

Teaching Through Crisis: How Lebanon's Compounding Crises Are Reshaping the Teaching Profession

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Lebanon's education system remains under immense pressure in 2025, as the teaching profession continues to bear the weight of the country's overlapping economic, social, and political crises, further compounded by the consequences of the latest Israeli aggression. This year's Centre for Lebanese Studies (CLS) teachers survey marks the fourth consecutive year of monitoring teachers' conditions since 2022 (Hammoud and Shuayb, 2022; Hammoud, 2023; Hammoud and Brun, 2025), documenting trends in salaries, essential household expenditures, and the perceived impacts of the crises on teachers' wellbeing and the education system.

The 2025 online survey engaged a total of 828 teachers from all eight Lebanese governorates and across diverse age groups. Among respondents, 75% were females, 59% reported teaching in private schools, and 46% in public schools. Within the public school group, 56% indicated working on a permanent full-time basis, while 44% reported contractual employment.

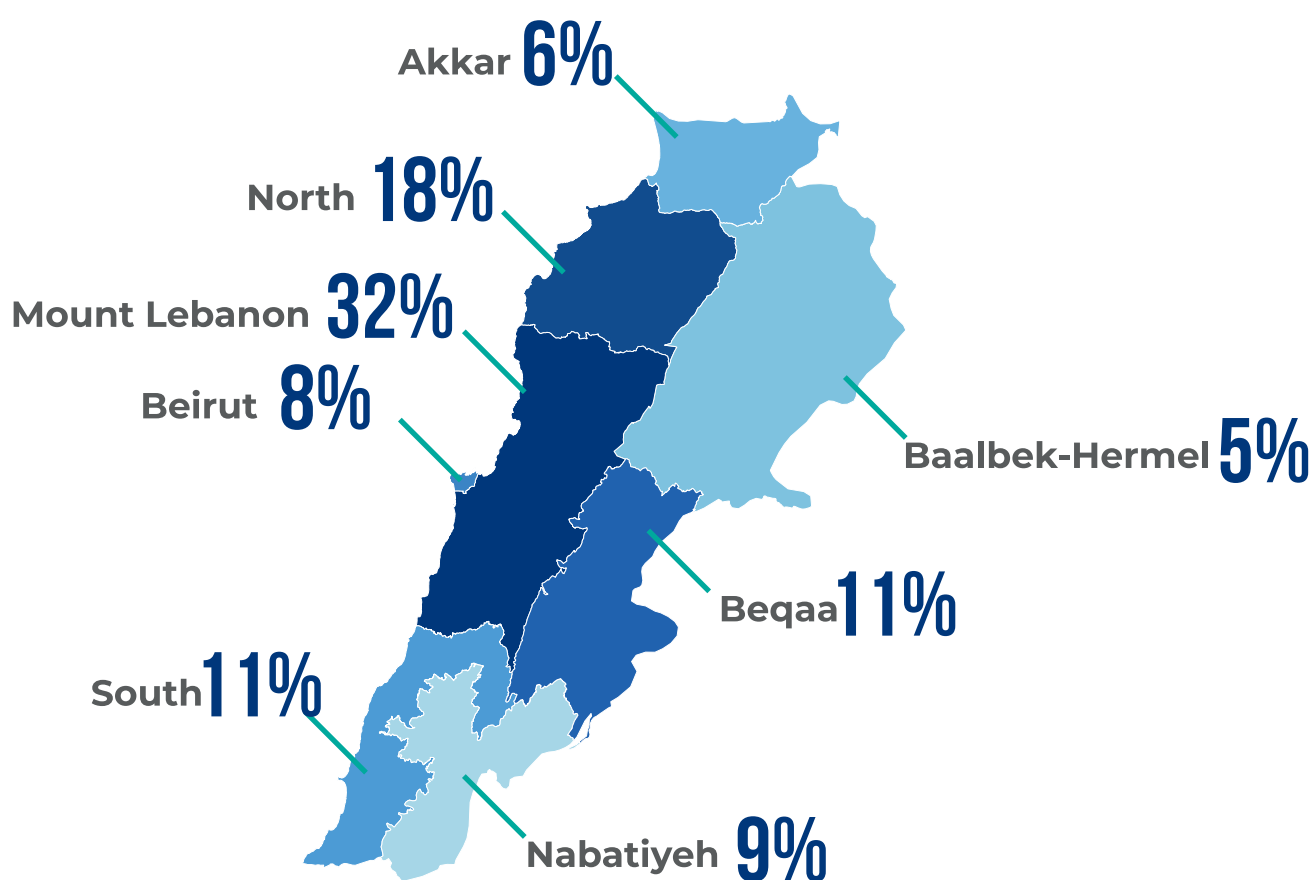


