2026 Mid-Year Dashboard

Education Sector

LEBANON Response Plan

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.

LRP Funding Status

As of 30 June



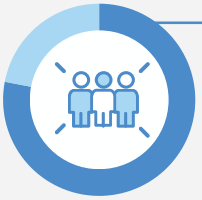
Appeal 2026: $160.05M

Received in 2026: $70.12M

Carry over from 2025: $39.59M

LRP Population Reached

1,016,310
People in Need



410,890 70%
Reached

584,844
Targeted

Male 286,808 | **Female** 298,036

LRP Population Figures by Cohort

582,139
Lebanese individuals in need



240,410 86%
Reached

279,441
Targeted
Male **134,117**
Female **145,294**

374,221
Displaced **Syrians** in need



161,278 61%
Reached

265,556
Targeted
Male **130,122**
Female **135,434**

5,885
Palestinian Refugees from Syria (individuals)



358 10%
Reached

3,734
Targeted
Male **1,830**
Female **1,904**

49,561
Palestinian Refugees in Lebanon (individuals)



4,360 51%
Reached

35,614
Targeted
Male **17,451**
Female **18,163**

4,504
Migrants (individuals)



4,484 100%
Reached

500
Targeted
Male **250**
Female **250**

Flash Appeal Funding Status



Flash Appeal 2026: $21.08 M

Received in 2026: $8.37 M

Carry over from 2025: $0.69M

Flash Appeal Population Reached



150,507 57%
Reached

350,000
Targeted

For more information please contact: salsarraf@unicef.org/somoussa@unicef.org

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Education Sector

Progress Against LRP 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

354,786/403,048

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

58,306/145,711

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.

1,995/15,685

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.

3,238/20,400

Progress Against Flash Appeal Targets

Outcome 1: Access to Formal Education

of IDP children accessing formal education /retention support online

88,834

Outcome 2: Shelter Support

of children benefitting from shelter kits

64,000

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Education Sector

OPERATIONAL CONTEXT

The first half of 2026 was marked by a significant escalation of hostilities, resulting in widespread displacement, increased humanitarian needs, and additional pressure on already stretched services and infrastructure across Lebanon. Humanitarian partners responded by rapidly scaling up emergency assistance while maintaining essential interventions under the Lebanon Response Plan (LRP). The 2026 Flash Appeal complemented the LRP by mobilizing additional resources to address needs arising from the escalation, while the response continued to be delivered through the existing LRP coordination architecture. Throughout the reporting period, the sector adapted priorities, reprogrammed resources where necessary, and worked to balance immediate life-saving assistance with the continuation of core humanitarian and stabilization activities.

KEY ACHIEVEMENTS & RESULTS

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: Safe, inclusive, and adequately equipped learning spaces are available and functional in all areas, including crisis-affected and underserved communities

By the end of Q2 2026, 354,786 school-aged children and youth had their registration fees for formal schools partially or fully subsidized, representing 88 per cent of the 2026 annual target (403,048) and broadly in line with the same period in 2025 (406,278 against a target of 414,752). Of these, 218,716 were Lebanese, 127,597 displaced Syrians, 4,387 migrants, 3,754 PRL, and 332 PRS. In parallel, 56,282 children were enrolled in early childhood, non-formal education, or Multiple Flexible Pathways programmes - 37% of the 2026 target (145,711) and an 18% increase compared to the same period in 2025 (45,319 against a target of 146,062), reflecting continued scale-up of non-formal pathways for displaced Syrian (34,010) and out-of-school Lebanese (21,546) children. The escalation of hostilities significantly increased rehabilitation needs beyond original planning assumptions, with MEHE identifying over 340 damaged public schools. Against this expanded caseload, 22 schools and learning centres received minor rehabilitation (20% of the 2026 target of 112). This output contributes directly to Outcome 1 by restoring access to learning, though rehabilitation and inclusive-schooling targets require accelerated investment in Q3 and Q4 to address the newly damaged schools following the escalation of hostilities since March 2026 and ahead of the new academic year starting in September 2026.

Output 1.2: Children, youth, and their caregivers receive targeted support to overcome economic, social, and psychosocial barriers to accessing and completing education

Learning supplies reached 4,910 children (13% of the 2026 target of 37,048), also below the 2025 comparator (10,563 against a target of 161,664). Community outreach and enrolment support reached 19,799 children and caregivers (12% of the 166,500 target), down from 79,765 over the same period in 2025. This underachievement is largely explained by the onset of the escalation, which led to a significant portion of learning supply and outreach activities during the emergency period being delivered and recorded under the Flash Appeal rather than against LRP indicators, rather than reflecting an actual reduction in the sector's overall response.

