LEBANON Response Plan

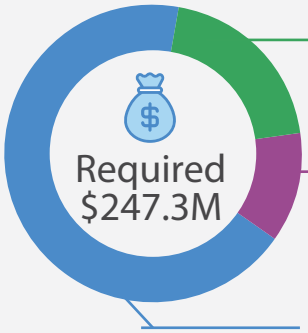
2025 Mid-Year Sector Dashboard

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 June 30th



20% $50.4M
Total received
(since Jan-25)

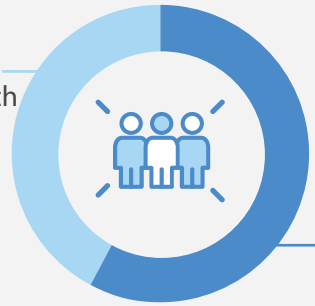
12% $29.8M
Total carry over
(from 2024)

68% $167.1M
Required
(ref. 2025 appeal)

* Funding figures include Flash Appeal.

2025 Population Reached

1,302,606
People in Need



42%
To reach

806,493
Targeted
Male 393,739
Female 412,754

58% (467,602)
Reached

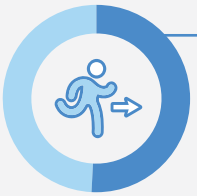
2025 Population Figures by Cohort

560,201
Lebanese individuals in need

268,134 (60%)
Reached

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

674,976
Displaced Syrians in need



163,613 (54%)
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

3,649 (59%)
Reached

50,574
Palestine Refugees in Lebanon in need

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

31,911 (63%)
Reached

10,551
Migrants in need

295 (9%)
Reached

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

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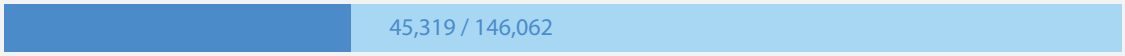
Progress Against Targets

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.

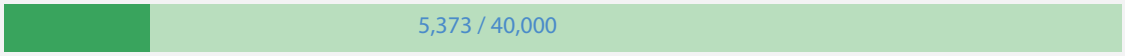
Indicator 1.1.A: # of school aged children and youth (age 3-18) whose registration fees for formal schools are partially or fully subsidized.

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

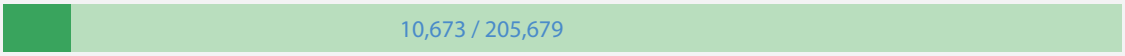


OUTCOME 2:
Improved learning outcomes for children and youth through enhanced quality of formal and non-formal education services that are safe, protective, adapted, and inclusive for multi-crisis situations.

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 Mid-Year Sector Dashboard
Education

1. Analysis of Achievements of the Sector at the Output Level

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

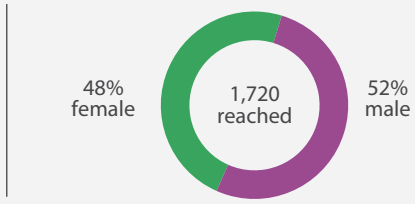
In the second quarter of 2025, partners continued efforts to improve access to quality education for children and youth in public schools, reaching a total of 406,278 learners compared to 467,602 during the same period last year, with more than 52% being girls. This total includes 110,940 Syrian children, down from 163,613 last year; 259,483 Lebanese children, compared to 268,134 last year; 3,649 Palestinian Refugees from Syria (PRS); 31,911 Palestinian Refugees in Lebanon (PRL); and 295 migrant children, with PRS, PRL, and migrant numbers remaining relatively stable. The overall decrease is likely linked to challenges in access for non-Lebanese children due to lack of required documents, particularly in the second shift.

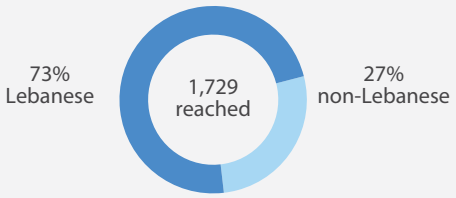
For non-formal education (NFE), partners supported 45,319 children and adolescents—mostly Syrians—through community center programs, which is consistent with the same period in 2024 (45,300 children and adolescents).Additionally, under the leadership of MEHE and in collaboration with sectors such as Shelter (including Site Management and Coordination), and WASH, the Education Sector provided support to assess and decommission schools used as shelters.

