Research Terms of Reference
JOINT EDUCATION NEEDS ASSESSMENT (JENA)
LBY2205
Libya

October 2022
V2

REACH Informing
more effective
humanitarian action

1. Executive Summary

Country of intervention	Libya						
Type of Emergency	□	Natural disaster	X	Conflict	□	Other *(specify)*	
Type of Crisis	□	Sudden onset	□	Slow onset	X	Protracted	
Mandating Body/ Agency	*UNICEF*						
IMPACT Project Code	*14AWA 5F1*						
Overall Research Timeframe *(from research design to final outputs / M&E)*	01/08/2022 to 10/12/2022						

Research Timeframe *Add planned deadlines (for first cycle if more than 1)*	1. Pilot/ training: 20/09/2022	6. Preliminary presentation: 24/01/2023
	2. Start collect data: 14/11/2022	7. Outputs sent for validation: 28/01/2023
	3. Data collected: 9/12/2022	8. Outputs published: 10/02/2023
	4. Data analysed: 15/01/2023	9. Final presentation: 16/02/2023
	5. Data sent for validation: 16/01/2023	

Number of assessments	X	Single assessment (one cycle)
	□	Multi assessment (more than one cycle) *[Describe here the frequency of the cycle]*

Humanitarian milestones *Specify **what** will the assessment inform and **when*** *e.g. The shelter cluster will use this data to draft its Revised Flash Appeal;*	**Milestone**		**Deadline**
	X	Donor plan/strategy	_ _/_ _/_ _ _ _
	X	Inter-cluster plan/strategy	HNO 2023
	X	Cluster plan/strategy	Inform the Education Sector strategy for 2023
	□	NGO platform plan/strategy	_ _/_ _/_ _ _ _
	□	Development agenda:	_ _/_ _/_ _ _ _

Audience Type & Dissemination *Specify **who** will the assessment inform and **how** you will disseminate to inform the audience*	**Audience type**	**Dissemination**
	X Strategic	X General Product Mailing (e.g. mail to NGO consortium; HCT participants; Donors)
	X Programmatic	X Cluster Mailing (Education, Shelter and WASH) and presentation of findings at next cluster meeting
	□ Operational	X Presentation of findings (e.g. at HCT meeting; Cluster meeting)
	□ [Other, Specify]	

			X	Website Dissemination (Relief Web & REACH Resource Centre) □ [Other, Specify]
Detailed dissemination plan required	□	Yes	X	No
General Objective	*This research aims to strengthen understanding of education needs across Libya considering both Libyan and migrant and refugee populations, so as to help inform the decision-making and programming of all education actors in Libya.*			
Specific Objective(s)	1. *Provide better information and analysis for stakeholders and partners regarding needs within the Libya Education Sector from a humanitarian and nexus (recovery, stabilisation and development) standpoint, regarding access to basic quality education. Special attention will be given to the current facilitators and barriers to access education and learning.* 2. *Provide better information and analysis for stakeholders and partners regarding needs within the Libya Education Sector from a humanitarian and nexus standpoint, regarding teachers' and other education personnel's qualifications and capacities.* 3. *Provide the Libya Education Sector with information needed to plan and execute an effective response, including emergency intervention.* 4. *Recommended next steps regarding future assessments, including those under Education Cannot Wait's Multi-Year Resilience Programme covering 2022-2024.*			
Research Questions	1. ***Access and learning environment:*** 1.1. *What are the current facilitators and barriers to education and the extent of those barriers for supplying and accessing education and learning in the most affected areas?* 1.2. *What are the factors behind school dropouts?* 1.3. *What is the current status of accreditation for non-formal education (NFE) programmes and barriers to accreditation?* 2. ***Teachers and education personnel – Teaching and learning:*** 2.1. *What professional qualifications and experience of teachers and other education personnel have for teaching in the education system?* 2.2. *How appropriate do teachers and other education personnel find the content of the current curriculum in Libya, and what can be improved?* 2.3. *How and to what extent have teachers successfully adapted to the curriculum introduced in Libya given school closures and what are student learning outcomes and challenges of this curriculum?*			
Geographic Coverage	*The JENA will cover all three regions of Libya, with 6 mantikas overall:* - *West: Tripoli and Misrata* - *East: Benghazi and Derna* - *South: Sebha and Ubari*			
Secondary data sources	*See the JENA SDR report in Annex 1 for a full list.*			
Population(s)	□	IDPs in camp	X	IDPs in informal sites

Select all that apply	X	IDPs in host communities	□	IDPs [Other, Specify]
	□	Refugees in camp	X	Refugees in informal sites
	X	Refugees in host communities	□	Refugees [Other, Specify]
	X	Host communities	□	[Other, Specify]

Stratification *Select type(s) and enter number of strata*	X	Geographical #:West, South, East Regions:Tripoli, Misrata, Sebha, Ubari, Benghazi, and Derna. Population size per strata is known? □ Yes X No	□	Group #: _ _ _ Population size per strata is known? □ Yes □ No	□	*[Other Specify]* #: _ _ Population size per strata is known? □ Yes □ No

Data collection tool(s)	X	Structured (Quantitative)	X	Semi-structured (Qualitative)

	Sampling method	**Data collection method**
Semi-structured data collection tool # 1 *Key informant interviews with Ministry of Education officials (national)*	X Purposive □ Snowballing □ [Other, Specify]	X Key informant interview (Target #): 4 □ Individual interview (Target #):_ _ _ _ _ □ Focus group discussion (Target #):_ _ _ _ _ □ [Other, Specify] (Target #):_ _ _ _ _
Semi-Structured data collection: Key Informant interivews with local education board employees (Ministry of education at municipal level)	X Purposive □ Probability / Simple random □ Probability / Stratified simple random □ Probability / Cluster sampling □ Probability / Stratified cluster sampling □ [Other, Specify]	X Key Informant interview (Target #): 48[1] □ Group discussion (Target #):_ _ _ _ _ □ Household interview (Target #):_ _ _ _ _ □ Individual interview (Target #): _ _ _ _ □ Direct observations (Target #):_ _ _ _ _ □ [Other, Specify] (Target #):_ _ _ _ _
Semi-Structured data collection: Key Informant interivews with school principals.	X Purposive □ Probability / Simple random □ Probability / Stratified simple random □ Probability / Cluster sampling □ Probability / Stratified cluster sampling □ [Other, Specify]	X Key informant interview (Target #): 54[2] □ Group discussion (Target #):_ _ _ _ _ □ Household interview (Target #):_ _ _ _ _ □ Individual interview (Target #): _ _ _ _ □ Direct observations (Target #):_ _ _ _ _ □ [Other, Specify] (Target #):_ _ _ _ _
Semi-structured data collection: Focus group discussion with teachers and other education personnel.	X Purposive □ Snowballing □ [Other, Specify]	□ Key informant interview (Target #):_ _ _ _ _ □ Individual interview (Target #):_ _ _ _ _ X Focus group discussion (Target #): 54[3] □ [Other, Specify] (Target #):_ _ _ _ _

[1] Overall, a maximum of 36 key informant interviews will be conducted within local education boards (maximum of 3 per baladiya) with education supervisors – head of municipal education authority, and inspectors at the baladiya level.

[2] Overall, a maximum of 54 schools (38 within formal education system, and 16 non-formal education facilities) will be covered by the assessment across Libya.

[3] Overall, 54 FGDs will be organised with teachers and other education personnel across assessed schools (one FGD per school). 5 to 6 participants per FGD with an estimated total of 324 participants.

Semi-Structured data collection: Foucs groups discussion with parents or caregivers.	X Purposive □ Probability / Simple random □ Probability / Stratified simple random □ Probability / Cluster sampling □ Probability / Stratified cluster sampling □ [Other, Specify]			□ Key Informant interview (Target #): X Group discussion (Target #):_ _54[4] _ _ _ □ Household interview (Target #):_ _ _ _ _ □ Individual interview (Target #): 270[5] □ Direct observations (Target #):_ _ _ _ _ □ [Other, Specify] (Target #):_ _ _ _ _		
Target level of precision if probability sampling	NA level of confidence			NA margin of error		
Data management platform(s)	X	IMPACT		□	UNHCR	
	□	[Other, Specify]				
Expected ouput type(s)	□	Situation overview #: _ _	X	Report #: 2[6]	□	Profile #: _ _
	X	Presentation (Preliminary findings) #: 1	X	Presentation (Final) #: 1	□	Factsheet #: _ _
	□	Interactive dashboard #:_	□	Webmap #: _ _	□	Map #: _ _
	□	[Other, Specify] #: _ _				
Access	X	Public (available on REACH resource center and other humanitarian platforms)				
	□	Restricted (bilateral dissemination only upon agreed dissemination list, no publication on REACH or other platforms)				
Visibility *Specify which logos should be on outputs*	*REACH*					
	Donor: UNICEF					
	Coordination Framework: Libya Education Sector					
	Partners: Libya Ministry of Education					

2. Rationale

2.1 Background

According to the 2022 Humanitarian Needs Overview (HNO)[7], in 2021 nearly 160,000 children and 5,600 teachers were estimated to need education assistance in Libya. A decade of conflict and violence had destroyed or damaged educational infrastructure, forcing many schools to close while others have been used as shelter for displaced families. The economic crisis led to the absence of periodic maintenance and to delays in the supply of tools and textbooks, coupled with the insecurity within school environments and power outages for long hours. The onset of the COVID-19 pandemic worsened the situation with school closures, affecting 1.3 million school-aged children, notably due to the multiple challenges to access distance and online learning. These barriers and bottlenecks are furthered with the limited resources allocated to teacher development and continued training to support inclusive education.

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[4] A maximum of 54 focus group discussion will be conducted with parents or caregivers across assessed schools (4 to 5 parents per FGD). The FGDs will be conducted in 38 schools with formal education (with estimated 190 participants) and in 16 schools with non-formal education (with estimated 80 participants).

[5] KOBO will be used before the focus group discussions to collect biodata and information on household level from parents and caregivers.

[6] Secondary data review report, Final report including a policy brief with the recommendations.

[7] OCHA, HNO 2022 extension

Migrant and refugee children, as well as those living with disabilities, struggle the most in accessing education in Libya. According to Displacement Tracking Matrix (DTM) data, migrant children's access to education remains concerning as 49% of the interviewed migrants with school-aged children reported that their children were unable to access education.[8] Alongside this, the 2021 Migrants and Refugees Multi-Sector Needs Assessment (MSNA) confirmed that finding as it outlined that 49% of assessed households have at least one child not enrolled in neither formal nor non-formal school, and this is notably due to financial and language barriers. Moreover, disability was found to be the most prominent determinant of education deprivation in a 2020 UNICEF study[9] as 16% of girls and boys with disabilities were facing deprivation in 2020 as compared to 6% of the general Libyan school-aged population. This is mainly due to a lack of specific provisions for children with disabilities in schools as reported for 82% of the assessed schools in the 2019 Joint Education Needs Assessment (JENA) conducated by the Libya Education Sector in collaboration with the Ministry of Education and inter-sector partners in the West and South of Libya[10], as well as the lack of trained teachers to provide learning for these children. Access to both formal and non-formal education for all aforementioned population groups appears to be particularly challenging in southern Libya as highlighted by WW-GVC's Protection Analysis Report in Fezzan. Indeed, 23% of respondents reported that the lack of access to education is the main reason for permanent displacement from and within the region.[11] Moreover, while no significant gender disparity was noted in terms of school enrolment rates in Libya prior to 2011, the 2019 JENA findings outlined the lack of retention of female students progressing in education levels after primary school, although very little information to explain the factors behind this trend exist. Alongside this observation, there is no current gender disaggregated data or analysis for education, making it difficult to determine the impact that conflict and economic distress have on girls and boys.

2.2 Intended impact

Although important nationwide data collection exercises are regularly carried out in Libya (i.e., DTM, MSNA), crucial information gaps remain regarding access to education/schools, as well as teachers' capacities and qualifications, notably due to the lack of a functional Education Management Information System (EMIS). In line with the main objective of the 2019 JENA, this 2022 JENA seeks to improve understanding of current education needs across Libya and for different population groups to inform the Ministry of Education's (MoE) and Education Sector's strategic decision-making processes, including funding allocations and capacity development for education personnel. While the 2019 JENA did not cover the Eastern region of Libya due to teachers' strike during the data collection period, this year's assessment aims to be more comprehensive in terms of geographic scope as it will cover all three regions of Libya.

Moreover, outcomes from the research questions pertaining to Access to Education will supplement an evidence base for the Education Access Working Group (EAWG) on the implementation of the Education Access Work Plan for the group, as well as the Joint Inclusive Education Strategy among sector members and the MoE to provide information on the needs of students with disabilities in education programming for the sector and for MoE. Outcomes from the research questions surrounding Teacher Education and Personnel will inform of the challenges and outcomes that have arisen from the new condensed curriculum that was taught during school closures in Libya in light of the Covid-19 pandemic, as well as supplement the Non-Formal Education Strategy. Specifically on teachers, outcomes on teachers' feedback on the current curriculum will support consultations that the Curriculum department at MoE is embarking on in an effort to understand the needs for curriculum reform in the country. Data on teachers' qualifications and effective teaching will inform the development of the teacher training activities in the new workplan between UNICEF and MoE under the upcoming Country Programme.

Finally, the findings of the JENA will inform the direction of the Education Cannot Wait – Multi-Year Resilience Programme (ECW – MYRP) covering 2022-2024 within which REACH will conduct multiple assessments, notably on education and child protection. The JENA will also provide analysis and inputs to the Humanitarian Programme Cycle to prepare donor briefs and advocacy messaging.

