

BRIEF/REPORT SUMMARY | 2026

The Impact of the War on Lebanon's Education Sector

AT A
GLANCE

86+
teachers killed
or injured

20%
learners
displaced

436
facilities affected by
at least one attack

37
educational facilities
destroyed

The first half of 2026 was marked by a significant escalation across Lebanon, displacing 1.2 million people* — including approximately 20% of learners. 436 public education facilities were repurposed as shelters for the displaced and overall approximately 27% of learners experienced interruptions to their education. Ahead of the September 2026 school year, MEHE and partners are prioritizing the rehabilitation of safe learning spaces, learning recovery and protection services.

HUMAN AND EDUCATIONAL IMPACT

Lebanon's education community — including school directors, teachers and learners — was severely affected during the escalation. According to MEHE data, 60 schools reported at least 86 teachers killed or injured, a reported minimum rather than a national total. Displacement affected learners and personnel alike: approximately 20% of learners and 12% of teachers and other education personnel were reported as displaced, with many education personnel continuing to teach and support learners while displaced themselves.

Learning was disrupted for hundreds of thousands of children. According to MEHE data, about 27% of learners nationally experienced interruptions to their education, rising to 200,000 learners in war-affected areas who faced severe disruption; nearly 100,000 learners were unable to return to their schools because of damage, destruction, insecurity, or displacement. Even where classes continued, many learners lacked reliable access to devices, internet or steady support, so being enrolled did not always mean they were learning.

DAMAGE TO EDUCATIONAL INFRASTRUCTURE

Education facilities were heavily affected during the escalation. According to MEHE data, 436 of 1,089 facilities assessed in accessible areas — about 40% — were affected by at least one attack since 2 March 2026. A quarter — 101 facilities — were severely damaged or destroyed. Damage was most concentrated in the South and Nabatieh, which together accounted for 286 of the 436 affected facilities.

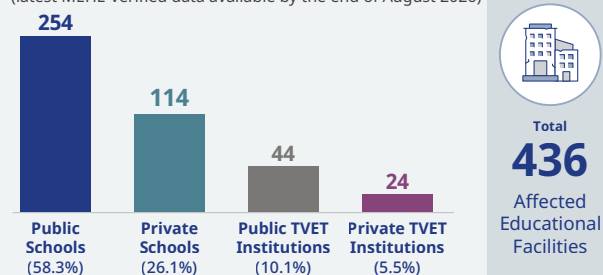
PROTECTION, WELL-BEING AND INCLUSION

The war took a serious toll on children's mental health and safety. Within MEHE's recorded child-protection data, self-harm and suicide attempts represented 5.9% of all recorded forms of violence, while suicidal ideation represented 3.7%. Together, these indicators accounted for 9.6% of reported violence classifications. Learners with special educational needs (SEN) were especially severely affected: about 26% were displaced, cutting many off from the therapy, assistive devices, transport and specialized support they rely on.

Facilities affected by institutional type and damage severity

Affected Educational Facilities by Institutional Type

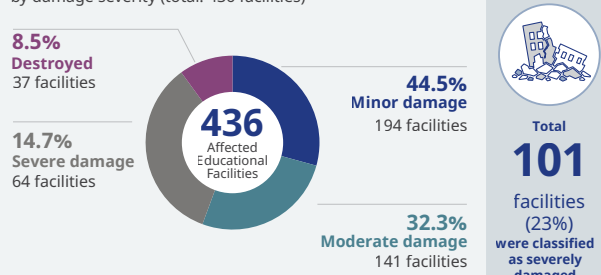
Number of educational facilities reported as affected
(latest MEHE-verified data available by the end of August 2026)



Note: Figures reflect the latest MEHE-verified data available by the end of August 2026. Percentages may not sum to 100% due to rounding.

Severity of Damage to Affected Educational Facilities

Number and percentage of affected educational facilities
by damage severity (total: 436 facilities)



Note: Figures reflect the latest MEHE-verified data available by the end of August 2026. Percentages may not sum to 100% due to rounding.

Source: MEHE The Impact of the War on Lebanon's Education Sector Damage, Educational Disruption, Well-being and Recovery Priorities

Note: Figures reflect the latest verified information available for each indicator up to the end of August 2026. Reporting periods vary, and dated operational figures should be understood as snapshots rather than cumulative totals. The data do not constitute complete national estimates and should be considered as documented minimums.