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

1,995 teachers, facilitators, and education personnel were engaged in professional development by Q2 2026 (13% of the 15,685 target), and 3,238 parents and caregivers were reached through engagement activities (16% of the 20,400 target). Both indicators show substantially lower reach than the same period in 2025 (5,332 teachers against a 40,000 target; 10,673 caregivers against a 205,680 target). This shortfall is attributable to the escalation period: the displacement of teachers and education personnel disrupted planned training schedules, while partners reprioritized activities and resources towards emergency response and learning continuity.

For more information please contact: salsarraf@unicef.org/somoussa@unicef.org

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

23,175 children benefited from remedial education, homework support, and learning-recovery programmes by Q2 2026 - 35% of the annual target (65,900) and 45% higher than the same period in 2025 (15,992), reflecting the sector's continued prioritization of remedial education and learning recovery, which predates the escalation and responds to Lebanon's pre-existing learning crisis and accumulated learning losses from successive years of disruption. 26,858 children received SEL, psychological first aid, or non-specialized psychosocial support, already 78% of the 2026 target (34,500) and more than double the 2025 comparator (11,840). 635 children were referred to child protection services (21% of target).
Outcome 3: Strengthened governance, managerial, and knowledge management capacities across all levels of the education system, using evidence to drive decision making.

Output 3.1: National data systems, coordination mechanisms, and preparedness for evidence-based education planning are enhanced and Output 3.2: Digital learning modalities to ensure equitable, inclusive and crisis-resilient access to quality learning are expanded and institutionalized.

Work continued on establishing a unified, disability-disaggregated education data management system (Output 3.1) and developing a national digital learning platform (Output 3.2), both targeted for completion by end-2026. The percentage of sector partners reporting improved coordination, harmonization, and data-sharing (baseline 71%, 2026 target 90%) will be assessed at year-end through the sector's annual CCPM survey.

Gender Analysis:
Conduct a gender data analysis where data is available. Compare information about men and women to reveal gaps and inequalities likely to affect participation rates, access to services, fulfilment of basic needs, health status, vulnerability status, etc. The analysis should also provide an understanding of why these gaps and disparities exist. When relevant, reflect on data from age, diversity, and disability perspectives

Mainstreaming Activities:
Focus on gender, protection, conflict sensitivity and environment where applicable, provide insights into how these activities are integrated within your sector's operations.

PRIORITIZATION

During the reporting period, the Education Sector prioritized activities in response to the evolving phases of the escalation of hostilities.

In the initial phase of the escalation and displacement, the sector prioritized learning continuity through remote and self-learning modalities, given constrained access and the widespread use of schools as shelters.

As displacement stabilized, priorities shifted towards restoring in-person learning through temporary learning spaces in shelters and alternative locations, ensuring continued access for displaced and conflict-affected children where formal schooling remained disrupted.

Following the ceasefire, the sector reoriented priorities towards learning recovery, notably through MEHE's Summer School Programme, to address accumulated learning losses among conflict-affected children. In parallel, priority was given to the re-establishment of formal schooling ahead of the September 2026 start of the academic year, including the reinstatement of public schools previously used as shelters and the assessment of war-damaged schools to inform rehabilitation planning.

LOCALIZATION

During the reporting period, the Education Sector continued to advance localization by strengthening sub-national coordination structures and expanding the role of local actors in planning and delivery. Out of 29 sector partners, 18 (62%) were local NGOs or community-based organizations actively engaged in coordination and/or implementation. To support decentralized coordination, the sector maintained sub-national Education Sector focal points in Bekaa (covering Baalbek-El Hermel), Beirut (covering Mount Lebanon), Saida (covering South Lebanon and Nabatieh), and Tripoli (covering North Lebanon and Akkar), enabling more responsive planning and closer engagement with local partners, municipalities, and communities across all eight governorates.

These focal points played a critical role in sustaining local coordination and information flow during the escalation of hostilities, allowing the sector to rapidly identify emerging needs and adapt service delivery in war-affected and hard-to-reach areas, particularly in the South and Nabatieh. Local partners leveraged their community presence and operational access to help sustain catch-up learning, back-to-school support, and non-formal education activities amid disruption. These efforts contributed to more community-rooted programming, improved responsiveness to localized needs, and a stronger foundation for sustained local ownership of the education response.