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[8] IOM DTM, Migrant Report – Round 41, February-April 2022

[9] MoP, BoS, UNICEF, Social Policy Research Institute (2020). Multidimensional Child Deprivation in Libya Brief—Education: A Life-Cycle Approach.

[10] Libya Education Sector and Ministry of Education, Joint Education Needs Assessment, December 2019

[11] WW-GVC, Protection Analysis Report (Fezzan) 2022 (unpublished).

3. Methodology

3.1 Methodology overview

To meet the research objectives and questions, REACH will carry out the assessment in two stages.

1. Phase one involved a **thorough review of secondary data** on the education field in Libya, reflecting the four domains of the International Network for Education in Emergencies (INEE) Minimum Standards[12]: Access and Learning environment, Teaching and Learning, Teachers and other Education personnel, and Education policy. This first exercise helped identify information gaps and deliver a secondary data report that informed the design of the primary data collection phase.

2. Building on the review of secondary data, the second phase will involve **primary data collection** with MoE officials at the national and municipal level, school principals, teachers and other education personnel, and parents/caregivers. Throughout the data collection, a mixed approach will be applied. It will be based on structured and semi-structured tools. Thus, key informant interviews (KIIs), focus group discussions (FGDs), and individual interviews (IIs) will be conducted to help understand the main education needs, challenges and priorities at the national, municipal, and school level in Libya and for various population groups.

Key definitions:

School-aged children: children aged 6 to 17 years old.

Formal education: Structured, usually involving full-time education, with a curriculum developed and approved by the Ministry of Education, and that provides certification to students, and have a clear education pathway (i.e. certification and/or testing that leads to higher grades or schooling).

Non-formal education (NFE): Non-formal education takes place both within and outside educational institutions and caters to people of all ages. It does not always lead to certification. Non-formal education programmes are characterised by their variety, flexibility and ability to respond quickly to new educational needs of children or adults. In Libya, they are often designed for learners who do not attend formal school, including migrant and refugee children. Curricula may be based on formal education or on new approaches. NFE include: literacy and numeracy programmes, catch-up or remedial classes, language courses, etc. For this assessment, all schools that are not using the official Libyan (MoE) curriculum are considered to be non-formal educational facilities.

Remedial or catch-up programme: Focuses on mastery of competency while expansion and detail is omitted. Remedial education programmes identify the core competencies in each learning block and teaches the absolute core elements that must be known to a student in order to move ahead with the next block.

Access: An opportunity to enrol in, attend and complete a formal or non-formal education programme. When access is unrestricted, it means that there are no practical, financial, physical, security-related, structural, institutional or socio-cultural obstacles to prevent learners from participating in and completing an education programme.

School dropout: According to the INEE, a dropout is a child who was enrolled in the beginning of the school year and has left before the end of the school year, and was not enrolled elsewhere.[13] According to UNESCO's Institute for Statistics definition of dropout by grade, a child who was enrolled in a given grade at a given school year but is no longer enrolled in the following school year is considered to have dropped out.[14] For this study, both definitions will be considered: the INEE one for the school year 2021-2022 to assess the rate of children who dropped out of schools when schools progressively reopened in 2021-2022 (after Covid-19 closures); and the UNESCO definition for dropout rate between the 2021-2022 school year and the current one (2022-2023).

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[12] INEE, Minimum Standards for Education: Preparedness, Response, Recovery, 2010

[13] INEE, Education in Emergency Glossary – Dropout

[14] This is also the definition of dropout that is used in the MSNAs.

Accreditation: Specific quality control process carried out by MoE that gives a stamp of approval indicating that a school has met certain minimum standards and ensuring that is it committed to continuous improvement. It is expected that the recognition and accreditation of all forms of learning will improve students' ability to cope with current and future challenges and integrate briader sections of the population into the learning process, thus promoting lifelong learning for all.[15]

Inclusive education: Ensures the presence, participation and achievement of all individuals in learning opportunities. Exclusion from education can result from discrimination, lack of support to remove barriers or use of languages, content or teaching methods that do not benefit all learners. People with physical, sensory, mental and intellectual disabilities are often among the most excluded from education. Inclusive education means ensuring that all circumstancial, social, cultural, physical or infrastructural barriers are removed and that teaching methodologies and curricula are accessible and appropriate for students with disabilities.

3.2 Population of interest

In addressing the JENA's objectives, the key population of interest are all school-aged children in the assessed locations. This includes children from population groups who may fall outside of the current formal education system, such as displaced, migrants, refugees, as well as population groups with specific needs, such as children with disabilities. As children will not be interviewed directly under any circumstances, information for these population groups will be collected through their parents or caregivers (through individual interviews). Furthermore, with its school-based approach, the JENA also targets teachers and education personnel in the assessed locations.

3.3 Secondary data review

The Libya Education Sector put together a taskforce for the JENA 2022 SDR to compile all relevant sources on education in Libya that were published or produced recently. Members of the taskforce reviewed sources for information relevant to education in Libya. Sources were combined through a combination of identifying publicly available data and reports, as well as using sources from the Education Sector partners in Libya. This included multi-sectoral and education-specific assessment reports, situation reports, gap analysis, briefs, MoE reports, mission reports. primarily from UN agencies, (I)NGOs, academics, and the Libya MoE.

Reviewers ensured key data was captured and appropriately tagged in a Microsoft Excel database using the Global Education Cluster's SDR matrix template. Data was then consolidated, cleaned and analysed by REACH team for this report. Findings are presented using the INEE Minimum Standard Domains (access and learning environment, teaching and learning, teachers and other education personnel, education policy), as well as child protection as an analytical framework.

The SDR report is included in this inception report, see **Annex 1**.

3.4 Primary Data Collection

The primary data collection phase will include two components:
- **KIIs with employees of the MoE at the national and municipal level (local education boards)**. These interviews will gather information on the overall education needs, challenges and priorities in Libya and in the assessed baladiyas, and on the impact of different barriers on the education system. These interviews will also help better understand the response of the MoE to these crises at the national and municipal.These key informants' profiles will be shared with REACH by the MoE, based on relevance and expertise.
- **Data collection in schools – service providers**: this component includes KIIs with school principals and FGDs with teachers and other education personnel. These activities will help determine the capacity of schools and teachers, as well as the facilitators and barriers to supplying and accessing education in each baladiya.
- **Data collection in 54 schools – service users:** as no data will be collected from school-aged children, this component includes FGDs with parents and caregivers identified within communities at school level to understand the challenges school-aged children face to accessing basic quality education in Libya and

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[15] UNESCO, Recognition, validation, and accreditation of non-formal and informal learning in UNESCO member states, 2015

particularly grasps the impact of crisis on them and their main educational needs. KoBo tool will be used before the begining of the focus group discussions to collect biodata and information on household level.

Based on the most recent and findings outlining the areas most affected by a lack of quality education in Libya, as well as on the priorities and targeting of the Libya Education Sector response (areas where members of the Sector are implementing programmes), the primary data collection will cover 12 locations. Two mantikas in each region will be covered (6 overall), with two to three baladiyas selected per mantika. The selection process was done purposively using a set criteria:

- The 6 mantikas were selected based on the 2022 HNO that outlined that the areas with the most severe lack of quality education are found in Tripoli, Benghazi, Misrata, Sebha, Derna, and Ubari mantikas.[16]
- The baladiyas with the highest education needs according to MSNA[17] and DTM[18] findings (e.g. Alghreyfa, Ubari) were selected.
- The baladiyas that host large displaced and migrant and refugee populations[19] (e.g. Bint Bayya, Benghazi, Misrata) were selected.
- A mixture of urban and rural baladiyas were selected in each mantika to the extent possible. That is why for some mantikas, three baladiyas were selected in order to include a rural one (e.g. Al Abyar for Benghazi mantika; Ain Zara for Tripoli mantika).

Table 1: Baladiyas covered by the JENA

Region	Mantika	Baladiya	Type of baladiya
West	Tripoli	Abu Selim	Urban
West	Tripoli	Ain Zara	Rural
West	Misrata	Misrata	Urban
West	Misrata	Bani Waleed	Urban
South	Ubari[20]	Ubari	Urban
South	Ubari	Alghreyfa	Rural
South	Ubari	Bint Bayya	Rural
South	Sebha	Sebha	Urban
East	Benghazi	Benghazi	Urban
East	Benghazi	Al Abyar	Rural
East	Derna	Derna	Urban
East	Derna	Umm Arrazzam	Rural

Within the assessed baladiyas, **5 to 6 schools** – depending on the baladiya size (overall population) – within both formal and non-formal education system and of different education levels (primary, elementary and secondary) will be selected either:

- **Purposively, for schools within the formal education system**: due to the lack of a functional Education management information system (EMIS) in Libya, the MoE will select the schools to be assessed in each baladiya based on consultations with REACH and UNICEF. Overall, **38 schools** within the formal education system will be assessed across Libya. This number was decided in discussion with UNICEF and the MoE in order to have a big enough sample for triangulation of data between the different schools. The repartition of these schools within each mantika will be done proportionally to the population size in each baladiya. The repartition of education level of

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[16] OCHA, HNO 2022 extension

[17] REACH, 2021 Libyan population MSNA (published May 2022)

[18] IOM-DTM, IDP and Returnee report – Round 41, published July 2022; Migrant report – Round 41, February-April 2022

[19] *Ibid.*

[20] Ubari was also selected based on the findings of the Area-based assessment conducted by REACH in 2021 in Ubari and that highlighted the multiple challenges to access education and learning, and the poor conditions in schools that highly impacts teachers' capacities and performance.

schools within each mantika will be decided by the MoE, in consultations with REACH and UNICEF. A special attention will be given to schools with severe education needs (pre-identified by the MoE, the heads of the municipal education authorities, and the Education Sector).

- **Purposively, for schools within the non-formal education system**: based on consultations with relevant stakeholders that included (I)NGOs, UN agencies and Civil Society Organisations (CSOs) from the Libya Education Sector. Overall, **16 NFE facilities** will be assessed across Libya. As NFE facilities are quite various in type, the JENA will only focus on migrant and refugee community schools as there is a critical information gap on these schools where few humanitarian actors intervene.[21] The NFE facilities' selection will vary from a location to another to reflect the demographics of the location. Indeed, in areas with large irregular migrant and refugee populations, it is more likely to find more than one community school (e.g. Tripoli), while other areas would not have any (e.g. NFE do not exist in most communities in Fezzan – Southern region).[22]

Table 2: Sampling and target for each respondent group

Respondent group	# per baladiya	# per school	Total # interviews (maximum)	Objective	Sampling method/Networks used
MoE officials within different departments at the national level: head of primary and elementary education; head of secondary education; deputy minister; head of inspection; head of curriculum and research; education sector focal point	NA	NA	4 KIIs using a semi-structured tool	Understand: overall education needs, challenges, priorities in Libya; impact of conflict, displacement, Covid-19 on formal education system and response of MoE to crisis; these interviews will be used as a scoping.	Purposive, contacts provided by MoE
MoE – local education board (municipal level): education supervisor (head of municipal education authority), inspector	2-3	NA	32 KIIs using a semi-structured tool	Understand: local education needs, challenges, priorities; impact of crisis on formal education system and schools and response of MoE in the baladiya	Purposive, contacts provided by MoE
School principals	TBC depending on number of schools	1	54 KIIs using a semi-structured tool	Understand: capacity of schools; facilitators and	Purposive, contacts provided by MoE for formal education and

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[21] REACH held scoping interviews during September 2022 with INGOs staff to better understand the landscape of NFE facilities and the existing information gaps and data needs of the education actors in Libya.
[22] WW-GVC, Protection Analysis Report (Fezzan), 2022 (unpublished).

	covered in each baladiya			barriers to supplying and accessing education; impact of crisis on assessed school and main needs of school	Education Sector partners and CSOs for NFE
Teachers and other education personnel: overall, 432 active teachers and other education personnel will be targeted (5-6 participants per FGD)	TBC depending on number of schools covered in each baladiya	1	54 FGDs using a semi-structured tool	Understand: capacity and qualifications of teachers; facilitators and obstacles to teach effectively in assessed school; teachers' capacity to adapt to new curriculum	Purposive, contacts provided by school principals
Parents / caregivers : non-displaced, displaced, parents of children with disabilities, parents of non-Libyan children, parents of children who dropped-out of school, single parent household, etc.	TBC depending on number of schools covered in each baladiya	1	54 FGDs using a semi-structured tool. 270 participants will be part of the FGDs using a semi-structured tool. 190 particpants, who are parents/caregivers of children who attend formal education; 80 participans, who are parents/caregivers of children who attend non-formal education). 270 survey will be collected via KOBO to collect biodata and information from parents and craegivers in 54 schools.	Understand: facilitators and barriers to accessing education; education needs of school-aged children; factors behind school dropouts	Purposive, contacts to be provided by school principals and teachers: of parents/caregivers of children currently enrolled for the new school year (2022-2023) and contacts of parents/caregivers of children who dropped out during the previous school year (2021-2022) and between 2021-2022 and 2022-2023 (children who did not register for the new school year). The Foucs group discussions will be a mix of different profiles of parents and caregivers.

KIIs with MoE employees at the national level will be conducted by REACH field staff in Tripoli who have received a thorough training remotely on the purpose of the assessment, the tool to be used, and any ethical, safety or security concerns. For all other interviews, due to the large scale of data collection REACH will partner with CSOs in each mantika. REACH has a long-standing relationship with several CSOs in each of the locations covered by this assessment. CSOs were selected based on their data collection skills and ability to provide access to respondents using their networks. All enumerators who will be involved in data collection will receive thorough training, covering the purpose of the assessment, the tools, and any ethical, security or safety concerns.

3.5 Data Processing & Analysis

A thorough checking and cleaning process will take place with all received data and debriefs will be held by REACH field team with CSOs' focal points through the data collection process. For the KIIs with officials of the MoE at the national level, local education board employees, and school principals incoming interview transcript will be checked for consistency and clarity. Once they have been validated, they will be translated into English.