Cash for Education

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

8%
1,720 Reached
20,738 Targeted

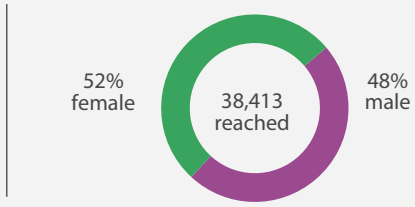


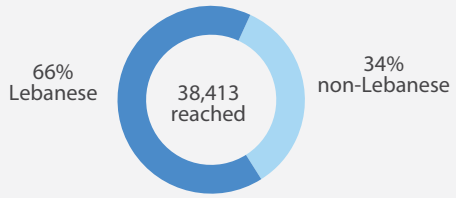


Retention Support Programs

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

35%
38,413 Reached
108,259 Targeted

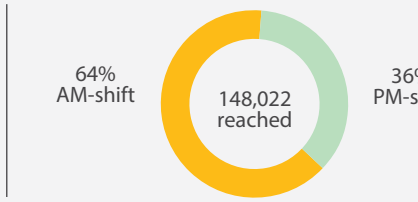


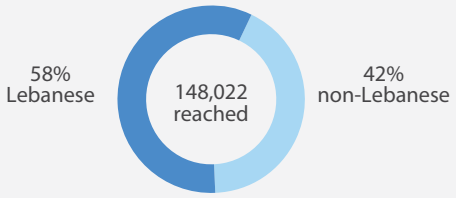


School Meals

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

114%
148,022 Reached
130,000 Targeted

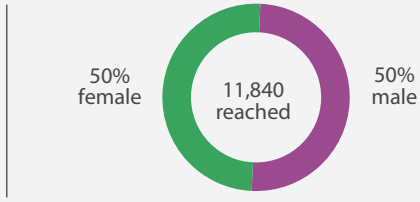


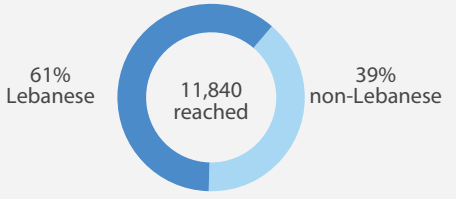


Child Protection

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

4%
11,840 Reached
280,407 Targeted





2025 Mid-Year Sector Dashboard

Education

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

To reduce barriers to education, extensive support was provided to children, youth, and their caregivers. Cash for Education programs reached approximately 1,720 children out of a target of 20,000, focusing on children with disabilities. This represents a significant decrease from last year's figure of 57,600 children (target 141,000) due to funding constraints. The target was also lower this year, as last year's cash assistance was provided to displaced children primarily to support online learning.

Additionally, about 148,022 children and youth—including 58% Lebanese—received meals or snacks in schools, exceeding the 130,000 target and up from 125,000 in 2024. These meals addressed both educational and nutritional needs. At the same time, to reduce further barriers, partners reached nearly 80,000 parents and/or caregivers out of a target of 96,000. This high reach is likely linked to the start of the public school term in January.

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.

While outreach figures were reported to be very high, awareness sessions were reported as very low, suggesting that partners may have combined these activities. The sector will work to improve reporting to better understand partners' approaches. It was reported that around 10,600 parents and caregivers (out of a target of 205,000) participated in awareness sessions, where they received guidance on providing academic and life skills support through extracurricular activities. This number appears to be underreported by partners. At the same time, more teachers and education personnel—5,373 compared to 3,150 last year, including NFE educators, UNRWA teachers, facilitators, and others—engaged in professional development. This number includes the 224 paraprofessionals who trained and deployed, supporting 6,249 children with disabilities—14 per cent of the 43,511 students in the MEHE inclusive 117 schools.

Output 2.2: Children in schools and learning spaces are supported with enhanced learning opportunities that contribute to improved learning outcomes, protection and wellbeing.