For more information please contact: salsarraf@unicef.org/somoussa@unicef.org

LEBANON Response Plan

2026 Mid-Year Dashboard

Education Sector

CHALLENGES, RISKS AND MITIGATION MEASURES

1. Fragile Security Context and Recurrent Disruption

Renewed hostilities and insecurity, particularly in South Lebanon, Nabatieh, and the Bekaa/Baalbek, remain the sector's foremost operational risk. Since the March 2026 escalation, over 1,024 schools have closed and 642 facilities, including 550 public schools have been repurposed as shelters, displacing 1.2 million people from affected areas. Among students in directly affected regions, 96% experienced some form of schooling disruption and 86% were forcibly displaced during the past academic year. Mitigation measures include strengthening emergency preparedness across partners, developing capacity to sustain learning continuity "from Day 1" of any new emergency, and using flexible online or in-person modalities depending on local safety conditions.

2. Funding Shortfalls and Reprioritization

The sector faces significant underfunding relative to needs, constraining MEHE-led rehabilitation, catch-up, and retention efforts. Of the 285 schools requiring light-to-moderate rehabilitation, work remains contingent on additional donor support between September and December.

3. Teacher Attrition and Workforce Instability

Teachers' average monthly income covers less than half of essential household expenses. Only around one-third of teachers wish to remain in the profession; 78% report a negative impact on motivation and 72% on psychological wellbeing. Contractual teachers, paid by teaching hours, are disproportionately affected by reduced school days. Mitigation measures include structured psychosocial and peer support for teachers and continued advocacy for improved working conditions, though no national mental health framework currently exists for education personnel.

4. Access Barriers for Displaced, Refugee, and Marginalized Learners

Displaced Syrian children face the most acute exclusion, with roughly 60% projected to remain out of school in 2026; documentation requirements, transport costs, and anticipated school refusal are the main barriers to enrolling in morning shifts should second/PM-shift funding lapse. Children with disabilities remain largely invisible in national data, with under 1% enrolled in inclusive public schools. Mitigation includes non-formal and formal pathways, continued donor-funded second/PM -shift provision, and integration of disability inclusion, child protection, and PSEA safeguards across programming.

5. Reflections and Lessons Learned

Recurring crises have shown that flexible, community-based learning modalities and early coordination with MEHE, sector partners help sustain access when formal schooling and non-formal education is disrupted, though online modalities alone cannot substitute for in-person learning during conflictescalation. A key lesson is the need to shift from reactive emergency response measures toward sustained investment in rehabilitation, teacher retention, and predictable multi-year financing that bridges humanitarian, stabilization and recovery objectives - without which cumulative learning losses and exclusion risks will continue to deepen.

KEY PRIORITIES FOR NEXT HALF OF THE YEAR

1. Restore and rehabilitate war-damaged public schools

The Education Sector will scale up light-to-moderate rehabilitation of public schools damaged during the escalation and requiring repair, including furniture, WASH facilities, and learning equipment, prioritizing schools in return areas of South Lebanon and Nabatieh where reopening depends on completed works. This addresses the critical infrastructure gap in conflict-affected areas and is essential for the safe resumption of in-person schooling for the 2026–2027 academic year.

2. Support re-enrolment, retention, and learning recovery for displaced and returnee children

The Education Sector will roll out catch-up and remedial learning in foundational literacy and numeracy, back-to-school support, and non-formal education pathways out-of-school children in conflict-affected areas. This responds to significant learning losses and rising dropout risk as displacement patterns shift and collective shelters close.

3. Sustain coordinated, inclusive service delivery in hard-to-reach areas

The Education Sector will maintain alternative learning modalities, including temporary and community-based learning spaces, in areas where access remains constrained or schools continue to serve as shelters, while strengthening psychosocial support and disability-inclusive services. This ensures continuity of learning and protection for vulnerable children as geographic focus shifts from hosting to return areas, reinforcing coordination with MEHE, education partners, and cross-sector actors.