For the semi-structured FGDs with teachers at the baladiya level, the transcripts will also undergo the same process as these will be paper based. For both data collection activities, throughout data collection the assessment team will prepare a data saturation and analysis grid following IMPACT's Minimum Standards Checklist for Semi-Structured (Qualitative) Data Processing and Analysis. This allows for the systematic analysis of qualitative data through thematic coding.

FGDs with parents/caregivers are divided into two phases. During the first phase, biodata and quantitative data on household level will be collected, KoBo will be used to facilitate the implementation of data collection with parents/caregivers, the enumerators will use KoBo via their smartphones and the analysis of the information will be done through Excel. The data collection through KoBo will happen before the start of the focus groups discussion. During the second phase, focus group discussions will be conducted and the transcripts will undergo the same process as the other FGDs.

The school-based tools will be available in Arabic, English, and potentially French to consider the diversity of education facilities in the assessed locations – depending on the main language taught in each assessed school.

4. Key ethical considerations and related risks

The proposed research design meets / does not meet the following criteria:

The proposed research design…	*Yes/ No*	*Details if no (including mitigation)*
… Has been coordinated with relevant stakeholders to **avoid unnecessary duplication** of data collection efforts?	YES	
… **Respects respondents, their rights and dignity** (*specifically by: seeking informed consent, designing length of survey/ discussion while being considerate of participants' time, ensuring accurate reporting of information provided*)?	YES	
… Does not **expose data collectors to any risks as a direct result** of participation in data collection?	YES	

… Does not **expose respondents / their communities to any risks as a direct result** of participation in data collection?	YES	
… Does not involve **collecting information on specific topics which may be stressful and/ or re-traumatising** for research participants (both respondents and data collectors)?	YES	
… Does not involve **data collection with minors** i.e. anyone less than 18 years old?	YES	
… Does not involve **data collection with other vulnerable groups** e.g. persons with disabilities, victims/ survivors of protection incidents, etc.?	YES	
… Follows IMPACT SOPs for management of **personally identifiable information**?	YES	

5. Roles and responsibilities

Table 3: Description of roles and responsibilities

Task Description	Responsible	Accountable	Consulted	Informed
Research design	*Assessment Manager*	*Assessment Manager*	*Country Coordinator, Donor, MoE, Education Sector RDD (HQ)*	*Education Sector*
Supervising data collection	Assessment Officer	Assessment Manager	Country Coordinator	*Donor, MoE, Education Sector*
Data processing (checking, cleaning)	Assessment Officer	Assessment Manager	Country Coordinator IMPACT HQ Research Design and Data Unit (RDDU)	*Donor, MoE, Education Sector*
Data analysis	Assessment Officer	Assessment Manager	Country Coordinator IMPACT HQ RDDU	*Donor, MoE, Education Sector*
Output production	Assessment Officer	Assessment Manager	Country Coordinator IMPACT HQ Reporting Unit	*Donor, MoE, Education Sector*

Dissemination	Assessment Officer	Assessment Manager	Country Coordinator IMPACT HQ Research Department	*Donor, MoE, Education Sector*
Monitoring & Evaluation	Assessment Officer	Assessment Manager	Country Coordinator IMPACT HQ Research Department	*Donor, MoE, Education Sector*
Lessons learned	*Assessment Officer*	*Assessment Manager*	*Country Coordinator IMPACT HQ Research Department*	*Donor, MoE, Education Sector*

Responsible: *the person(s) who executes the task*

Accountable: *the person who validates the completion of the task and is accountable of the final output or milestone*

Consulted: *the person(s) who must be consulted when the task is implemented*

Informed: *the person(s) who need to be informed when the task is completed*

NB: Only one person can be Accountable; the only scenario when the same person is listed twice for a task is when the same person is both Responsible and Accountable.

5. Data Analysis Plan

Research questions	SUB Q#	Data collection method	Indicator / Variable	Questionnaire Question	Questionnaire Responses (options)	Comments for enumerators	Question type	
Informed consent				**Who you are:** Hello, my name is (enumerator name) and I work for Acted, an international non-governmental organization. **Why we are doing the interview:** In partnership with UNICEF and the Ministry of Education, we are conducting an interview for an assessment that aims to understand education needs in Libya, particularly regarding access to education, as well as teachers and other education personnel's qualifications and capacities. A special attention is given to the facilitators and barriers to access education and learning for school-aged children. **What we will ask:** We will ask questions about education policy, needs, challenges, and priorities in Libya. Your answers will be valuable to inform humanitarian actors of education needs and the challenges school-aged children and teachers face. **Respondent rights:** Participation in this study is voluntary. You do not have to participate, and you can end your involvement any time if you do not want to continue. Also, if you are unsure about the answer to any of the questions we ask, please just say so, and we can move on. **What we will do with the information:** everything you tell us will be kept anonymous and confidential. Names will not be recorded, and your comments will be anonymised. No identifiable information will be shared. Members of the research teams will be the only ones to view the full transcripts of your answers. The information you will provide during this interview will be used to write a report on education needs in the locations covered by this assessment, which will be shared with UNICEF and education actors operational in these areas. **Duration of interview/information gathering process:** as there are only a limited number of questions, we hope that we will not take more than an hour to collect the information. **Contact information**: If you have any questions or concerns about this research, you need to report a problem that happened during this discussion or feel distressed due to the topics addressed during this discussion, please contact our focal point: insert email here **Do you consent to this interview?** Yes/No **Do you consent to being contacted in the future to be asked some additional questions?** Yes/No **Do you have any questions before we begin?** Yes/No				

Biodata	0.1	KII	Department	For which department within the Ministry of Education does the respondent work?	Primary and Elementary education Secondary education Inspection Curriculum and Research Education Sector Focal Point Other (specify)		Select one	
	0.2	KII	Profile of respondent	What is the role/title of the respondent within the department/Ministry of Education?	Head of department Deputy Ministry Other (specify)		Select one	
What are the current facilitators and barriers to education and the extent of those barriers for accessing education and learning in the most affected areas?	1.1	KII	Barriers to access formal education – before Covid-19	According to you, what were the most important barriers that children faced to accessing formal education in Libya before Covid-19? **Prompts:** Specify for boys, girls, Libyan children, non-Libyan children, children with disabilities	**Open-ended text** **Hints:** Schools closed (for any reason); Schools overcrowded; Security concerns of child travelling or being at school; Distance to school too far / lack transportation; School fees and/or cost of materials; Child helping at home / farm; Child working outside home; Parents unaware of education opportunities available; Parents don't value education ; Parents don't approve of curriculum; Cultural beliefs; Children psychologically distressed; Displacement due to conflict; Children lack documentation needed to register; Flooding / weather events; Children join/recruited by armed groups; Marriage and/or pregnancy; Language issues; Poor school infrastructure/facilities; Lack of qualified teaching staff; Insufficient WASH facilities in schools; Lack of male / female separation	Do not read answer options/hints	Text	
	1.2	KII	Barriers to access formal education – since Covid-19	According to you, what are the top three barriers that children face to accessing formal education in Libya since the outbreak of Covid-19?	**Hints:** Schools closed due to Covid-19; Schools closed (for any other reason); Schools overcrowded; Security concerns of child travelling or being at school; Distance to school too far / lack transportation; School fees and/or cost of materials; Child helping at home / farm; Child working outside	Do not read answer options/hints	Text	

				Prompts: Specify for boys, girls, Libyan children, non-Libyan children, children with disabilities	home; Parents unaware of education opportunities available; Parents don't value education ; Parents don't approve of curriculum; Cultural beliefs; Children psychologically distressed; Displacement due to conflict; Children lack documentation needed to register; Flooding / weather events; Children join/recruited by armed groups; Marriage and/or pregnancy; Language issues; Poor school infrastructure/facilities; Lack of qualified teaching staff; Insufficient WASH facilities in schools; Lack of male / female separation		
	1.3	KII	Barriers to access formal education – most exposed groups	According to you, what group(s) of children are more likely to face barriers to accessing formal education in Libya, and why?	**Hints:** Children with disabilities, girls, children in single parent families, migrant and refugee children, orphans, IDP children, returnee children, non-Arabic speaking children, etc.	Do not read answer options/hints	Text
	1.4	KII	MoE policies – inclusive education	What policies or measures did the Ministry issue/take to ensure inclusive education in Libya in the past 10 years? **Note:** inclusive education means ensuring that all circumstantial, social, cultural, physical or infrastructural barriers are removed, and that teaching methodologies and curricula are accessible and appropriate for students with disabilities.	Text/Open-ended		Text

	2.1	KII	Teachers' training	What trainings do teachers have to complete prior to their teaching career and throughout? **Prompts:** Please specify per education level (primary, elementary, secondary)	**Hints:** pedagogy; positive discipline; psychosocial support; protection; early childcare development; child rights; conflict disaster risk reduction; hygiene promotion; gender-based violence; life skills and mine risk education; etc.	Do not read answer options/hints	Text	
What are the current facilitators and barriers to education and the extent of those barriers for supplying education and learning in the most affected areas?	2.2	KII	Impact of conflict and displacement	According to you, how did conflict and displacement impact the supply of quality education in Libya?	Text/Open-ended		Text	
	2.3	KII	MoE policies – conflict, displacement	What policies or measures did the Ministry issue/take to mitigate the impact of conflict and displacement on supply of and access to education in Libya?	Text/Open-ended		Text	
	2.4	KII	Challenges faced by teachers – before Covid-19	According to you, what were the main challenges faced by teachers to teach effectively prior to Covid-19?	**Hints:** low or poor salary; non-payment of salary; long distance to school; displaced by conflict; insecurity; lack of training; etc.	Do not read answer options/hints	Text	
	2.5	KII	MoE policies – Covid-19	What policies or measures did the Ministry issue/take to mitigate the impact of Covid-19 on supply of and access to education in Libya? **Prompts**: Did the Ministry provide distance learning modules for children throughout the country during school closures? If yes, what were the modalities? Did this programme	Text/Open-ended		Text	

				cover all areas of the country? What are the main challenges for children to access distance learning?				
	2.6	KII	Support from MoE to teachers during school closures	How did the Ministry of Education support teachers during school closures (2020-2021)?	Text/Open-ended		Text	
	2.7	KII	Support from MoE to children	How does the Ministry of Education support school-aged children to access formal education and learning in Libya? **Prompts:** What type of support? To whom exactly? If financial, how much is provided per school year? What percentage of children/families received that support in the previous school year (2021-2022)? Which children are targeted/eligible to these grants?	**Hints:** including financial support for all education-related costs.	Do not read answer options/hints	Text	
What is the current status of accreditation for non-formal education programmes and barriers to accreditation?	**3.1**	KII	Accreditation process	How are non-formal educational facilities/programmes recognised in Libya's education and training system? **Prompt:** Is there a National Qualifications Framework used as a way of systematising	Text/Open-ended		Text	

			different learning outcomes, qualifications, and certifications? What is the assessment approach to grant a non-formal educational facility/programme recognition and accreditation? Please describe the process in detail.				
	3.2	KII	Non formal education curriculum accreditation	Against which criteria/standards does the Ministry of Education determine whether a non-formal educational facility or programme is acceptable and adapted to the needs of learners and teachers to provide accreditation?	**Hints:** INEE Minimum Standards; UNESCO guidelines; Guidelines developed by the Libya Ministry of Education; etc.	Do not read answer options/hints	Text
	3.3	KII	Shortcomings of non-formal education curriculum	According to you, what challenges and opportunities arise when translating knowledge, skills and competences acquired through non-formal education into formal education requirements via the recognition of the former?	Text/Open-ended		Text
	3.4	KII	Official support to non-formal education	Does the Ministry of Education provide any kind of support to non-formal educational facilities to obtain accreditation and transition to formal educational structures?	**Hints:** financial/material support; trainings of teachers; etc	Do not read answer options/hints	Text

How and to what extent have teachers successfully adapted to the curriculum introduced in Libya given school closures and what are student learning outcomes and challenges of this curriculum?	**4.1**	KII	New curriculum	What curriculum was used during school closures due to Covid-19 in Libyan schools? And which one is currently used (since schools reopened)? **Prompts:** What are the main challenges faced by teachers to use the current curriculum? What are the consequences on students learning outcomes?		Text/Open-ended	Especially for the head of Curriculum Department	Text
Closing	**5.1**	KII	Challenges faced by MoE	What are the top 3 challenges that the MoE is currently facing to ensure supply and access to quality education in Libya?		Text/Open-ended		Text
	5.2	KII	Closing	Is there any additional relevant information that you would like to share?		Text/Open-ended		Text

Tool 2: Key Informant Interviews with Local Education Board (Semi-Structured Tool)

Research questions	SUB Q#	Data collection method	Indicator / Variable	Questionnaire Question	Questionnaire Responses (options)	Constraints	Question type	Data Collection Level
Informed consent		**Who you are:** Hello, my name is (enumerator name) and I work for Acted, an international non-governmental organisation. **Why we are doing the interview:** In partnership with UNICEF and the Ministry of Education, we are conducting an interview for an assessment that aims to understand education needs in Libya, particularly regarding access to education, as well as teachers and other education personnel's qualifications and capacities. A special attention is given to the facilitators and barriers to access education and learning for school-aged children. **What we will ask:** We will ask questions about local education needs, challenges and priorities in your baladiya. Your answers will be valuable to inform humanitarian actors of education needs and the challenges school-aged children and teachers face. **Respondent rights:** Participation in this study is voluntary. You do not have to participate, and you can end your involvement any time if you do not want to continue. Also, if you are unsure about the answer to any of the questions we ask, please just say so, and we can move on. **What we will do with the information:** everything you tell us will be kept anonymous and confidential. Names will not be recorded, and your comments will be anonymised. No identifiable information will be shared. Members of the research teams will be the only ones to view the full transcripts of your answers. The information you will provide during this interview will be used to write a report on education needs in the locations covered by this assessment, which will be shared with UNICEF and education actors operational in these areas. **Duration of interview/information gathering process:** as there are only a limited number of questions, we hope that we will not take more than an hour to collect the information. **Contact information**: If you have any questions or concerns about this research, you need to report a problem that happened during this discussion or feel distressed due to the topics addressed during this discussion, please contact our focal point: insert email here **Do you consent to this interview?** Yes/No **Do you consent to being contacted in the future to be asked some additional questions?** Yes/No **Do you have any questions before we begin?** Yes/No					