Figure 1. Sample distribution by governorate

A key limitation, inherent in our online data collection, lies in its limited ability to capture the experiences of the most vulnerable teachers, particularly those lacking reliable internet connectivity or access to digital devices.

Teachers' Essential Household Expenses Amount to Over 167% of their Monthly Earnings

The effects of Lebanon's prolonged economic and financial crisis remain evident in teacher salaries, which, even after five years, which, five years into the crisis, continue to fall far below their pre-crisis value, then equivalent to approximately USD 1,300 (Cedar Gate Fund, 2023).

700\$ is a teacher's average monthly salary

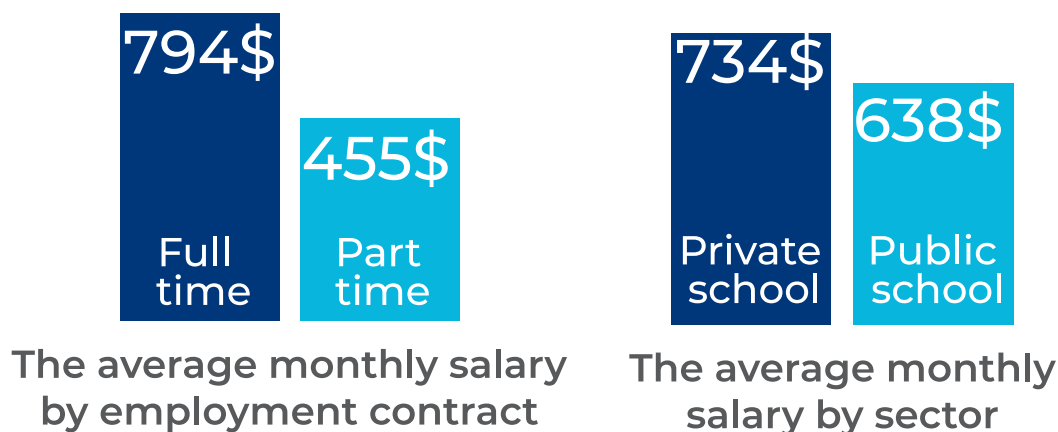


Figure 2. Average monthly teacher salaries by employment type and school sector

According to our survey results, the average teacher's monthly income in 2025 reached 700 USD, compared to 159 USD recorded in the 2022–2023 academic year survey (Hammoud, 2023), indicating a significant increase in earnings over time. However, this improvement must be understood within the broader context of Lebanon's inflationary environment and rising living costs.