To ensure quality learning, sector partners provided children with enhanced learning opportunities that supported improved educational outcomes, protection, and overall well-being. In the first two quarters, almost 12,000 children—60% of whom were Lebanese, similar to last year—participated in social-emotional learning, psychological first aid, and other psychosocial activities. To prevent dropouts, nearly 38,500 students, more than 65% of them Lebanese and comparable to 2024 figures, benefited from retention support programs focused on inclusive education to ensure equal access for all learners.
In addition, digital infrastructure initiatives were prioritized to prepare students for a digital future, accompanied by comprehensive capacity-building efforts for educators and caregivers to effectively integrate and utilize digital resources.

Mainstreaming Activities:

The Global CP AoR, Lebanon CP AoR, and Education Sector facilitated "Working Across Sectors" workshops to strengthen collaboration in humanitarian settings. The sector members worked to foster integration, improve coordination and design joint actions prioritizing children's safety, learning, and well-being. CP and education actors explored their complementary roles, and a joint action plan was developed to turn insights into impact. Quarterly coordination meetings will sustain momentum and accountability for better outcomes for children.
The sector partners support MEHE in rolling out the Protection Policy, aimed at ensuring safe and inclusive learning environments. Through trainings delivered by CERD, educators and school staff are equipped to apply protection standards as per the policy.
The Education Sector collaborated with UNDP and International Alert to develop a conflict sensitivity guidance note and provide training to partners. The goal is to help education actors design and implement interventions that reduce tensions and do no harm. A two-day training was held focusing on context analysis and adapting activities to promote social cohesion. The sector aims to provide ongoing support through tools, training, expert access, and knowledge sharing to strengthen conflict-sensitive programming across interventions.

2025 Mid-Year Sector Dashboard

Education

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.

While most schools have resumed in-person learning, 37 public schools in high-risk areas continued to provide remote education through the end of the school year. The Madristi digital platform, provides students with curriculum-aligned digital resources and supports blended learning, with over 50,000 registered users.

A total of 45 schools have been equipped with internal networks connecting multiple classrooms across different learning levels. Each classroom received ICT kits, including laptops, projectors, microphones, and cameras. Teachers from various grades were trained on using this equipment effectively, along with basic troubleshooting. Additionally, in partnership with MEHE, around 14,000 teachers across Lebanon received training on digital platforms such as Microsoft Teams and the Madristi platform to support remote and blended learning.

Localization

Under the leadership of the Ministry of Education and Higher Education (MEHE), the education sector in Lebanon has made notable strides in advancing localization during the recent reporting period. Out of the 71 organizations participating in the Lebanon Response Plan (LRP), 40 are national organizations, representing 56%. Within the MEHE-led coordination, this proportion is even higher, with national organizations accounting for 80% of the 143 engaged actors—many of whom are also active under the LRP.

To further strengthen local leadership, five national NGOs and four international NGOs have been nominated to be part of the sector's Core Group/Strategic Advisory Group. National NGOs remain 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 underscore the sector's commitment to localization, resource mobilization and the promotion of community-led responses, and the long-term sustainability of education interventions across the country.

Finally, the sector also underwent a Cluster Performance Review, in which 40 per cent of the responders were national actors. The outcomes indicated that the Education Sector in Lebanon. The outcomes indicated that the Education sector in Lebanon has demonstrated a high level of performance in delivering coordinated, inclusive, needs-responsive. Education services. These achievements have been supported by ongoing investments in advocacy, accountability, and capacity strengthening.

Gender Analysis:

Recent surveys and assessments, underscores that economic hardships and safety concerns significantly hinder girls' access to education in Lebanon, with many facing early marriage, child labor, and restricted mobility as coping mechanisms. Research highlights that girls experience heightened protection risks, including harassment, violence, and barriers such as transportation difficulties and period poverty, which contribute to higher dropout rates. These intersecting factors—economic, social, and safety-related—disproportionately impact girls, particularly those with disabilities or engaged in child marriage or labor, emphasizing the continues need for targeted interventions to ensure safe, equitable, and accessible education for all girls.

