



TRANSFORMING EDUCATION

STATE OF LIBYA

Introduction

The government of Libya acknowledges that national consultations are essential to discuss the current-status of education in the country and appreciates the guidance provided for national consultations in preparation for the UN Secretary General's upcoming Transforming Education Summit (TES) at the UN Headquarters in New York in September 2022. The Ministry of Education in Libya also notes that operating in the current environment in the country; it was not anticipatable to conduct national consultations, as it should be. However, a series of meetings were held between and amongst different relevant stakeholders through the multiple departments and institutions of the ministry of education to deliberate on the major issues and challenges impacting education and identify strategies for transformation of education both in the short- and long-term.

As the nation attempts to get back on track towards meeting the Sustainable Development Goals (SDG) by 2030, the ministry of Education and all stakeholders are mindful of the urgent need to transform the education system of the State of Libya. The state of Libya is cognizant of all the crises happening across the world including the global learning crisis, the COVID-19 Pandemic, wars and environmental disasters. It is also recognizes that these are compelling reasons for all Libyans to commit to the transformation of education, and the achievement of SDG 4 for the benefit of not only the Libyan people but also of the whole of humanity and planet earth.

The ministry of education highlights a number of challenges affecting education in Libya. These challenges include Safety of students in schools, low quality of facilities, weak education policy environment and lack of a functional Education Management Information System (EMIS).

To ensure a strong momentum and create a force for a quantum leap to achieve multiple targets towards agenda 2030, the government of Libya through its ministry of education commits to implementation of reforms and new-initiatives as shown below in each of the five action tacks for the Transformation of Education. The Ministry of education has identified appropriate actions that translate to government commitments to transform education for the Libyan people.



Track 1: Inclusive, equitable, safe and healthy schools

The Corona pandemic over the past two years caused an unprecedented wave of closure of the face-to-face educational system in most countries of the world. It Which consistently caused the disruption of learning for more than one and a half million students in the basic and secondary education stages. As it was happening in the rest of the world, the Corona pandemic over the past two years caused the disruption of the education system, health, nutrition and well-being of many children, pupils, families and communities in Libya.

Based on the above-mentioned issues, and the status of education in the country, the government and Ministry of Education (MOE) are committed to implementation of reforms to improve the situation through the professional development for teachers and employees, school modernization, and use of technology in education. In order to improve the outcomes of teaching, in areas of standardization, class sizes, accessibility and other environmental and organizational factors, the MOE is committed to introduction of the Best Practice in school organization and Management System through a sister school partnerships program to study, review, and comparison of selected Libyan schools' management and organization system with selected foreigner schools.

The MOE is also committed to improving the national curriculum, safety practices in schools, and school-feeding programs. For instance, the MOE is committed to review and put in place a Libyan National Curriculum that acts as a benchmark for all schools. The curriculum that would provide young people with the knowledge, values and life skills they need to move confidently and successfully through their education, taking into account the needs of different groups including the most able and pupils with special educational needs and disabilities. In terms of safety concerns, the MOE is committed to introduction to a range of safety practices and accelerated vaccination of all education workers, parents and children.

Based on a national workshop held in Tripoli in October 2021, the MoE ensures the emerging of all Libyan national schools, from grade 1 to 9, in the existing established school-feeding program by the year 2025. The MOE seeks to generalize the school feeding project to cover all school by end of 2024-2025 school year. This project also benefit local communities, parents, by creating new jobs, trade exchange, and small business, and improving incomes for many vulnerable and low-income groups.

After all, the MOE is also committed to promote equity, efficiency and accountability for education finances by improved sector budget allocation and spending, rationalizing subsector allocation to address all aspects of education service delivery. Those aspects that including Education Childhood Care and Education (ECCE), Primary, Secondary and High secondary and Technical Vocational Education and Training (TVET), infrastructure strengthening, human resource management, quality improvement, and alternative modalities for the delivery of education services (such as distance learning and digital education). In addition, MOE is committed to make schools inclusive enough to accommodate and educate children with special needs.

Track 2: Learning and skills for life, work and sustainable development

The Ministry of education in Libya is committed to work on reforming the educational programs to make them suitable to provide graduates with qualifications and required competences for entering the labor market and recruitment. It also emphasizes on how to coordinate with the relevant ministries and stakeholders to provide



fresh graduates with the required support to benefit from the available employment and entrepreneurship opportunities.