Biodata	0.1	KII	Location	Which baladiya is the respondent responsible for?	Tripoli Abu Selim Ain Zara Misrata Bani Waleed Tawergha Benghazi Suloug Al Abyar Derna Umm Arrazzam Sebha Albawanees Ubari Alghreyfa Bint Bayya		Select one	Individual level
	0.2	KII	Title/role	What is the role/profile of the respondent?	Present Baladiya Education Supervisor Past Baladiya Education Supervisor School Inspector Other (specify)		Select One	Individual level
	0.3	KII	Contact details	What is the phone number of the respondent? (For follow-up)	Integer	Only ask if respondent answered "Yes" to "Do you consent to being contacted in the future to be asked some additional questions?"	Integer	Individual level
What are the current facilitators and barriers to education and the extent of	1.1	KII	Formal School closed- reasons	Apart from Covid-19 and conflict, were there reasons for school closure in the past years?	Open text		text	Baladiya level

those barriers for accessing education and learning in the most affected areas?	1.2	KII	Formal school closed- needs	Were schools closed or have not been functioning in the last 5 years in you baladiay? If yes, how many schools stopped functioning in the past 5 years and could not be reopened? Why and what type of support needed?	Open text	text	Baladiya level
	1.3	KII	Protection risks	What are the main protection risks faced by children while travelling to and from school in your baladiya?	Hint: Insecurity in or around school (fighting) Insecurity in or around school (fear of UXO) Teachers are afraid to attend if something happens while at that school location Students are afraid to attend if something happens while at that school location School was deliberately attacked and damaged School was accidentally damaged during conflict School has been looted School was occupied by armed forces School was occupied by IDPs School closed because of COVID-19 Lack of financial resources to maintain school open Lack of human resources to maintain school open (teachers, administrators, other education personnel)	Text	Baladiya level
	1.4	KII	Support from MoE - Remote Learning	What are the effects of conflict and COVID-19 on access to education in the municipality that need a prioritized response in the upcoming year? Do you see it as a response that need to be led	Text	text	Baladiya level

			at MoE level, or the municipality has the necessary instruments to carry it out?				
	1.5	KII	Support from MoE	What coordination mechanisms are in place between the local branches of Ministry of Education, Ministry of Social Affairs, Social Solidarity Fund and other relevant authorities when identifying children in need for support take place at school level? Prompts: For example, the school social worker finds that a child suffers from severe PTSD that cannot be addressed at school level by the counsellor and the family is also in need for financial support to cover transportation fees to the school. What coordination mechanism is activated to respond to this case?	Open Text		Text	School Level
	1.6	KII	Inclusion Education	What specific policies or measures did the local education board issue/take to ensure inclusive education in regular schools in your baladiya?	Open text		text	Baladiya level
	1.7	KII	Special needs learning centers	How many integrated "Endimaj" schools are there in this baladiya? How did the	Open Text		text	Baladiya level

			baladiya support he expansion and improvement of integrated schools in Libya in the past ten years?				
1.1.8	KII	Barriers to access education – groups	What group(s) of children are more likely to face barriers to accessing formal education in your baladiya? And, why is that?	Open Text Hints: Girls, boys, children with disabilities, children who live in households with single parents, children of Libyan mother and non-Libyan fathers, Orphans, IDPs, Returnees.		text	Baladya level
1.1.9	KII	Foreign children access to formal education	Is the education board often approached by foreign families seeking guidance on how to enroll their children in public schools? What nationalities? Do you have any knowledge on whether most of them are successful in enrolling after receiving guidance or if lack of documents remains a barrier for the majority?	Open text		text	Baladiya level
1.1.10	KII	Ratio teachers to students	Would you say that the number of active teachers in your baladiya is sufficient for the number of students enrolled/attending school (primary, elementary, secondary)?	Open Text		Text	Baladiya level
1.1.11	KII	Ratio teachers to students	For which education level is the shortage of teachers is more important?	Open text	Only ask if there is a shortage.	Text	School level
1.13	KII	Ratio teachers to students- reasons	How would you explain the shortage of teachers in your baladiya?	Open text Hints: Found another job, low or poor salary, non-payment for salary, lack of food, lack of accommodation, long distance from house to	Only ask if there is a shortage	Text	Baladiya level

					school, lack of transportation, displaced by conflict, prolonged illness, leaving the job to support family/children at home, working at another school, lack of security at school and its surroundings.			
	1.14	KII	Baladiya school needs	What do you consider are the 3 major gaps and needs for schools in you baladiya?	Hints: teachers, infrastructure, learning materials, protection		Text	Baladiya level
What are the factors behind school dropouts?	1.21	KII	Barriers to access education -girls	According to you, what are the top three reasons for girls dropping out or not attending formal education in your baladiya?	Open text Hints: Schools closed due to Covid-19 Schools closed (for any other reason) Schools overcrowded Security concerns of child travelling or being at school Distance to school too far / lack transportation School fees and/or cost of materials Child helping at home Child working outside home Parents unaware of education opportunities available Parents don't value education Parents don't approve of curriculum Cultural beliefs Children psychologically distressed Displacement due to conflict Children moved back to home country Children moved to another country (not home country) Arrest and/or detention Children lack documentation needed to register Flooding / weather events Children join/recruited by armed groups Marriage and/or pregnancy Language issues Poor school infrastructure/facilities		text	Baladiya level

				School infrastructure/facilities not adapted to children with disabilities School learning and teaching materials not adapted to children with disabilities Lack of qualified staff to cater for needs of children with disabilities Lack of qualified teaching staff Insufficient WASH facilities in schools Lack of male / female separation				
	1.2.2	KII	Barriers to access education- boys	According to you, what are the top three reasons for boys dropping out or not attending formal education in your baladiya?	Open text Hints: Schools closed due to Covid-19 Schools closed (for any other reason) Schools overcrowded Security concerns of child travelling or being at school Distance to school too far / lack transportation School fees and/or cost of materials Child helping at home Child working outside home Parents unaware of education opportunities available Parents don't value education Parents don't approve of curriculum Cultural beliefs Children psychologically distressed Displacement due to conflict Children moved back to home country Children moved to another country (not home country) Arrest and/or detention Children lack documentation needed to register Flooding / weather events Children join/recruited by armed groups Marriage Language issues Poor school infrastructure/facilities		Text	Baladiya level

					School infrastructure/facilities not adapted to children with disabilities School learning and teaching materials not adapted to children with disabilities Lack of qualified staff to cater for needs of children with disabilities Lack of qualified teaching staff Insufficient WASH facilities in schools Lack of male / female separation			
	1.2.3	KII	School dropouts' girls -support	What support would you like from stakeholders to mitigate school dropouts for girls?	Open text Hints: Financial support, better school materials, school rehabilitation		Text	Baladiya level
		KII	School dropouts' boys- support	What support would you like from stakeholders to mitigate school dropouts for boys?	Open text Hints: financial support, better school materials, school rehabilitation			
	1.2.4	KII	School dropouts – remedial classes	Do you see a potential role for adult schools to be used as the providers of remedial classes in the long-term?	Text/Open-ended		Text	Baladiya level
What professional qualifications and experience of teachers and other education personnel have for teaching in the education system?	2.1	KII	Teachers' qualification - training	To what extent is the local education board involved in in-service teacher training?	Text/Open-ended		Text	Baladiya level
How appropriate do teachers and other education personnel find the content of the	2.2.1		Curriculum - relevance	Do you think that the Libyan curriculum is still appropriate to the needs of society and labor market? What aspects	Text/Open-ended		text	Baladiya level

current curriculum in Libya, and what can be improved?	2.2.2		Curriculum – Covid-19	In 2021, as Covid-19 precautionary measure, children were attending school on alternate days and the curriculum department had developed a condensed curriculum for this modality, what were the challenges of teachers in teaching this condensed curriculum?	Open text		Text	Baladiya level
				would you keep and what would you change?				
Closing	3	KII	Closing	Is there any additional relevant information that you would like to share?	Text/Open-ended		Text	Individual level

TOOL 3: KEY INFORMANT INTERVIEWS WITH SCHOOL PRINCIPALS (SEMI-STRUCTURED TOOL)

Research questions	SUB Q#	Data collection method	Indicator / Variable	Questionnaire Question	Questionnaire Responses (options)	Constraints	Question type	Data Collection Level
Informed consent				**Who you are:** Hello, my name is (enumerator name) and I work for Acted, an international non-governmental organisation. **Why we are doing the interview:** In partnership with UNICEF and the Ministry of Education, we are conducting an interview for an assessment that aims to understand education needs in Libya, particularly regarding access to education, as well as teachers and other education personnel's qualifications and capacities. A special attention is given to the facilitators and barriers to access education and learning for school-aged children.				

	What we will ask: We will ask questions about your school capacity and the challenges, priorities and needs within the school. Your answers will be valuable to inform humanitarian actors of education needs and the challenges school-aged children and teachers face. **Respondent rights:** Participation in this study is voluntary. You do not have to participate, and you can end your involvement any time if you do not want to continue. Also, if you are unsure about the answer to any of the questions we ask, please just say so, and we can move on. **What we will do with the information:** everything you tell us will be kept anonymous and confidential. Names will not be recorded, and your comments will be anonymised. No identifiable information will be shared. Members of the research teams will be the only ones to view the full transcripts of your answers. The information you will provide during this interview will be used to write a report on education needs in the locations covered by this assessment, which will be shared with UNICEF and education actors operational in these areas. **Duration of interview/information gathering process:** as there are only a limited number of questions, we hope that we will not take more than an hour to collect the information. **Contact information**: If you have any questions or concerns about this research, you need to report a problem that happened during this discussion or feel distressed due to the topics addressed during this discussion, please contact our focal point: insert email here **Do you consent to this interview?** Yes/No **Do you consent to being contacted in the future to be asked some additional questions?** Yes/No **Do you have any questions before we begin?** Yes/No						
What are the current facilitators and barriers to education and the extent of those barriers for supplying and accessing education and learning in the most affected areas?	**1.1** KII		Classrooms	Which types of classrooms / learning spaces are currently functioning in your school?	Hint: Permanent classrooms (solid structure) Semi-permanent classrooms (temporary structure) Tents Outdoor spaces (no structure) Other (specify)	text	School level
	1.2 KII		Classrooms and space – sufficient	Do you think that the number of functioning classrooms and space at you school is sufficient (children and teachers have enough space for teaching and learning)? If not, why?	Open text	text	School level

1.3	KII	School infrastructure	What is the condition of the school structure?	Hint: Needs full rebuilding (foundations) Needs significant rehabilitation (rebuilding doors, windows, fixtures) Needs some minor rehabilitation (painting walls, installing lights, fixing windows/doors) In generally good condition In perfect condition Do not know		text	School level
1.4	KII	WASH facilities – water sources	What is the main source of drinking water provided by the school? (Select most frequently used)	Hint: No water source Piped water supply Borehole/tube well Protected well/spring Rainwater Unprotected well/spring Packaged bottled water Tanker-truck or cart Surface water (lake, river, stream) Other (specify) Do not know		text	School level
1.5	KII	WASH facilities – drinking water	Does this source supply a sufficient amount of water at your school?	Open text		text	School level
1.6	KII	WASH facilities – latrines	How many functional latrines are available in your school?	Open text		text	School level
1.7	KII	WASH facilities – latrines gender	Are there gender segregated latrines for students in your school?	Open text		text	School level

	1.8	KII	Enrolment at school	What documentation do parents/caregivers have to provide to enroll their child in your school?	Hints: Birth certificate National identification number Passport Family booklet Family status certificate Medical record None Other (specify)		Text	School level
	1.11	KII	Tuition fees	Do children in your school pay tuition fees?	Open text		text	School level
	1.12		Tuition fees – costs	How much are the fees per school year?	Open text		text	School level
	1.13		Tuition fees – coverage	What do the fees cover?	Hints: Transportation School books Teaching and learning materials Uniforms Food provision General administration Parent teacher association activities Extracurricular activities Other (specify)		text	School level
	1.14	KII	School closure	What has been the frequency of school closure in the previous 2 school years? 2020-21 and 20221-22	Open text		text	School level
	1.18	KII	Remote learning – children challenges/support	What are the effects of conflict and covid-19 on the quality of education in this school that need a prioritized response in the upcoming year? Do you see it as a response that need to be led at MoE level, at the municipality level or the school has	Open text		text	School level

				the necessary instruments to carry it out?			
	1.20	KII	Inclusive education	What specific measures did your school take to include children with disabilities (blind, deaf, crippled, low mental capacity, learning difficulties, etc.) and facilitate their access to learning in the last 5 years?	Hints: Safe and accessible transport to and from school for children with disabilities Buildings accessible for children with physical disabilities (e.g. ramps, handrails, access on main floor) Adapted curriculum for children with disabilities Specialised teachers who are trained to cater for needs of children with disabilities School shifts adapted for children with disabilities Additional financial support available for children with disabilities None Other (specify)		Text	School level
	1.21	KII	Physical presence in school – dropouts	Did any of the children enrolled in this school in the school year 2021-2022 not come back when the school reopened during the same school year?	Open text		text	School level
	1.23	KII	Factors behind dropouts	What would you say are the main reasons for children dropping out of school (either during 2021-2022 or between 2021-2022 and 2022-2023)?	Hints: Schools closed due to Covid-19 Schools closed (for any other reason) Schools overcrowded Security concerns of child travelling or being at school		Text	School level