Average household expenses

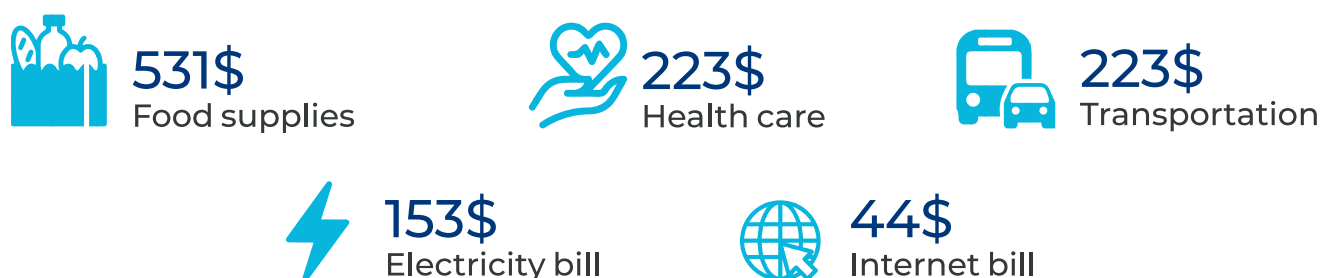


Figure 3. Breakdown of teachers' average monthly essential household expenses

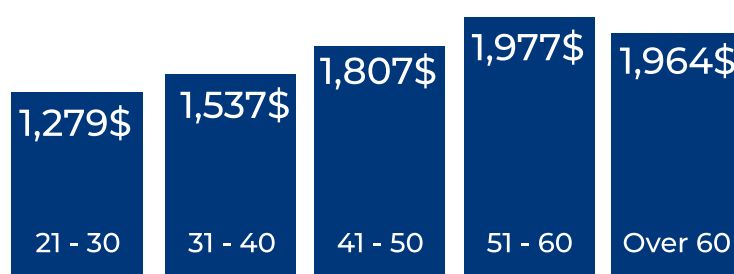
Teachers' average monthly essential household expenses were estimated at 1,174 USD, covering communication, electricity, transportation, medical bills, and food, an increase from 827 USD reported in the 2022–2023 survey (Hammoud, 2023). This means that essential household expenses amount to nearly 167% of teachers' monthly income in 2025. Although the gap between earnings and basic expenditures has slightly narrowed compared to two years ago, teachers' incomes remain insufficient to meet their

fundamental needs. These figures also exclude the costs of housing, heating, education, and personal consumption.

The dire circumstances, coupled with the absence of a coherent strategy to address teachers' basic needs, have left many in a state of despair. Only one in three teachers expressed a desire to continue working in the education sector, while 12% stated that they do not wish to remain, and 56% reported that they continue solely because they have no alternative employment options. This situation poses a serious threat to the sustainability of the education sector and the retention of its workforce.



1,722\$ the average minimum salary that ensures a decent and sustainable living for teachers for the current academic year



Salary expectations by Age

Figure 4. Teachers' average minimum salary expectations by age group for a decent and sustainable living

Additionally, when asked to estimate the minimum monthly wage necessary to ensure a dignified and sustainable standard of living for the current academic year (2025–2026), teachers reported an average of 1,722 USD. This represents an increase from the 1,203 USD reported for the 2023–2024 academic year and reflects the continued rise in living expenses and the growing financial pressures faced by households. This amount varied across age groups, reflecting differences in perceived living costs and household responsibilities. However, the significant gap between the teachers' estimated average minimum monthly wage and their actual average income highlights the urgent need to respond to their economic demands in order to ensure the continuity of the academic year and curb the increasing departure of teachers from the education sector.

The Impact of the Latest Israeli Aggression on Teacher Displacement and School Mobility

Nearly three in ten teachers reported residing in areas directly affected by the Israeli aggression. Displacement among these teachers and their families was extensive, with 77% indicating that they had been forced to leave their homes due to the aggression. Of those displaced, the majority (76%) eventually returned to their homes. Despite these disruptions, 84% of teachers who reported being displaced during the aggression continued to work in the same schools as before the aggression, while 16% reported transferring to different schools. Among those who changed schools, four in ten cited financial reasons

related to salary or transportation costs. A smaller proportion (12%) reported relocating because their homes were destroyed during the aggression, while another 12% attributed their move to ongoing security concerns.

The Impact of Compounded Crises on Teachers and the Education System

The data reveal the profound effects of Lebanon’s compounded crises on teachers’ professional and psychological well-being, as well as on the broader quality of education. The responses presented in the table below illustrate a widespread sense of demotivation, stress, and perceived decline in teaching and learning conditions across both public and private schools.

