**United Nations
Educational, Scientific and
Cultural Organization**

**Sustainable
Development
Goals**

Country Plan

Libya

UNESCO's country plan for Libya, is a costed, two year plan (2018-2019), which aims to respond to the education needs of the country. It is in line with the UNESCO Strategic Framework for Education in Emergencies in the Arab Region (2018-2021) and its strategic goals and expected results.

Context & Data

Though nationwide efforts to achieve universal primary education (UPE) have been advancing, the country still faces serious challenges impeding the advancement of the national education system. Since the events of 2011, Libya has suffered from lack of security and instability causing negative repercussion on the education system in terms of delivery, outreach, coverage, retention, quality, efficiencies and effectiveness.

According to the latest statistics from OCHA, nearly 300,000 children and youth have been denied access to education as a result of displacement and ongoing conflict, with over 558 schools damaged, destroyed or requisitioned to shelter displaced persons or being used for military purposes[1].

Currently pressing challenges include, but are not limited to, limited institutional capacities to handle educational sector policy, planning and management, including systematic monitoring and effective use of information for decision-making, which have been further weakened by the prevailing conflicts. Available data are mostly outdated with some going back to the mid-1980s[2]. Lack of key educational data and indicators is a prevailing challenge to assessing the current status of the education system.

Addressing the large-scale system development needs in Libya is indeed a strategic education priority for UNESCO.

Challenges

and Opportunities

Educational needs have dramatically increased and are underfunded, while operational and policy formulation environments continue to remain extremely fragile and volatile. Based on the OCHA Financial Tracking Services (FTS), the overall appeal to respond to the crisis in Libya has only been 27.8% funded (roughly USD 48 million), while only 23.4% (roughly USD 1.6 million) of education requests for immediate and urgent needs have been funded[3]. Despite these challenges, there are important windows of opportunities for UNESCO to seize, such as:

- High potent of establishing a self-benefitting funding mechanism
- SDG4 – linking the humanitarian and development nexus
- Political and societal willingness to act from almost all relevant parties

Response Plan

A high-level UNESCO inter-sectoral mission to Libya was carried out in March 2012, which identified the need for providing technical assistance in policy and planning, curriculum development, and teacher education. The situation has further deteriorated since the last mission in 2012, and conflict has exacerbated the needs identified during the mission.

To assess the current situation on the ground, a first and essential step in this process is to conduct a sector review. The sector review aims to assess the system in all relevant dimensions through a combination of an education sector and policy review. The review aims to support the education authorities in Libya to strengthen their education system while contributing to capacity development.

Planning Scoping Mission

A new scoping mission to Libya is needed. A series of meetings will be organized with the national authorities, including high-level policy meetings with the ministers of education (MoE and MoHE), the senior management team and the Libyan National Commission for UNESCO. Expected outputs of the mission are as follows:

- A preliminary assessment of the education system and a set of policy recommendations as a way forward

- A workshop with the participation of all relevant national partners. Outcomes of the preliminary assessment will be shared and discussed in order to work towards drawing up a roadmap for UNESCO's operations in the country

Possible Areas for UNESCO's Interventions

To assess the current status of the education system in Libya, where the required educational data is limited in terms of coverage, update and reliability, the first and critical step is to conduct a sector review. Contributing to capacity development in planning, managing and monitoring the education system that is responsive and resilient to crisis is another urgently needed intervention.

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[1] OCHA. 2017. Libya Humanitarian Needs Overview
[2] UNESCO Institute of Statistics, Libya. http://uis.unesco.org/en/country/ly?theme=education-and-literacy
[3] OCHA. Financial Tracking Services. https://fts.unocha.org/appeals/533/summary

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1.3M
Need Humanitarian Assistance

597,000
Internally Displaced Persons (IDPs) and Returnees

100,600
Refugees

300,000
Need Access to Education

Source: OCHA. 2017. Libya Humanitarian Needs Overview

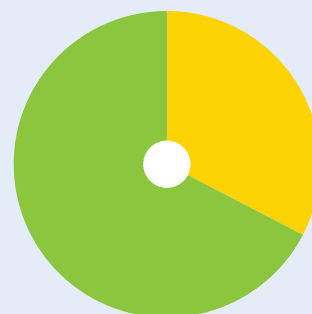✉ cairo@unesco.org   🌐 www.unesco.org/new/en/cairo

Education 2030

Strategic Goals	Activities by Expected Results
SG4: Education systems are responsive and resilient to crisis	**ER1 Strengthened national capacities to plan, monitor and evaluate evidence-based resilient education systems** **4.1.1** Support the development of an effective and relevant education system in Libya in the context of the nation-wide public sector reform through sector and policy review **1** Provide an overall assessment of the education system, focusing particularly on quality and equity, and the overall development policies, regulations, and structures. Education-specific policies and practices could be reformed to improve education in the country **2** Focus on policies that address the most pressing issues in response to the demands of the country, which may include governance, teacher policies, school leadership, social participation, the transition to employment, multicultural education, student outcomes, and equity **3** Provide a comparative analysis of the key policy levers used in comparable countries so as to help the education authorities gain from the experience of others and critically assess their applicability **4** Develop capacity of and accompany national institutions through the process of analyzing the strengths and the shortcomings of the education system and seize opportunities for effective change or reform **5** Outline, in cooperation with the national authorities, specific actions to help address needs and challenges in particular areas of education policy, planning and management with support from UNESCO. This will serve as the basis for a potential five-year strategic plan for Libya **6** dentify opportunities for support from development partners in view of implementing the suggested actions

Resource Requirements

The following is a preliminary and indicative budget breakdown. It is noted that the final costing would be determined by the outcomes of the scoping mission and the subsequent workshop.

It is also suggested to establish a "trust fund" mechanism by self-benefiting resources to support the proposed interventions.

Activity	Description	Indicative cost ($)
Urgent direct interventions (SG1)	Most urgent interventions identified by the scoping mission such as rehabilitating schools/ universities and building mobile/ temporary learning centers.	$1 million to $2 million (The final cost will be determined by the scoping mission, the workshop, and a resulting comprehensive proposal based on those outcomes)
A three-day scoping mission and a two-day workshop (SG4)	The mission and workshop aim to initiate dialogue with the national authorities and provide a preliminary assessment of the education system.	$50,000
Policy and education sector review (SG4)	The review aims to assess the education system in all relevant policy dimensions.	$80,000
Institutional capacity development (SG4)	Capacity development in the following institutions and entities: • Ministries of education • Teacher training institutions • Curricula development center • Universities and research institutions	$ 2 million (initial cost)
Building M&E system (SG4)	Building a solid monitoring system would include: • Establishment of M&E systems • Capacity development in data collection, analysis and management • Provision of equipment	$ 2 million (initial cost)

Resource Requirements (2018-2019)
UNESCO resource requirements for the implementation of its response plan in Libya

☐ SG1		**$2,000,000.00**
☐ SG4		**$4,130,000.00**
Total		**$6,130,000.00**

Key Partnership and Coordination Initiatives

UNESCO works in close coordination and collaboration with the Libyan National Commission for UNESCO, the Libyan Permanent Delegation to UNESCO, the Ministry of Education (MoE) and the Ministry of Higher Education and Scientific Research (MoHE), as well as other relevant higher education institutions. Given UNESCO's non-resident status and operational challenges on the ground, the Organization will pursue collaboration with national and international development partners. In light of the likelihood of the UN agencies returning to Libya in the near future, UNESCO may also consider reopening an antenna office in Tunis - as an interim solution - towards opening its office in Libya.