* Source: IOM Mobility Snapshot <https://dtm.iom.int/reports/lebanon-mobility-snapshot-round-95-17-april-2026>

LEARNING CONTINUITY DURING THE ESCALATION

NATIONAL LEADERSHIP AND MOBILIZATION

During the escalation, MEHE played a central role in providing shelter to displaced families while at the same time ensuring learning continuity for children.

More than 2,000 staff were mobilized to coordinate the emergency response — supporting displaced families in shelters alongside enabling continuity of learning, monitoring the situation on the ground, and delivering protection, psychosocial and inclusive education services.

Schools played a major role in the country's response to displacement: in the initial phase of the escalation, around 433 public educational institutions hosted displaced families.

PRESERVING LEARNING UNDER CHANGING CONDITIONS

MEHE ensured learning continuity throughout the escalation through a mix of in-person, online and hybrid classes, supported by digital tools such as Microsoft Teams, Madristi and CRDP content. Together with CERD, MEHE also set up hub schools where learners could get academic help alongside psychosocial and inclusion support in one place. This did not mean disruption disappeared — but it kept students connected to school when normal conditions were often impossible.

PROTECTION AND INCLUSION

MEHE maintained and scaled-up specialized support for the children who needed it most. Among the workforce assessed, 195 specialists remained active through in-person, hybrid, or alternative learning arrangements. In parallel, 123 specialists provided online support, including nearly 90 displaced specialists who remained active remotely.

DATA, COORDINATION AND INSTITUTIONAL LEADERSHIP

Keeping track of fast-changing conditions required constant information-sharing. Monitoring systems and school staff collected and verified information on displacement, access to education, learning, protection and infrastructure throughout the crisis. This evidence helped guide decisions in real time and was backed by coordination with government bodies, local communities, and international and humanitarian partners.

TRANSITION TO LEARNING RECOVERY

FROM LEARNING CONTINUITY TO LEARNING RECOVERY

For the new school year, MEHE is pivoting from emergency response to long-term recovery in line with MEHE's Vision 2040 and its 7 Strategic Goals, guided by an approach that is learner-centred, evidence-based, inclusive and nationally led, while strengthening the system's ability to withstand shocks.

RECOVERY PRIORITIES

Recovery is organized around six priorities. The first is restoring learning: assessing what learners have missed, providing catch-up support, foundational literacy and numeracy, and a shift back to stable, quality teaching — prioritizing learners who faced the longest interruptions or repeated displacement.

The second is repairing schools: progressively rebuilding damaged facilities — classrooms, water and sanitation, and accessibility — starting with the highest-need locations.

The third and fourth are protecting children's well-being and strengthening support for learners with special educational needs: building psychosocial support, case management and specialized services into every part of recovery, rather than treating them as a separate effort.

The fifth and sixth priorities are supporting teachers and staff, and strengthening the education system: closing staffing gaps, supporting personnel who were themselves affected by the war, and improving MEHE's information systems, digital tools and emergency planning so the system can better withstand future shocks.

SEQUENCING, MONITORING AND PARTNERSHIP

Priorities will be set based on needs and recovery will be prioritized based on urgency, severity and vulnerability. Success will be measured by results — whether children are back in school and learning.

MEHE will lead this effort together with Lebanon's schools and universities, and with support from national and international partners with the objective that affected children are back in school, staying enrolled, catching up on lost learning, and moving forward safely with the support they need.

Learning Continuity Plan: Approved Educational Pathways

Modality selected per school based on safety, building status, and displacement of students and staff



In-person education at the school or secondary school building



In-person education in an alternative building within the town



In-person education in an alternative building outside the town,
Within the geographic cluster, or in an area where displaced students' families are concentrated



In-person education for two schools or secondary schools in a single building



Blended education (in-person and distance) for two schools or secondary schools in a single building



Temporary distance learning
Distance learning adopted for one month at start of SY, renewable by MEHE decision



Distance learning for schools and secondary schools located in areas directly affected by the war
War-affected areas, where school can ensure >50% student participation remotely



School on hold
Inability to open a school or secondary school located in a war-affected area due to the absence of registered students, while retaining the principal and IT/administrative-systems officer