; it's a lifeline to a safer and brighter future. The prolonged impact of COVID-19 and the country's economic crisis has left many children struggling to return to classrooms. With limited spaces in public schools and growing financial barriers, such as the high cost of transportation, programmes like Makani are urgently needed to provide flexible, child-centered learning pathways. Makani doesn't stop at education. It offers life skills training, sports, psychosocial support, and referrals to specialized services, creating a protective environment where children can connect, play, and heal. Caregivers also receive support, including early childhood development and parenting guidance, ensuring that entire families benefit. For children like Moustafa, Makani is more than just a learning center; it's a place of hope, resilience, and community.

"*I had a dream," Moustafa says. "Makani filled the gap for me to learn and reach my dream. Makani allowed me to invest my time productively and combat boredom.*"

With the support of Al Ghurair, UNICEF can continue to expand the Makani model, ensuring that thousands of children recover education losses, reach their grade level requirements, and remain enrolled in school.

2025 End-of-Year Sector Dashboard
Education

3W Map of Education Sector Partner Organizations



All 61 organizations mentioned below have contributed to the achievement of Education Outcomes prioritized under the LRP and reporting under ActivityInfo:
ADRA, AICA, Al Makassed, Alpha, Alsama project, AMEL, Ana Aqra, AND, ANERA, Association Libanaise des chevaliers de Malte, AVSI, B&Z, Berytech, Caritas Lebanon, CESVI, Code Brave, COOPI, CVC Charity, DOT, FISTA, Forward MENA, HAND, Handicap International, I m possible, Imam Sadr Foundation, Injaz, Intersos, IRC, JRS, Jusoor, Kayany Foundation, LOST, Michel Daher Social Foundation - MDSF, Mouvement Social, Naba'a, NAC-National Autism Community, Nawaya network, NRC, OpenMinds - OM, Plan International, RI, Ribat Association, RMF, Rural Entrepreneurs, Salam LADC, Sawa Association, SCI, SDAid, Seenaryo, Shift, SIF, Souk El Tayeb, Tabitha-Dorcas, TdH-It, Teach for Lebanon, UNICEF, War Child Holland - WCH, We World GVC, WFP, World Learning, WVI.

According to the Q4 2025 financial update, the top 10 donors under the LRP (incl. Flash Appea) are listed below:
EUROPEAN UNION, UNITED STATES OF AMERICA, CANADA, NETHERLANDS, GERMANY, ITALY, SWEDEN, FRANCE, AUSTRALIA and PRIVATE DONORS.

For more information, please contact: tsahakian@unicef.org; alaa.hmaid@savethechildren.org; vashkarian@unicef.org