Prioritization:

While continuing to support children in public schools who have lost six consecutive years of learning and as well as the needs of out-of-school children, the Education Sector has also responded to urgent humanitarian needs. This includes continued repair of schools used as shelters during the conflict, integrating inclusive learning and retention support for children. Additional efforts involve, mental health and psychosocial support, the delivery of explosive ordnance risk education, and training teachers in digital skills and crisis-sensitive instruction to better support affected learners.

2. Challenges, risks and mitigation measures

The current Non-Formal Education (NFE) system faces significant challenges in achieving its policy goals of supporting out-of-school children (OOSC) and facilitating their transition to formal education. Approximately 200,000 Lebanese and 450,000 non-Lebanese children remain out of school, with low transition rates due to the system's rigidity and high administrative and regulatory barriers. To address these challenges, and under the leadership of MEHE a new, fit-for-purpose curriculum has been developed, and its implementation will commence in the coming months, supported by comprehensive training for all partners. This reform effort, informed by extensive consultations with NFE stakeholders and assessments of teacher training initiatives, aims to enhance the system's capacity, reduce barriers, and improve outcomes for OOSC.

Significant learning losses for children in public schools, compounded by ongoing challenges for OOSC, remain a critical issue for the sector. The Education sector will prioritize activities to address learning losses, such as intensive remedial classes and retention support.

Reduced funding has halted some programs and limited partners' ability to support the Education sector. While the inter-agency referral system and sub-national coordination have enabled most children in programs to continue, the halt of initiatives like the community volunteers program in the second shift due to funding cuts poses significant risks. These volunteers played a crucial role in creating safe and inclusive learning environments, monitoring attendance, identifying at-risk children, and promoting social cohesion. Their absence may slow progress, impacting children's safety, well-being, and access to education.

To mitigate these risks, the sector continues to advocate for sustained and increased funding to support Education programs, including the community volunteers initiative. Strengthening partnerships and coordination mechanisms will ensure continuity of support for vulnerable children. Capacity-building and training for local partners will enhance their ability to deliver quality education services. Remedial education programs will where possible be expanded to address learning losses and ensure children can catch up academically. Inclusive and context-specific solutions will be promoted to address the diverse needs of OOSC and ensure no child is left behind. These measures aim to safeguard progress, improve access to education, and create a more resilient education system in Lebanon.

3. Key Priorities for the next half of the year

The sector will finalize the Joint Education Needs Assessment (JENA), which applies INEE Minimum Standards to complement VASyR and MSNA. Using both qualitative and quantitative methods, and emphasizing child participation, JENA will assess access, quality, safety, and well-being in education. The findings will guide sector priorities and identify the most vulnerable areas for the 2026 response.