				Distance to school too far / lack transportation			
				School fees and/or cost of materials			
				Child helping at home			
				Child working outside home			
				Parents unaware of education opportunities available			
				Parents don't value education			
				Parents don't approve of curriculum			
				Cultural beliefs			
				Children psychologically distressed			
				Displacement due to conflict			
				Children moved back to home country			
				Children moved to another country (not home country)			
				Arrest and/or detention			
				Children lack documentation needed to register			
				Flooding / weather events			
				Children join/recruited by armed groups			
				Marriage and/or pregnancy			
				Language issues			
				Poor school infrastructure/facilities			
				School infrastructure/facilities not adapted to children with disabilities			
				School learning and teaching materials not adapted to children with disabilities			
				Lack of qualified staff to cater for needs of children with disabilities			

					Lack of qualified teaching staff Insufficient WASH facilities in schools Lack of male / female separation			
	1.24	KII	Child protection concerns – boys	What child protection risks interfere mostly with learning and drop-outs? And why?	Hints: Presence of armed groups/militia/military in the school or at the school gate Armed groups recruitment at school School robbed / looted School attacked Forced eviction of school Arrest and/or detention Gender-based or sexual violence/abuse Child marriage Exploitation Mental health or psychosocial issues Child labor Verbal bullying or discrimination Physical bullying or discrimination Physical punishment from teachers Natural disasters or hazards Unsafe infrastructure at schools		text	School level
	1.25	KII	Child protection concerns – girls	How do they impact girls and boys differently?	Open text		text	School level
	1.26	KII	Infrastructure for security – boundaries	Is the school surrounded by a fence, wall, or other boundary?	Open text		text	School level
	1.27	KII	Infrastructure for security – guards	Does the school have security guards during schooltime?	Open text		text	School level

	1.28	KII	Infrastructure for security – locked	Can the school buildings be locked from the outside to prevent robberies?	Open text		text	School level
What are the current facilitators and barriers to education and the extent of those barriers for supplying education and learning in the most affected areas?	2.1	KII	Teachers' selection/challenges	What are the challenges in recruiting teachers? Why?	Text/Open-ended		Text	School level
	2.2	KII	Teachers_	Are there enough specialized teachers to teach all subjects in your school?	Open/text Hint: Math, English, Arabic, physics.		Text	School level
	2.5	KII	Teachers' training	What type of professional development trainings did teachers in your school receive in the past 3 years?	Hints: Hygiene Promotion Child Protection in Emergencies Child Rights Conflict Disaster Risk Reduction Gender Based Violence Life Skills and Mine Risk Education Inclusive education for children with disabilities Pedagogy Positive Discipline Psychosocial support School Safety Plan and Management and Child Protection Child Centered Methodology Early Child Care Development concepts None Do not know		text	School level
	2.7	KII	Teachers' absenteeism – reasons	What would you say are the most common reasons for teachers not coming to school regularly?	Hints: Low or poor salary Non-payment of salary Lack of food Lack of accommodation Long distance to school Found other work Prolonged illness		text	School level

					Supporting family/children Pregnancy/maternity leave Displaced by conflict Attack/occupation of school Insecurity in the area or at the school (real or perceived) Attending training or studying Military service Working at another school			
	2.8	KII	Remote learning – teachers challenges	What challenges teachers in your school faced in facilitating distance/remote learning modalities during school closures (2020-2021 and 2021-2022)?	Hints: learning modalities Lack of training in distance learning facilitation Lack of teaching materials Lack of motivation Lack of time (taking care of family) Non-payment of salary/incentive Prolonged illness Found other work		text	School level
How and to what extent have teachers successfully adapted to the curriculum introduced in Libya given school closures and what are student learning outcomes and challenges of this curriculum?	3.1	KII	Curriculum used	Do you think that the Libyan curriculum is still appropriate to the needs of society and labor market? What aspects would you keep and what would you change?	Open text		text	School level
	3.2	KII	NFE curriculum	What links exist with foreign embassies, if any?	Text		Text	School level
	3.3	KII	NEF curriculum-recognition	What type of certification is provided at the completion of the school cycle? Is it recognized by	Open text		text	School level

				Libyan institutions, by foreign institutions or not recognized?				
	3.3	KII	Teaching material	Do you think there are enough teaching and learning materials available at your school/learning center?	Open text		text	School level
	3.4	KII	Teaching material lacking	What teaching and learning materials are lacking?	Hints: Textbooks for children Textbooks for teachers Story books for children Basic writing materials (notebooks, pens, pencils) Blackboards / whiteboards School uniforms Recreational / sports equipment		text	School level
	3.6	KII	Supporting actors	What kid of support did the school receive during the previous 2 school years and by whom? Follow up: what would you like the stakeholders of education in Libya to support you for more access and quality education?	Open text		text	School level
How appropriate do teachers and other education personnel find the content of the current curriculum in Libya and what can be improved?	**2.2.1**	KII	Curriculum – relevance	Do you think that the Libyan curriculum is still appropriate to the needs of society and labor market? What aspects would you keep, and hat would you change?	Open text		text	School level
	2.2.2	KII	Curriculum – Covid-19	In 2021, as Covid-19 precautionary measure, children were attending school on alternate days and he curriculum department had developed a condensed curriculum for this modality. What were the challenges of teachers in teaching this condensed curriculum?	Open text		text	School level

	2.2.3	KII	Teacher-communication	How does the coordination between teachers, social workers and school counsellor work in your school?	Open text			School level
Closing	4.1	KII	Closing	Is there any additional relevant information that you would like to share?	Text/Open-ended		Text	Individual level

TOOL 4: FOCUS GROUP DISCUSSIONS WITH SCHOOL TEACHERS AND OTHER EDUCATION PERSONNEL (SEMI-STRUCTURED TOOL)

Research questions	SUB Q#	Data collection method	Indicator / Variable	Questionnaire Question	Probes	Constraints	Question type
Informed consent				**Who you are:** Hello, my name is (enumerator name) and I work for Acted, an international non-governmental organisation. **Why we are doing the interview:** In partnership with UNICEF and the Ministry of Education, we are conducting an interview for an assessment that aims to understand education needs in Libya, particularly regarding access to education, as well as teachers and other education personnel's qualifications and capacities. A special attention is given to the facilitators and barriers to access education and learning for school-aged children. **What we will ask:** We will ask questions about teachers' capacities and their challenges, priorities, and needs. Your answers will be valuable to inform humanitarian actors of education needs and the challenges school-aged children and teachers face. **Respondent rights:** Participation in this study is voluntary. You do not have to participate, and you can end your involvement any time if you do not want to continue. Also, if you are unsure about the answer to any of the questions we ask, please just say so, and we can move on. **What we will do with the information:** everything you tell us will be kept anonymous and confidential. Names will not be recorded, and your comments will be anonymised. No identifiable information will be shared. Members of the research teams will be the only ones to view the full transcripts of your answers. The information you will provide during this interview will be used to write a report on education needs in the locations covered by this assessment, which will be shared with UNICEF and education actors operational in these areas. **Duration of interview/information gathering process:** as there are only a limited number of questions, we hope that we will not take more than an hour to collect the information.			

			Contact information: If you have any questions or concerns about this research, you need to report a problem that happened during this discussion or feel distressed due to the topics addressed during this discussion, please contact our focal point: insert email here **Do you consent to this interview?** Yes/No **Do you consent to being contacted in the future to be asked some additional questions?** Yes/No **Do you have any questions before we begin?** Yes/No			
Biodata	0.1	FGD	Profile of teachers	Which level do you teach?	Primary Elementary Secondary		Select one
	0.2	FGD	Subject taught	Which subject(s) do you teach?	Arabic Mathematics Physics/Chemistry Natural sciences Religious studies History/Geography Technical and physical education Foreign language Other (specify)		Select multiple
	0.3	FGD	Gender	Gender of participants	Female: Integer Male: Integer Other: Integer		Integer
	0.4	FGD	Grade/level of education	What is your highest completed grade/education level?	Secondary University – Bachelor University – Masters University – PhD Higher institute of technical education Other (specify)		Select one
	0.5	FGD	Certification – NFE teachers	Are you a certified teacher?	Certified teachers: Integer Not certified teachers: Integer	**Only ask to NFE teachers**	Integer
	0.6	FGD	NFE teachers – certified	For certified teachers: where did you get your certification from?	Libya Home country Other country (specify):	**Only ask to NFE teachers**	Select one/Text

	0.7	FGD	NFE teachers – not certified	For non-certified teachers, did you receive a training prior to starting teaching? **Prompt:** if yes, what type of trainings? And where?	Yes, in Libya: Integer Yes, in my home country: Integer No	**Only ask to NFE teachers**	Integer
What are the current facilitators and barriers to education and the extent of those barriers for supplying and accessing education and learning in the most affected areas?	1.1	FGD	Use of technology in teaching	How and to what extent is technology employed in your school/learning centre for teaching? **Probes:** What could be improved? Did you receive training on how to use these technologies for teaching?	Text		Text
	1.2	FGD	Teaching and learning materials	What is your experience with the teaching and learning materials at your disposal? **Probes:** Are you able to use them effectively? If not, why is that?	Text		Text
	1.3	FGD	School closures – distance learning modalities	What are the main challenges you faced in classrooms after Covid-19? What support did you receive in overcoming these challenges and what support would you like to receive? **Probes:** What are the challenges you faced in facilitating distance learning?	Text		Text
	1.4	FGD	School closures – distance learning challenges	Did you specifically encounter any challenge in supporting students on catching up on literacy and numeracy after Covid-19 while continuing to teach the grade-specific curriculum?	text		text

	1.4	FGD	Children with disabilities	Some children who attend you school/learning center may have disabilities (e.g. difficulty seeing, hearing, walking, understanding), how far do you feel you are able to include them in learning activities?	Text		Text
	1.5	FGD	Teachers' conditions	What barriers or challenges make it difficult for you or your colleagues to come to work regularly? **Probes:** What would be the best way to fix these problems?	Text		Text
What are the factors behind school dropouts?	1.2.1	FGD	School-aged children's dropouts	As a teacher, what do you think are the main reasons behind children's dropouts? Follow up: What are the main children group(s) that are more susceptible to dropping out of school?			
	1.2.2	FGD	School-aged children's dropouts- support	As a teacher, what re the measures you recommend to mitigate children dropouts. Follow up: What type of support would you like from stakeholders to encourage children to attend schools?	Text		text
	1.2.3	FGD	School-aged children's- support	Does the school have clear guidelines in place for steps to be taken by teachers when children in need of support that cannot be provided at school level? What are they? Did you receive any training on this?	Hint: mental health, financial support		Text
What professional qualification and experience of teachers and other	2.1.1	FGD	Teachers' qualification	What are the measures you are taking to ensure children receive quality education in school?	text		text

education personnel have for teaching in the education system?							
	2.1.2	FGD	Teacher's qualification	As a teacher, do you think that the education you received in the university is enough to qualify you as a teacher?			
	2.1.2	FGD	Teacher's training	Tell us about the training you received during the last three years to improve your teaching skills? What were the topics and how long were they?	text		text
	2.1.3	FGD	Learning and teaching assessment	What process do you follow to assess teaching and learning strategies in schools?			
How appropriate do teachers and other education personnel find the content of the current curriculum in Libya, and what can be improved?	2.1	FGD	Teaching and learning materials – curriculum	How would you describe the relevance of the teaching and learning materials in your school in the framework of the current curriculum?	Text		Text
	3.1	FGD	Curriculum – Covid19	In 2021, as Covid-19 precautionary measure, children were attending school on alternate days and the curriculum department had developed a condensed curriculum for this modality, what were the challenges in teaching this condensed curriculum? **Probes:** Were you able to use them efficiently? If not, why? Did you receive any training on this new curriculum? What challenges did you face? What challenges do children face?	Text	**Only ask for schools within the formal education system in Libya**	Text

| | 3.2 | FGD | Curriculum-relevance | Is there any aspect of the Libyan school curriculum that you would change? | Text | **Only ask for schools within the formal education system in Libya** | Text |
| Closing | 4.1 | FGD | Support needed | Apart what we have discussed, is there anything you would change to encourage teachers to come to school regularly, stay in their jobs for as long as possible, and help teachers improve the way they are able to teach?