Impact of compounded crises on	Positive	Negative	No Impact	I do not know
Your motivation to work	7%	78%	9%	6%
Your psychological well-being	10%	72%	8%	9%
Your relationship with students	59%	6%	32%	3%
Your performance in teaching	39%	20%	34%	7%
Students’ academic performance	28%	48%	15%	8%
Quality of education in public schools	18%	40%	10%	33%
Quality of education in private schools	36%	25%	18%	22%

For instance, 78% of teachers reported a negative impact on their motivation to work, which could be attributed to collapsing real wages and the absence of institutional support. Similarly, 72% described a negative impact on their psychological well-being, reflecting the toll of prolonged economic hardship, social pressure, and professional uncertainty. The close alignment between low motivation and poor mental health highlights how sustained exposure to crisis conditions erodes teachers’ emotional resilience and professional capacity.

In contrast, the relationship with students remains one of the most resilient dimensions, with 59% of teachers identifying a positive impact and 32% reporting no change. This relative stability suggests that, even amid institutional fragility, many teachers continue to serve as a source of motivation and emotional stability for their students through their daily interactions.

When considering the perceived performance, the data appear more balanced: 39% of teachers perceived a positive effect on their performance, while 34% reported no change and 20% reported a negative impact. However, the corresponding perceptions of students’ academic performance are notably less optimistic, with 48% perceiving a negative effect and only 15% reporting no change. This divergence suggests that, although teachers

strive to uphold instructional quality, the negative impacts observed in students' learning outcomes could be attributed to repeated school interruptions and the cumulative learning losses identified in our previous studies (Chahine et al., 2024; Hammoud and Brun, 2025).

As for the perceived quality of education, teachers reported that public schools were more adversely affected by the crises, with 40% indicating a negative impact compared to 25% in private schools. In this context, the Ministry of Education's decision to reduce instructional days in public schools to four per week during the current academic year drew mixed reactions. While 65% of public school teachers supported the change, primarily to reduce transportation costs (59%) and to allow them to take on additional work during the school year (44%), 27% opposed it, citing concerns about reduced learning hours (57%), the difficulty of addressing learning loss (55%), and salary reductions (18%), particularly among contractual teachers paid on an hourly basis.

This split highlights a difficult policy trade-off, where measures intended to ease immediate financial pressures on the public sector may simultaneously risk deepening students' learning deficits and exacerbating the financial strain on contractual teachers. Without the introduction of robust catch-up programmes and more effective classroom time management strategies, such cost-saving measures may further compromise both instructional quality and teacher livelihoods. In particular, contractual teachers, who are typically remunerated on an hourly basis, are the most affected by the Ministry's decision, which risks deepening existing inequalities within the teaching workforce and further marginalising those already in precarious economic conditions.

Overall, this year's findings depict an education sector that remains trapped in a prolonged state of fragility, where overlapping economic, social, and conflict-related crises continue to erode teachers' morale, livelihoods, and stability, while undermining the overall quality of education. Yet, despite these hardships, teachers continue to demonstrate dedication to their students, striving to sustain learning and preserve a sense of normalcy amid ongoing uncertainty. Any meaningful path toward recovery must therefore extend beyond short-term financial measures to encompass sustained institutional reform and comprehensive psychosocial support systems that restore teachers' well-being, protect their professional dignity, and reinforce their capacity to sustain the education system amid ongoing uncertainty.

About ERICC

This survey was conducted and data collected as a part of the ERICC Research Programme Consortium which aims to build a robust and coherent body of rigorous research evidence to inform education policy and practice to effectively improve learning and well-being for children in conflict and crisis settings and contribute to more peaceful, equitable and socially just societies. ERICC is led by the International Rescue Committee (IRC) with Academic Lead IOE, UCL's Faculty of Education and Society, and expert partners include Centre for Lebanese Studies, Common Heritage Foundation, Forcier Consulting, ODI, Osman Consulting, Oxford Policy Management and Queen Rania Foundation. ERICC is supported by the UK Foreign, Commonwealth and Development Office (FCDO).

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