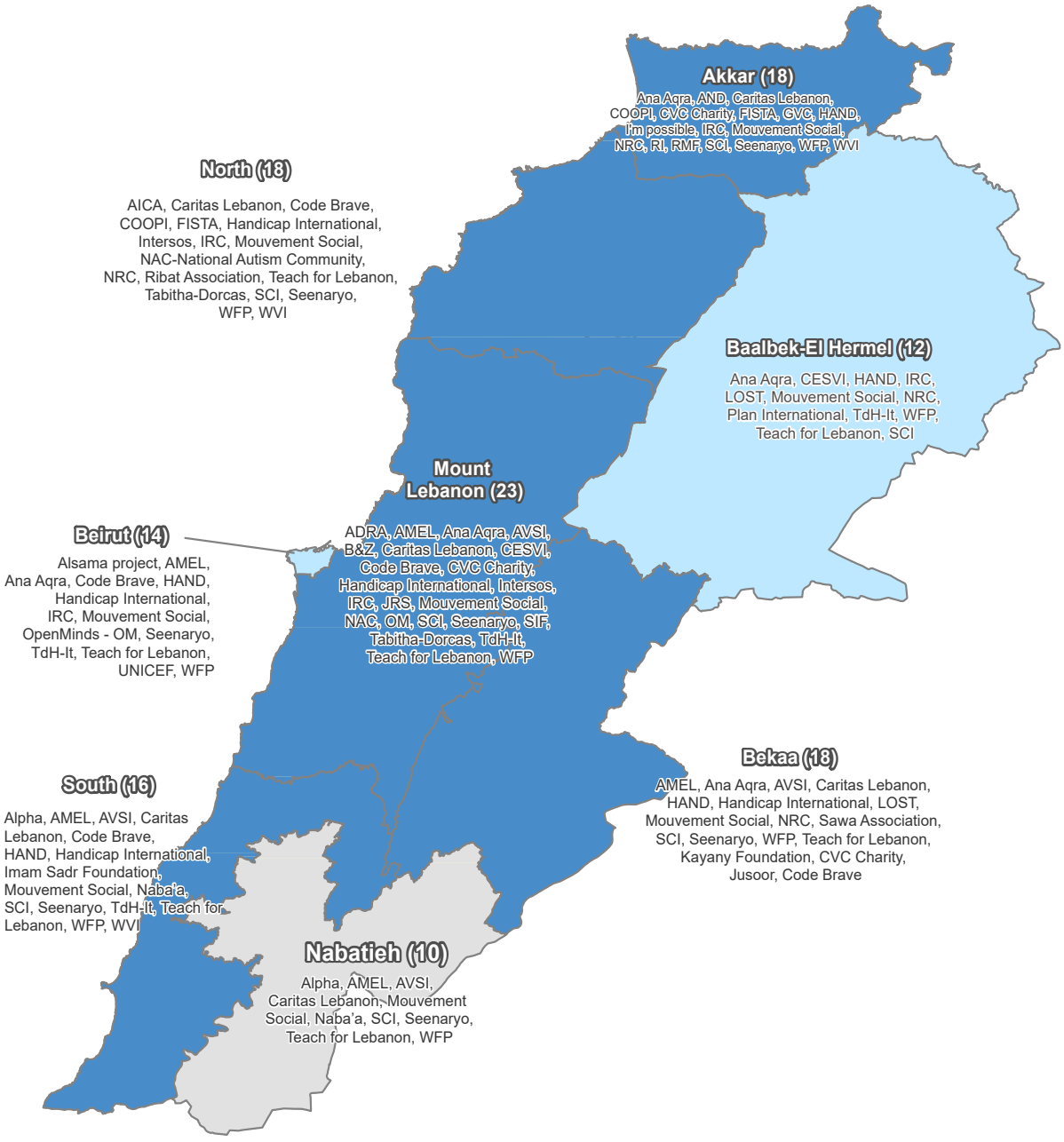
The sector will further advance its work through task teams to develop and analyze a training needs assessment, addressing skill gaps and strengthening local partners' leadership and technical capacity. These efforts will emphasize inclusivity, sustainability, and context-specific solutions to ensure impactful capacity development aligned with Lebanon's evolving education needs.

Overall, the sector will support the Ministry of Education Recovery Plan, based on the National Assessment results, including the national campaign for public schools. In line with the LRP sector strategy, and under MEHE's leadership, the sector will also prioritize the rollout of the new Non-Formal Education (NFE) curriculum program.

Referral Trends:

In 2025, Lebanon recorded 948 referrals from NGOs working in other sectors to education, representing 3.1% of total referrals, with the South region showing the highest need. The number of referrals increased sharply from January to June, especially in the South, indicating rising demand. Most cases (over 60%) have been accepted, reflecting efforts to address urgent needs. The referral process improved in the second quarter, with more cases accepted and fewer delays in feedback. Continued focus on timely follow-up and better communication is essential to ensure aid reaches those most in need and to strengthen the education response across the country.

4. 3W Map of Education Sector Partner Organizations



All 55 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, AVSI, Berytech, B&Z, Caritas Lebanon, CESVI, Code Brave, COOPI, CVC Charity, DOT, FISTA, Forward MENA, GVC, HAND, Handicap International, Imam Sadr Foundation, Im possible, Injaz, Intersos, IRC, Jusoor, JRS, Kayany Foundation, LOST, Mouvement Social, Naba'a, NAC-National Autism Community, Nawaya Network, NRC, OpenMinds - OM, Plan International, RI, Ribat Association, RMF, Rural Entrepreneurs, Sawa Association, SCI, Seenaryo, SIF, Souk El Tayeb, Tabitha-Dorcas, TdH-It, Teach for Lebanon, UNICEF, WFP, World Learning, WVI.

According to the Q2 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