Probes: If you could receive more training in future about anything related to your work as teachers, what would your main priorities be? | Text | | Text |

TOOL 5: INDIVIDUAL INTERVIEWS WITH PARENTS AND CAREGIVERS (SEMI-STRUCTURED TOOL)

Research questions	SUB Q#	Data collection method	Indicator / Variable	Questionnaire Question	Questionnaire Responses (options)	Constraints	Question type	Data Collection Level
Informed consent				**Who you are:** Hello, my name is (enumerator name) and I work for Acted, an international non-governmental organisation. **Why we are doing the interview:** In partnership with UNICEF and the Ministry of Education, we are conducting an interview for an assessment that aims to understand education needs in Libya, particularly regarding access to education, as well as teachers and other education personnel's qualifications and capacities. A special attention is given to the facilitators and barriers to access education and learning for school-aged children. **What we will ask:** We will ask questions about your child/children to understand current facilitators and barriers to accessing education in your baladiya; as well as understand the factors behind school dropouts. Your answers will be valuable to inform humanitarian actors of education needs and the challenges school-aged children and teachers face. **Respondent rights:** Participation in this study is voluntary. You do not have to participate, and you can end your involvement any time if you do not want to continue. Also, if you are unsure about the answer to any of the questions we ask, please just say so, and we can move on. **What we will do with the information:** everything you tell us will be kept anonymous and confidential. Names will not be recorded, and your comments will be anonymised. No identifiable information will be shared. Members of the research teams will be the only ones to view the full transcripts of your answers. The information you will provide during this interview will be used to write a report on education needs in the locations covered by this assessment, which will be shared with UNICEF and education actors operational in these areas. **Duration of interview/information gathering process:** as there are only a limited number of questions, we hope that we will not take more than an hour to collect the information. **Contact information**: If you have any questions or concerns about this research, you need to report a problem that happened during this discussion or feel distressed due to the topics addressed during this discussion, please contact our focal point: insert email here **Do you consent to this interview?** Yes/No **Do you consent to being contacted in the future to be asked some additional questions?** Yes/No **Do you have any questions before we begin?** Yes/No				

Biodata	**0.1**		Residence	Where does the respondent and their child/children live?	Tripoli Abu Selim Ain Zara Misrata Bani Waleed Tawergha Benghazi Suloug Al Abyar Derna Umm Arrazzam Sebha Albawanees Ubari Alghreyfa Bint Bayya		Select one	Individual level
		II						
	0.2	II	Displacement status	What is the respondent's status?	Non-displaced/Permanent resident in the area IDP Returnee Migrant/Refugee		Select one	Individual level
	0.3	II	Nationality	What is your nationality?	Libyan Egyptian Sudanese Ethiopian Eritrean Nigerien Nigerian Chadian Malian Guinean Senegalese Bangladeshi Pakistani Syrian Palestinian		Select multiple	Individual level

					Tunisian Algerian Moroccan Other (specify)			
	0.4 II		Education level	What is your highest education level?	No schooling - Illiterate No schooling - Literate Primary/Elementary Secondary University Other (specify)		Select one	Individual level
What are the current facilitators and barriers to education and the extent of those barriers for accessing education and learning in the most affected areas? **What are the factors behind school dropouts?**	1.1 II		School-aged children total	How many school-aged children do you have/are you responsible for? **Note:** school-aged children in Libya are children aged between 6 and 17	Integer		Integer	Household level
	1.2 II		School-aged children with disabilities	How many school-aged children with disabilities (e.g. difficulty seeing, hearing, walking, understanding) do you have/are you responsible for?	Integer	Number cannot be > to number of answer to question (1.1)	Integer	Household level
	1.3 II		% school-aged children enrolled in formal school in 2021-2022	For the 2021-2022 school year, how many of your school-aged children (6-17 years) were enrolled/registered in formal school? **Note:** this does not mean going physically to school (as schools might have been partially closed), but that the child was registered/affiliated/'signed-up' with a school.	Integer	Number cannot be > to number of answer to question (1.1)	Integer	Household level

				Note: This includes enrolment in either full-time public schools or recognised/accredited private schools.				
	1.5	II	% school-aged children attending formal school in 2021-2022	While schools were open during the 2021-2022 school year, how many of your child/children were attending formal school regularly (at least 4 days per week)?	Integer	Only ask if respondent answered > 0 in question (1.3)	Integer	Household level
	1.7	II	% of school-aged children dropping out of school in previous year	How many of your school-aged children dropped out of school in the previous year? **Note:** dropped out means that the child was enrolled in a given grade at a given school in the 2020-2021 school year but was not enrolled in the 2021-2022 school year	Integer	Only ask if number of children enrolled < number of school-aged children of respondent	Integer	
	1.11	FGD	Choice of NFE	Why choosing non-formal education over formal school?	Hints: Formal school closed due to COVID-19 Formal school closed for other reasons (e.g. is used for other purposes) Problems with formal school infrastructure (e.g. lack of electricity, lack of adequate furniture or sanitation facilities) Going or attending formal school is not safe for the child (violence, harassment or discrimination) Parents/caregivers not able to register or enroll children in formal school due to lack of valid documentation No transport available to bring to formal schools/No fuel available to bring to formal schools/ formal schools are too distant Parental refusal to send children to formal school	text	Only ask if NFE	Individual level

				Lack of gender-segregated latrines in formal school Economic hardship (cannot afford formal school fees, transport, materials, or food) Curriculum quality (e.g. inappropriate contents in formal school) Formal school is overcrowded or teacher shortage Lack of physical accessibility for students with disabilities in formal school Language barriers to access formal school			
	1.13	FGD	Barriers to access education for children with disabilities	If you have child with disabilities, does your child attend an integrated school, a normal public school or is out of school? What needs to be prioritized for the improvement of inclusion of children with disabilities in the school that your child is attending?	Text/Open-ended	Text	Individual level
	1.21	FGD	School as safe place/reasons	Do you feel the environment of the school and around the school is safe for children? If not why?	Hints: Unexploded ordnance, mines close to school Checkpoints close to school Gender-based harassment or violence Harassment from armed groups Risk of abduction in school Risk of eviction from school Risk of arrest and/or detention Being caught in conflict/insecurity around school	Text	School level
	1.22	FGD	Child protection in school	How do your children describe the classroom environment?	text	Text	School level

1.2.4	FGD	School-aged children not regularly attending	Has the school ever been in touch with you to discuss your child's learning or behavior?				
1.2.5	FGD	School-aged children-dropouts	Is there anything you would change in the school to encourage children to come to school regularly?	text		text	Individual level
1.23	FGD	Learning material	How satisfied are you with the learning materials (e.g. textbooks, learning aids) available in your child/children's school/learning center?	text			Individual level
1.24	FGD	Learning material – issues	If unsatisfied, what are the issues with the learning materials?	text		text	Individual level
1.25	FGD	Parents and distance learning	What aspects of school your child struggles with after schools re-opened after Covid?	text		text	Individual level
1.2.6	FGD	Distance learning-teacher support	Were your children supported by their teachers in catching up with learning after Covid-19?	text		text	School level
	FGD	Parents-challenges with distance learning	Were you able to support your children with distance/remote learning modalities during school closures?	text		text	Individual level
1.26	FGD	Parents – challenges with distance learning	Were you able to support your children with distance/remote learning modalities during school closures?	Text/Open-ended		Text	Individual level

	1.27	FGD	Parents of children with disabilities – distance learning	What specific challenges did your children with disabilities face to accessing distance/remote learning modalities during school closures?	Hints: Access to devices (e.g. smartphones, tablet, laptop) adapted for their needs Access to learning materials adapted for their needs Financial challenges Lack of specific support from school Access to an appropriate space to work at home (quiet, desk and chair, lighting) Lack of motivation Lack of time		Select multiple	Individual level
How appropriate do teachers and other education personnel find the content of the current curriculum in Libya, and what can be improved?	2.1	FGD	Curriculum – satisfaction	How satisfied are you with the educational curriculum (subjects and learning content) in education facilities used by your child/children?	Open text	Text		Individual level
	2.2	FGD	Curriculum – issues	If unsatisfied, what are the issues with the curriculum?	Hints: Not age appropriate - too advanced Not age appropriate - too simple Covers too many subjects Doesn´t cover enough subjects Not enough focus on certain subjects Material culturally or religiously inappropriate Lack of inclusion of languages	text		Individual level
	2.3	FGD	School _ satisfaction	How satisfied are you with your children's schoolteachers, school administration, and social and psychological experts' qualifications, along with the availability of WASH facilities. If you are not satisfied, why is that?	Open text			
	2.4	FGD	Child protection	How widespread are some destructive phenomena in the school where your children study, such as violence, cheating in	Open text			

				exams, smoking, etc.? How affected are your children by these phenomena?				
	2.4	FGD	Parents-teachers relation	Is there a Parents' Council in your child's school? And what is its role? Did you get involved in the council to discuss everything related to the educational process of your child?				
Closing	3.1	FGD	Closing	Is there any additional relevant information that you would like to share?	Text/Open-ended		Text	Individual level

6. Monitoring & Evaluation Plan

IMPACT Objective	External M&E Indicator	Internal M&E Indicator	Focal point	Tool	Will indicator be tracked?
Humanitarian stakeholders are accessing IMPACT products	Number of humanitarian organisations accessing IMPACT services/products Number of individuals accessing IMPACT services/products	# of downloads of x product from Resource Center	Country request to HQ	User_log	X Yes
		# of downloads of x product from Relief Web	Country request to HQ		X Yes
		# of downloads of x product from Country level platforms	Country team		X Yes
		# of page clicks on x product from REACH global newsletter	Country request to HQ		X Yes
		# of page clicks on x product from country newsletter, sendingBlue, bit.ly	Country team		X Yes
		# of visits to x webmap/x dashboard	Country request to HQ		□ Yes
IMPACT activities contribute to better program implementation and coordination of the humanitarian response	Number of humanitarian organisations utilizing IMPACT services/products	# references in HPC documents (HNO, SRP, Flash appeals, Cluster/sector strategies)	Country team	Reference_log	*H(N)O 2023; Education Sector Strategy for 2023* *UNICEF Country Strategy*
		# references in single agency documents			
Humanitarian stakeholders are using IMPACT products	Humanitarian actors use IMPACT evidence/products as a basis for decision making, aid planning and delivery	Perceived relevance of IMPACT country-programs	Country team	Usage_Feedback *and* Usage_Survey template	
		Perceived usefulness and influence of IMPACT outputs			
		Recommendations to strengthen IMPACT programs			
		Perceived capacity of IMPACT staff			
		Perceived quality of outputs/programs			

	Number of humanitarian documents (HNO, HRP, cluster/agency strategic plans, etc.) directly informed by IMPACT products	Recommendations to strengthen IMPACT programs			
Humanitarian stakeholders are engaged in IMPACT programs throughout the research cycle	Number and/or percentage of humanitarian organizations directly contributing to IMPACT programs *(providing resources, participating to presentations, etc.)*	# of organisations providing resources (i.e.staff, vehicles, meeting space, budget, etc.) for activity implementation	Country team	Engagement _log	□ Yes
		# of organisations/clusters inputting in research design and joint analysis			X Yes (especially: Education Sector inputs in research design)
		# of organisations/clusters attending briefings on findings;			X Yes

ANNEX 1 : SECONDARY DATA REVIEW REPORT

Context

According to the 2022 Humanitarian Needs Overview (HNO), in 2021 nearly 160,000 children and 5,600 teachers were estimated to need education assistance in Libya. A decade of conflict and violence had destroyed or damaged educational infrastructure, forcing many schools to close while others have been used as shelter for displaced families. The economic crisis led to the absence of periodic maintenance and to delays in the supply of tools and textbooks, coupled with the insecurity within school environments and power outages for long hours. The onset of the COVID-19 pandemic worsened the situation with school closures, affecting 1.3 million school-aged children, notably due to the multiple challenges to access distance and online learning. These barriers and bottlenecks are furthered with the limited resources allocated to teacher development and continued training to support inclusive education.

Migrant and refugee children, as well as those living with disabilities, struggle the most in accessing education in Libya. According to Displacement Tracking Matrix (DTM) data, migrant children's access to education remains concerning as 49% of the interviewed migrants with school-aged children reported that their children were unable to access education. Alongside this, the 2021 Migrants and Refugees Multi-Sector Needs Assessment (MSNA) confirmed that finding as it outlined that 49% of assessed households have at least one child not enrolled in neither formal nor non-formal school, and this is notably due to financial and language barriers. Moreover, disability was found to be the most prominent determinant of education deprivation in a 2020 UNICEF study as 16% of girls and boys with disabilities were facing deprivation in 2020 as compared to 6% of the general Libyan school-aged population. This is mainly due to a lack of specific provisions for children with disabilities in schools as reported for 82% of the assessed schools in the 2019 Joint Education Needs Assessment (JENA) conducted by the Libya Education Sector in collaboration with the Ministry of Education and inter-sector partners in the West and South of Libya, as well as the lack of trained teachers to provide learning for these children. Access to both formal and non-formal education for all population groups appears to be particularly challenging in southern Libya as highlighted by WW-GVC's Protection Analysis Report in Fezzan. Indeed, 23% of respondents reported that the lack of access to education is the main reason for permanent displacement from and within the region. Moreover, while no significant gender disparity was noted in terms of school enrolment rates in Libya prior to 2011, the 2019 JENA findings outlined the lack of retention of female students progressing in education levels after primary school, although very little information to explain the factors behind this trend exist. Alongside this observation, there is no current gender disaggregated data or analysis for education, making it difficult to determine the impact that conflict and economic distress have on girls and boys.

Methodology

This SDR was conducted in May 2022 as part of the Global Education Cluster's Coaching Programme for Coordinated Education in Emergencies Needs Assessment and Analysis, with participants from the Libya Education Sector. Participants of the coaching programme, consisting of a team of nine, including an SDR team lead, who divided and reviewed 76 document sources (largely from 2019 to the present) for information relevant to educational response in Libya. Sources were compiled through a combination of identifying publicly available data and reports, as well as using sources from the Libya Education Sector members. This included multi-sector and education-specific assessment reports, situation reports, gap analyses, briefs, trip and mission reports etc., primarily from UN agencies, International Non-Governmental Organisations (INGOs), academics, and the Libya Ministry of Education (MoE).

Reviewer's ensured key data was captured and appropriately tagged in a Microsoft Excel database using the Global Education Cluster's SDR matrix template. Data was then consolidated, cleaned, and analysed for this report by REACH. Additional sources were added by REACH to provide more contextualisation and recent information, notably on COVID-19 related consequences on education in Libya.

Findings are presented using the INEE Minimum Standard Domains (access and learning environment, teaching and learning, teachers and other education personnel, education policy), as well as child protection as an analytical framework. Each section contains an overview of findings and information gaps.