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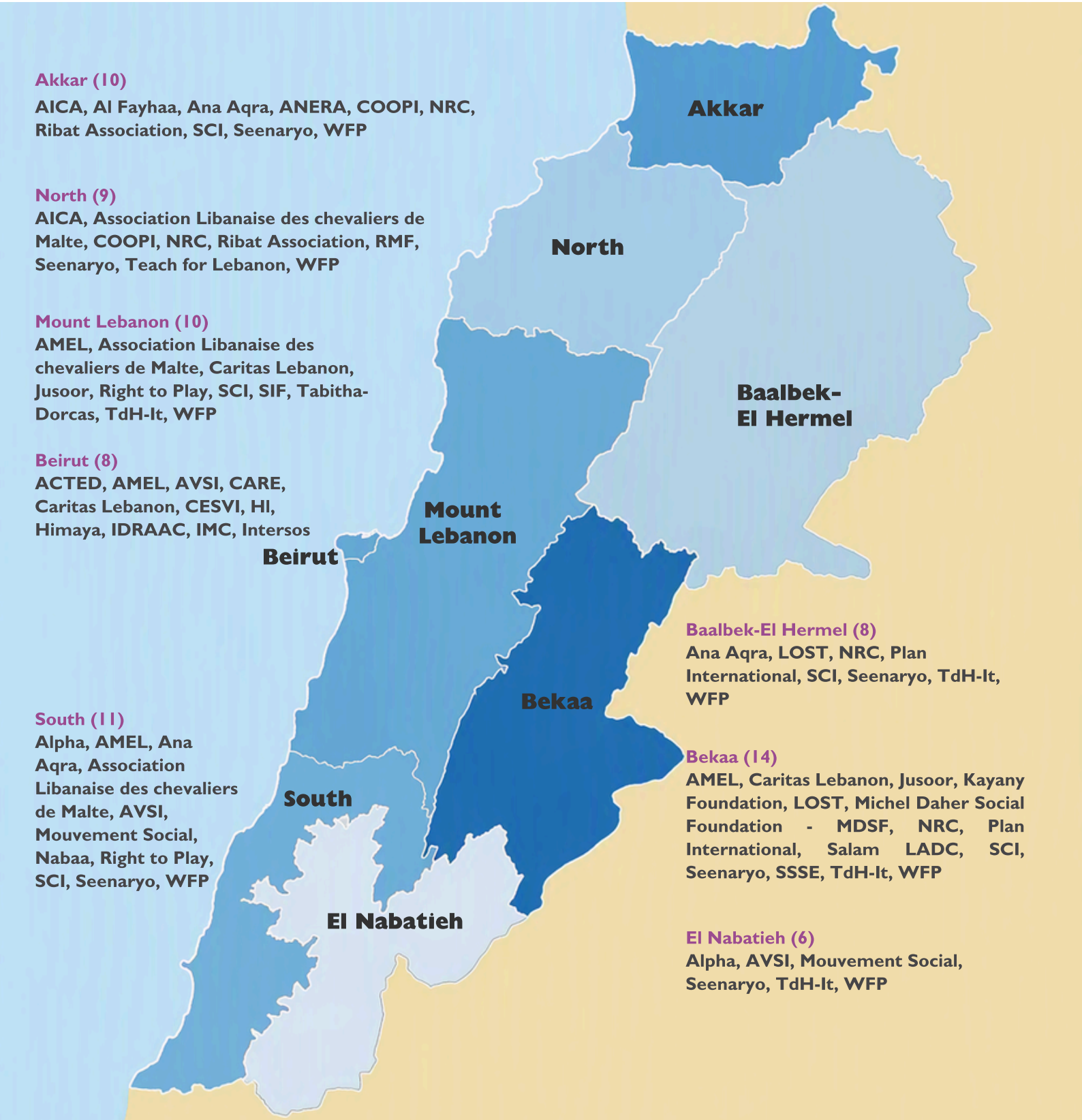
Education Sector

3W MAP AT GOVERNORATE LEVEL

Education Sector Partners (31)

AICA, Al Fayhaa, Alpha, AMEL, Ana Aqra, ANERA, Association Libanaise des chevaliers de Malte, AVSI, Caritas Lebanon, COOPI, Jusoor, Kayany Foundation, LOST, Michel Daher Social Foundation - MDSF, Mouvement Social, Nabaa, NRC, Plan International, Ribat Association, Right to Play, RMF, Salam LADC, SCI, Seenaryo, SIF, SSSE, Tabitha-Dorcas, TdH-It, Teach for Lebanon, UNICEF, WFP.

Source: Activity Info



For more information please contact: salsarraf@unicef.org/somoussa@unicef.org