The Ministry has also embarked on amending education-related regulations and legislation with the aim of improving many tools and work mechanisms, such as mandatory early childhood education, secondary education and university education, to reduce the risks of school and university dropouts, the effects of which have been monitored during the past few years.

The MOE is also committed to the importance of focusing on environmental education, climate literacy and global citizenship education through a comprehensive review of the curricula for the K-12 public education system.

The Ministry also aspires, through its competent departments, and help of other stakeholders to guarantee continuous education and lifelong for all including teachers and educators.

Furthermore, the government is committed to implementation of reforms to improve learning outcomes and align with the labor market with efforts to strengthen decentralized management and delivery of education services, while:

(a) Maintaining the core objectives of the national curriculum through allowing municipalities to adapt curriculum activities and modes of delivery; and (b) instituting or strengthening mechanisms to support decentralized decision making and budgeting by municipalities.

Track 3: Digital learning and transformations

Strengthening implementation of informatics for All Programs (2020-2021) including coordination and monitoring of information on sustainable development goals, targets and indicators and promoting knowledge exchange and sharing in the digital age as well as supporting other departments in the digitalization of both systems and learning content to align with the reimagining education agenda of enabling digital education access to learners. To learn and evaluate the adoption of technology at schools and design and implement the use of technology within the primary, intermediate and secondary school system, the ministry is committed to planning and focusing, as mentioned above, on to three main avenues among which the use of technology in education is given the priority. There are “special courses” to train employees of the training center (GCTED), teachers, inspectors, trainers of the trainers and all people interested and working in the education sector.

Track 4: Teachers, teaching and the teaching profession

The MOE is committed to enhance management, capacity-building, task-shifting, and deployment of the oversupply of teachers through the development of a robust Teacher Management and Development System which includes establishing a national teacher licensing system. This will be aimed at strengthening the quality and relevance of pre- and in-service teachers.

The MOE is committed to investing in the continuous professional development of a qualified pool of female and male teachers, to increase teacher professionalism and complementing the efforts on the implementation of reforms to improve the quality of teaching and learning and enhance the quality of learning outcomes for learners at all levels.



It is noted that there is a major surplus of teachers estimated at 200,000 in 2019 who are on the MOE's payroll despite being inactive. Although most of the working and inactive teachers in Libya meet academic qualifications for entry into the profession, many lack competencies in different aspects. For example, there are capacity gaps with regards to the instruction of children with special needs, classroom management, and positive discipline.

Track 5: Financing of education

In addition to the commitments for all of the above tracks, the physical infrastructure in the education sector which has been severely affected by the conflict. For instance, between 2011 and 2019, at least 37 schools were destroyed and 182 were partially damaged. In 2020 alone, at least 16 schools had been hit by air strikes, affecting 15,890 students. Furthermore, there has been substantial repurposing of schools. In 2020, 27 schools in 14 municipalities were repurposed to serve as temporary shelters for internally displaced persons (IDPs). The 2019 Multisector Needs Assessment (MSNA) in 18 *regions* (districts) found that schools in *regions* such as Al Jfara and Derna had been repurposed by armed actors as military barracks and field hospitals. Additionally, many schools are not inclusive enough to accommodate and educate children with special needs.

Moreover, A 2016–17 nationwide assessment of the water sources found that many schools had a limited drinking water source, and other schools had no required school services. The assessment also documented widespread shortcomings related to the maintenance and other school facilities. Therefore, the government and The MOE is committed to increase the annual domestic budget allocation for education from at the current value (about 20%), to at least 25% in accordance with the Paris Declaration, 2021, and the Heads of State and Government Call on Education Finance, 2021.

The government with the MOE has a clear plan to establish 1,500 schools and maintain 250 education institutions in various regions in over three years, at a rate of 500 schools annually, starting from 2022, with priority given to dilapidated schools and those built out of tin sheets.

Conclusion

Although the current political and economic crises make it challenging to advance smoothly on multiple issues in the sector including addressing the learning crisis and reimagining ways to improve learning outcomes, the Ministry of Education, other concerned government entities and partners will need to collaborate in investing in the children and youth as an investment for the future of Libya. The government of Libya recognizes that the challenges facing the education sector are substantial and require urgent and robust action by all stakeholders. The government of Libya is committed to achieve the SDG targets and recognizes that it is important to combine quality technical leadership in education, collective ambition, urgency to achieve results and a strong political will to drive the efforts in transforming education for the Libyan Citizens