Overview of Findings

Overview of JENA 2019 Findings:

- The start of the 2019–2020 school year was set for October 2019. However, 12 (35%) of the 34 institutions evaluated have yet to begin holding classes (all 12 of them are in the South). Schools in the East were unable to open as a result of a widespread teacher strike. The teacher strike was initially believed to be exclusive to the East, but there were also intermittent strikes in the West and the South, albeit with much smaller scopes and believed to be the result of local disputes rather than a regional decision.
- Many schools in the West and the South report closures in the past. 10/34 (29%) of the schools assessed were closed because of the emergency at some point prior to the start of the 2019-2020 school year (13% in the West and 42% in the South), with four of those schools (12%) stating the shutdown occurred during the previous school year (2018-2019). In both the West and the South, the average length of a school closure for these 10 institutions is 5 weeks (or 14% of the 35-week academic school year).
- The main finding of this assessment, which relates to school status and closures, is that, while traditionally school closures have been brought on by direct, conflict-related difficulties, the teacher strike is today the main factor behind school closures. The strike is not just affecting schools in the East, as data suggests; it is also having an impact on schools in the South. In light of these findings, a larger sample of Baladiyas and schools, particularly in the South and possibly in the West, should be examined to ascertain the full extent and effect that the current teacher strike is having on school closures.
- Primary reasons given by schools for why children are not attending school include displacement caused by violence and insecurity in the immediate neighborhood around the school. However, these issues seem to affect both boys and girls differently in the West and the South. This is largely due to the fact that the West has experienced intense street combat and bombardment since the spring of 2019.
- There were 34 schools evaluated, and the average dropout rate was quite low (0.3%), with no single school having a dropout rate higher than 5%. The most commonly cited reasons for dropping out and the most frequently given explanations for absences are both "Displaced by conflict" and "Insecurity on the way to school/in the region." But according on interviews with Baladiya-level education officials, the average dropout rate is 10% for female students and 13% for male students.
- At the school level, 42 pupils with physical disabilities are reported in total by 17 of the 34 schools evaluated (50%) whereas 16 schools (47%) report having students with mental/cognitive disabilities (59 children total). When asked, " Are there any provisions made by the school for children with disabilities, health issues or special needs? " No, it is up to the kid or their family to do so, 82% of schools said in response. Only 3 out of 34 schools (9%)—all in the West—said they made any accommodation for students with special needs, and all 3 said their only accommodation was that their teachers had received special training to help students with disabilities.
- According to surveys at the school level, shift learning occurs in only 5% of the sampled schools in the South and just 25% of schools in the West share their infrastructure with other programs or schools.
- A significant health risk and one that must be affecting attendance in some way is the lack of water and soap for handwashing in nearly a quarter of schools in the southern part of Libya. Both regions reported having just water (33% in the West and 58% in the South), showing a reasonably low-cost gap for the Sector to cooperate with the WASH Sector to improve these circumstances in addition to providinghandwashing stands in all schools, which is a particular gap in the South.
- Both the South and the West have equally low rates of gender-segregated latrines, which are in the low to mid 30 percentile range. However, it is evident that neither the West nor the South are meeting the Sphere Minimum Standards for long-term latrine usage.
- To guarantee that children get uninterrupted classroom instruction, teachers must regularly visit public school locations. According to the survey's findings, 13% of teachers in the West did not attend classes on a regular basis. The rates of full attendance in the West and the South are 47% and 84%, respectively.

- The four main factors that contributed to teacher absenteeism were low pay, travel time to and from the classroom, maternity leave, and long commutes.
- In the South, the majority of school administrators said they were "not sure" or received "no" training at all (95%)—a substantial gap in terms of capacity development. The West did better, with slightly more than half of the teachers obtaining some CPiE and positive discipline training.
- Although it was reported that there were no school-aged recruits, armed organizations, military personnel, and physical assaults remain a reality in Libya, particularly in the West. Armed organizations occupied schools in relatively small numbers in the West, but at nearly same rates in the South (7% and 11%, respectively).
- Although Libya does not have a formal Monitoring and Reporting Mechanism (MRM), the survey did find evidence of attacks on schools. Both the West and the South both reported multiple attacks on schools (13% and 11%, respectively), many of which were repeat offenses. Of the attacks in the West, 7% involved aerial bombardment. The infrastructure of the learning environment is definitely impacted by repeated school looting, which is why instructors reported such high levels of inadequate materials (27% in the West and 42% in the South).

Access and Learning Environment

Access to education:

- According to the 2021 Libyan population MSNA, lack of transportation and long distance to schools are considered the main barriers for children to accessing schools by surveyed households in the South of Libya. Among households with at least one child enrolled (56%), 37% reported issues when attending. School closures due to COVID-19 were the most reported issue.
- According to the 2021 Migrants and Refugees MSNA, 56% of surveyed households were found to have education needs, 81% for non-Arabic speakers and 49% for Arabic speakers, 79% of households in the South (88% Murzuq, 61% Sebha), 60% in the East, and 50% in the West. Needs were found to be considerably higher in Murzuq, as well as among assessed households who do not speak Arabic as their primary language who have children who are not enrolled in the formal education system or dropped out of school during 2020-2021 school year. Also, 49% of assessed households were reported to have at least one child not enrolled or to have children not enrolled in formal school. Documentation and economic factors were identified as the major drivers of non-enrollment.
- During 2021, changes in the geographical spread of IDPs across Libya were observed over the course of the year as displaced families returned to their places of origin because of improvements in security situation. In January 2021, the largest number of IDPs were displaced in Tripoli region (mantika), however as IDPs continued to return to their places of origin midway through the year the number of IDPs displaced in Tripoli fell below that of Benghazi region (mantika). A majority of IDPs in Benghazi region (mantika) especially those displaced within the Benghazi municipality face protracted displacement as they have been displaced since 2017 or earlier from areas damaged by armed conflict. In this round of reporting (IOM's Displacement Tracking Matrix, round 40), 37,896 IDPs were identified across the five municipalities of Benghazi region which remains consistent with the round 39 figure indicating a lack of returns. Meanwhile, the decreasing trend in the number of IDPs in Ejdabia region continued during this round of data collection, as 6,044 IDPs were identified (57% less than the figure of IDPs reported six months ago). Several the reports highlight that education in Benghazi has been particularly affected by the crisis, with schools having been either damaged, destroyed, occupied by internally displaced persons, converted into military or detention facilities, or otherwise dangerous to reach (Save the Children, 2015, p. 35; OHCHR, 2016, p. 53).
- The Protection Analysis Report in the South of Libya (Fezzan) conducted by WW-GVC between December 2021 and January 2022 outlined that the assessed communities reported barriers and challenges for their children in relation to schools, particularly in reaching primary and secondary schools due to the long distance to schools (nearest primary and secondary schools are up to 30 minutes from

respondents' neighborhoods), unaffordability of transport, the limited availability of school buses and the general poor and damaged structure of schools.

- The WW-GVC study in the Fezzan also highlighted the impact of lack of access to education on households. Among others, the access to health and education, along the lack of income and job opportunities were reported to be the main reasons for permanent departure (especially for men aged 24-49), and particularly the lack of access to education was reported by 23% of interviewed households as the main reason behind them leaving their neighborhood permanently. Moreover, early school drop-out (around 13-15 years) were reported to lead to children working on family farms.
- This WW-GVC report (2022) also provides information on access to schools for children with disabilities in the Fezzan, and especially outlines the lack of services for school-aged children with disabilities. 50% of surveyed households (3 out of 6 municipalities) stated that children with disabilities, who are consistently represented in the 6 municipalities (between 1% and 24%), face considerable barriers to access education as schools are not inclusive – the infrastructure and learning environment are not adequate to cater for the needs of children with disabilities (50%). Other responses included the lack of availability of transport (25%) and of adequate teaching materials (25%). Children with disabilities, however, reportedly receive support from community-based organizations in the Fezzan and especially education programs (reported by 14% of respondents who mentioned assistance).
- Regarding non-formal education programmes, the WW-GVC protection analysis in the Fezzan showed that these programmes, which usually focus on literacy and basic education, do not exist in most communities in southern Libya. Nevertheless, in Ahklif neighborhood (Bint Bayya municipality in Ubari), where respondents indicated that there are non-curriculum programs for IDPs and migrants, there may already be a small range of non-formal education programs.
- While COVID-19 was not consistently reported as a reason for non-enrollment, it was one of the most reported reasons explaining dropouts.
- The 2022 HNO outlined that one of the main challenges for the education sector during school closures due to the outbreak of Covid-19 was access to distance and online learning. This was due to the lack of a national distance-learning strategy, more specifically a digital education strategy, with a focus on inclusiveness of the most marginalized. In 2021, only 10% of households with school-aged children had access to distance education, while for migrant and refugee children the situation was worse.
- During school closures due to the Covid-19 outbreak, girls faced more challenges to accessing remote learning modalities as reported in a study about the hidden shadow of coronavirus on education in developing countries conducted in 2021. The inequity based on gender was not only due to teachers, as some families did not allow their girls to use the microphone during online classes. A female student from Libya stated: "My dad put restrictions on using the microphone and camera while using his laptop for online learning".

Facilities and Services:

- Livelihoods-related types of assistance were consistently reported as the most useful type of assistance to support non-Libyan children to attend school or participate in regular learning activities
- According to the 2019 Libya Joint Education Needs Assessment (JENA), at the school-level, 17/34 schools assessed (50%) reported that they have students with physical disabilities (42 children total) while 16 schools (47%) report having students with mental/cognitive disabilities (59 children total). 82% of schools responded negatively to having any provisions in place for children with disabilities.
- 64% of migrant families interviewed under IOM's DTM Migrant Report – Round 36 (March-April 2021) reported language as a barrier to enroll in the Libyan formal education system.
- 80% of migrant families without school children interviewed under IOM's DTM Migrant Report – Round 36 mentioned lack of required documentation as barrier to accessing schools.
- 11% of households with school-aged children reported problems with safety and security as the main reason for drop out of school (MSNAs 2021 and 2022)
- 29% of respondents have reported not knowing how to access humanitarian assistance in their municipalities

- Children in Libya continue to lack adequate access to quality education services. The 2021 HNO indicated that 300,000 children need education assistance. Following several delays in school re-opening in 2020 due to COVID-19, schools were finally re-opened in February 2021 across the country. To combat the spread of COVID-19, schools were re-opened under an "alternate days" modality, with students attending school in-person every other day and receiving 3 days of distance education through the Ministry of Education's (MoE) TV channel and online classrooms. Although this represents an increase in access to education compared to last year, the use of this modality is not fully compensating for the learning loss caused by COVID-19 throughout 2020 with the partial distance modality remaining a challenge for vulnerable children who may not have access to technology. A positive change that occurred after the instalment of the GNU is the harmonization of academic calendars across the country as, prior to this, calendars differed between the west and east.
- The Stabilization Facility for Libya received financial contributions amounting to $62 million by the end of January 2018. By the end of 2017, the program had rehabilitated 22 facilities, including schools, hospitals and sports centers, across Libya.
- Between May and October 2021, NRC conducted numerous scoping missions to better understand the needs of those who have returned to Tawergha and barriers for Tawerghans who are still displaced. Of the 459 school-aged children of the households surveyed, 92% (421 boys and girls) reported enrolment in formal education. The minority of children who were not enrolled in formal education attributed it to various reasons, including lack of transportation (schools were not in a walking distance), children were supporting family by dropping out to work, and others were taking care of their siblings. However, 64% of the respondents mentioned a range of other reasons such as children being handicapped, the unavailability of schools for special needs, as well as having health complications, refusing to go to school, or the family being unable to pay school expenses.
- In 2021, OCHA's Humanitarian Access Snapshot outlined that 316,000 school-aged children and 10,000 teachers needed education support. Under the 2021 HRP, 130,000 school-aged children and 2,000 teachers were targeted. 57 access constraints impacted the Education Sector activities between January and June 2021. Bureaucratic restrictions on movement constituted most reported challenges due to the lack of clear and consistent processes for visas, security clearances and approvals of program activities. (LIBYA Humanitarian Access Snapshot – EDUCATION, OCHA 2021)
- A rapid increase in unaccredited non-state institutions posed similar challenges in Libya, leading the government to close 20 non-state universities and colleges failing to meet quality standards in 2021.
- According to OCHA's Humanitarian Needs Monitoring Indicators of May 2022:
- The number of schools used as shelters for IDPs between January and February 2021 was 10 schools. However, the number of schools used as shelters for IDPs between March and April 2021 decreased to 4 schools.
- The number of schools used as shelters for IDPs between July and September 2021 was 20 schools, whereas between November and December 2021 the number was around 22 schools.
- The number of schools used as shelters for IDPs between December and January 2022 was 15 schools.
- Between November 2020 and December 2020, the percentage of migrants' households with children who are unable to access Education Services was about 53%
- Between December 2021 and January 2022, the percentage of migrants' households with children who are unable to access Education Services was about 58%
- According to the Education Sector HPC, 2022:
- 23,903 IDPs school-aged children need education support.
- 2,980 Migrants school-aged children are in need for education support.
- 20,035 non-displaced school-aged children need education support.
- 4,566 Refugees school-aged children need education support.
- 2,198 Returnees school-aged children need education support.
- According to the Libya Multi-Sector Needs Assessment - March 2021, more than 30% of respondents in a Mantika report to have children that faced safety issues at school"
- According to the Libya Multi-Sector Needs Assessment - March 2021, more than 10% of respondents in a Mantika report school accessibility issues

- According to the Libya Multi-Sector Needs Assessment - March 2021, more than 60% of respondents in a Mantika have at least one child not enrolled or not attending.
- The number of people newly displaced due to conflict/civil unrest was about 168,011.
- The number of people newly returned/return trends was about 673,554.
- The participants from Libya reported that families' financial situations influenced their connectivity to the internet
- Families from all three countries (Palestine, Libya, and Afghanistan) reported that some households have too few technological devices based on the number of children enrolled in schools and universities.
- Parents, teachers, and students agreed that the quality of digital content delivered by teachers in both synchronous and asynchronous sessions was low.

Teaching and Learning

Protection and Wellbeing:

- School-aged children are not able to focus on their studies because of crowded households. A situation caused by displacement waves because of reoccurring periods of conflicts, the latest of which happened around Tripoli from April 2019 to June 2020.
- School-aged children are at risk of running into explosive remnants of conflicts remain and heavily armed militias that control many areas even after the ceasefire signed in October 2020 by the main parties to the conflicts.
- School-aged children are psychologically harmed because of the conflicts which affected their willingness to study.
- School years have been interrupted by war and conflicts which not only disrupted the studying and teaching flow but also impacted the education level of many school-aged children.
- Extreme weather events had caused disruption in school attendance and put other schools out of service. Namely, in Ghat municipality (South-west Libya) which witnessed a flooding that caused the displacement of 4250 individuals and the death of four people, including three children in June 2019. The high-water levels damaged schools severely and put elementary and middle school official exams on hold.
- In the aftermath of the flooding, three schools in Ghat city and two schools in Alberket town were turned into shelters to host 1200 internally displaced individuals.
- In response to the COVID-19 outbreak, the Libyan ministry of education had instituted nationwide school closures by March 15th, 2020. On May 13, 2020, Libyan schools began to reopen gradually, with high schools being the first to do so. Strict preventive measures were heavily enforced. The reopening of schools was questionable for the Libyan ministry of education in 2021, and many times the schools were closed and reopened depending on the outbreak situation. Closing a school has many detrimental effects on kids, hurting their social lives, education, and mental health.
- During the pandemic, teachers and families from Libya noted that the lack of digital equality (internet connectivity, hardware, and the digital content) made it difficult for them to give students the teaching they needed when they needed it, which had an impact on student engagement.
- Public and private schools operate on a reduced schedule as a preventive measure against COVID-19. In addition, non-formal educational centers for migrants, IDPs, and refugees also resumed in-person activities.
- Students were matriculated to the next academic grade without proper assessment of their learning outcomes, which may affect the quality of learning in the longer run. However, the continuity of educational opportunities for children returning and/or moving from IDP settlements is encouraging and provides much-needed stability.

Teachers and Other Education Personnel

Recruitment and Selection:
- There is a shortage of teachers and trainers. The severity of the scarcity varies depending on the specialty. The internal and external displacement in some places and the unpredictable security

environment brought on by conflict and violence are two of the most significant underlying causes. This shortage is especially severe in conflict zones where there is obvious political unrest and security concerns, such as Misrata.

- Libyan educators are neither prepared or trained enough to work with overcrowded classrooms, children who have experienced violence, armed conflict, or displacement, or to teach in emergency situations.
- According to research conducted by Ilham Hbaci in 2020, teachers in Libya still view using technology as a challenging task. To help teachers become more technologically proficient in their teaching and learning, schools need to provide computers, internet access, training, and funding.
- Teacher training programs: Schoolteachers are provided with a training policy that is usually arranged in the summertime.
- Teaching methods: School teachers are restricted to using teachers" books that show all the steps and methodologies of teaching, and there are inspectors who observe the teachers" activities, but university teachers are left to their own understanding and make their own decisions regarding teaching.

Condition of Work:

- People are reluctant to choose teaching as a career because of the low pay of teachers and trainers in comparison to many other employments. Instead, given the challenging economic realities in the country, people frequently choose alternative industries that offer them a respectable and better life.

Support and Supervision:

- According to an assessment conducted by the Ministry of Education in Libya in 2019, the lock-step process is frequently viewed as being more focused on the control goal than the other two typical inspection goals, namely improvement and cooperation. There is a significant potential for the authority's work to be expanded to realistically improve teaching, learning, and governance. The authority is in a great position to help push reform and modernization in the MOE and across the 4,400 public schools in Libya because it has a dedicated staff of 8,000 people working all over the nation. Any such action will demand dedication and considerable work. However, a more developmental and holistic approach is required to achieve the SDG 4 standards for quality education.
- The Minister of education issued a decision (106) of 2018 regarding the formation of a committee represented by both education employees and students board to facilitate data exchange for the insurance fund. This is related to teachers' working benefits (insurance is part of these benefits). The system that was in Libya was that the state supports the health system, and this caused poor performance due to negative bureaucracy.
- Both teachers and The Ministry of Education will pay a percentage of the fund. The Ministry of Education will pay 5% of the teacher's salary as a contribution to cover half the value of the health insurance. For example, a teacher whose salary is a thousand dinars will pay 25 dinars per month for health insurance for them and their family members (health services from general medicine to childbirth, surgery, medicines and other service benefits that have been approved by the Health Insurance Fund).
- Libyan teachers identified the poor internet speed as a factor that made it difficult for them to deliver timely instruction to pupils, which ultimately had an impact on student participation. The main obstacles to deploying Emergency Remote Teaching (ERT) during the COVID-19 epidemic
- Education Policy
- Law and Policy Formulation:
- Receiving basic education (Elementary, Primary, and Secondary) is mandatory in Libya. According to Education Law No (95) of 1975, all children who are six years of age, both females and males, are commanded to enroll into schools.
- According to article 10 of Education Law No. 95 of 1975, that reinforces the compulsory nature of education in Libya, parents/caregivers should send their children to schools regularly and in case of unjustified absence, school principals should contact the parents/caregivers to warn them through a written document.
- According to article 12 of the same law, if the parents/caregivers fail to provide the school with a justification for their child/children's absence the school principal will move forward and report the parent/caregiver to a special unit within the police department. This unit would eventually contact the parent/caregiver to inform them that they need to send their child/children back to school. In case the

parents/caregivers fail to comply with the police orders, they would be fined with 100 to 200 Libyan dinar.

- According to article 11 of the same law, child labor is prohibited unless the employer has permission from an official office to employ the child. The official office would grant this permission only when the employer provides the child with the necessary support (time and space) to finish his/her school.
- According to article 12, parents/caregivers who breach article 11 will be subjected to legal punishment. For instance, parents/caregivers would be prohibited from receiving any monetary support/credits/loans from the government and its affiliates (State owned banks). They would not be able to have access to visa services or any type of permits (work or otherwise).
- According to an article by Dr. Ageila Ali Elabbar, a former Staff Member at the Faculty of Education, University of Benghazi, Libya and the current Academic & Cultural Attaché at the Embassy of Libya, Washington DC, the structure of Libyan education is divided into two: the school system and the university system.] reported that elementary school in Libya consists of six years, followed by three years of junior high and three years of high school.

Planning and Implementation:

- There are more than 450, 000 teachers in Libya registered with the MOE or that are being paid directly from MOE, 90% of those teachers are females, there are around 4000 headteachers only 10% of those are females.
- Foreign children who entered the country legally (via legal documents, e.g., birth certificate, visa, residency) are required to pay fees to access education in public schools.
- According to an article from Al-Wasat newspaper, Libyan children from a foreign father and Libyan mothers have been exempted from paying fees to access public schools in Libya in 2019
- Libya ratified the UN Convention on the Rights of Persons with Disabilities in 2018. In the education Sector, Libya has a policy of inclusion of children with disability in national schools, although accessibility issues and lack of teacher training on inclusive education often pose obstacles to inclusion in practice.
- Governance: Following with the breakdown of governance in Libya, education oversight and delivery has also become fractured. Libya does not have a national level Education Development Plan which leaves the Ministry of Education (MoE) without a clear development policy.
- Libya also lacks a functional Education Management Information System (EMIS). This leaves the education system without critically important data for decision-making around things like teacher capacity, addressing issues of retention
- Access to uninterrupted quality education is a right for all children and youth, including those affected by protracted crisis and conflict
- At the UN Sustainable Development Summit held in September 2015, member states formally adopted the 2030 Agenda for Sustainable Development, including SDG4, which ensures "Inclusive and equitable quality education and promote lifelong learning opportunities for all" (UNESCO, 2020b, para. 1).

Child Protection

Protection and Wellbeing:

- According to OCHA, 823,000 people in Libya, including about 248,000 children, need humanitarian assistance, due to persisting political instability, conflict and insecurity, a deteriorating public sector and a dysfunctional economy. Half of the people in need are Libyans, including IDPs, returnees, non-displaced conflict-affected people and host communities, while the other half are refugees and migrants. Humanitarian needs in Libya center around protection, access to critical services such as health care and education, and access to basic household goods and commodities. (GHO, 2019
- According to the 2022 HNO, 350.000 people within Libya present severe or extreme protection needs. While displacement numbers steadily decreased throughout 2021, 6 IDPs and returnees continue to face critical protection risks, including limited or no access to basic services, including health and education, family separation, and forced evictions.
- According to UNICEF's report on mainstreaming mental health and psychosocial support in education sector" ,90% of boys and 88% of girls at the Libyan formal schools has experienced violence either in their schools, homes or inside the community. (UNICEF, January 2020)

- According to the 2021 Refugee and Migrant MSNA's Education and Child Protection component, 8% of surveyed households reported having children under 15 working outside of the house.
- According to the 2021 Refugee and Migrant MSNA: Education and Child Protection component, 15% of households had children aged 15 or older working outside of the house
- According to the 2021 Refugee and Migrant MSNA: Education and Child Protection component, 52% of households with at least one child working (19% of the sample), had at least one child working and not attending school. 13% of assessed households had at least one child who had dropped out of school during the 2020/2021 school year. This figure was particularly high in Benghazi, where 41% of households had at least one child who had dropped out of school
- During armed conflicts between 2019 and 2021, 700 schools in the West were in proximity to areas of conflict and hence subject to weeks of closure while 16 schools were attacked. Over the past ten years, 241 schools were partially damaged or fully destroyed due to numerous armed conflicts while 23 schools are still being used as collective shelters for IDPs to date. COVID-19 had a serious impact on the educational process. On 15 March 2020, schools all over the country were closed. The school year 2020/2021 started late in December for the East and in January 2021 for the South and West. (LIBYA Humanitarian Access Snapshot – EDUCATION, OCHA 2021)
- According to the 2021 Migrants and Refugees MSNA, 23% of households have at least one child working outside the house. In 52% of those households where at least one child was working, the children who were working were not attending school.
- Also, 21% of respondents reported being aware of migrant and refugee boys who had experienced safety/security incidents in their Baladiya in the 30 days prior to data collection
- According to the Libyan population 2021 MSNA, 24% of households reported children facing issues when attending schools. Overall, 24% of households reported issues when children attend school. Among households with at least one child enrolled (56%), 37% reported issues when attending. School closures due to COVID-19 were the most reported issue.
- According to the Libyan population 2021 MSNA ,23% of HHs had protection needs, 24% of HHs reported having at least one safety or security concern in their baladiya, 8% of HHs reported being aware of the presence of explosive hazards in their neighborhood.
- According to the 2021 Libyan Population MSNA KIs, IDP HHs were seen as the group most vulnerable to protection risks. All KIs reported that current or past protection issues have a serious impact on mental health. Most KIs mentioned women and children to be especially vulnerable, and some pointed out having witnessed behavioral changes of people in their area.
- School shooting near Shohada Bohdema School in Bohdema Area, - Benghazi
- According to the Libyan Mine Action Centre (LibMAC), 162 mine and Explosive Remnants of War (ERW) accidents were reported across Libya from May 2020 to March 2022, resulting in a total of 329 casualties (132 killed, 197 injured), of which the majority (76 per cent) were civilians. Children are more vulnerable to the dangers of landmines and UXO on their way to and from school. Additionally, children either cannot read the cautionary signs or ignore them altogether.

Overview of Information Gaps

Child Protection

- Missing information on what measures are taken by schools to identify and meet protection needs inside the Libyan education system.
- Missing information on qualifications of teachers regarding child protection (do they receive training on PSS, child rights, CP, etc.)
- Missing information on social workers and their roles inside the Libyan schools.
- Since there is limited access to detention centers, protection of school aged children in detention centers is constrained.

  - A clear sense of the protection needs in schools is required, which includes PSS in addition to referral to other specialized child services.

▪ Data on child marriage is unavailable and therefore how this affects girls (in particular) and boys is needed.
▪ Missing information on numbers of Libyans who are dropped out of school, drivers of dropping out of schools, what are children doing if they are not at school, are there programs (from the state/MoE or from INGOs, CSOs actors) to bring these children back to school, etc.

Education Policy

- Missing information on girls' access to education and learning.
- Missing information on differentiated impact of conflict/displacement/COVID-19 on boys, girls, displaced/non-displaced, migrants, refugees, children with disabilities, etc.
- Missing information on the home-schooling system in Libya.
- Missing information on the laws and policies for foreigner students.

Teachers and other Education Personnel

- There is a lack of information on teachers and education employees' salaries and bonuses and whether salaries are sufficient to their needs.
- No available data on areas where there is shortage of teachers
- Lack of information on teachers' training
- Missing information on the quality of teachers and the MOE standards on selecting teachers

Teaching and Learning

- There is a lack of information on the effect of schools' closure due to the spread of the COVID-19 pandemic on children cognitive development and ability of thinking
- There is a lack of information on Teachers' role during schools' closure: online teaching, reduced schedule as a preventive measure against COVID-19
- No available information about differences between types of schools (Public, private, NFE, special needs centers, etc.)
- There is a lack of information on the effect of COVID-19 on school dropouts for IDP, returnee and refugee children.

Access and Learning Environment

- Missing or non-comprehensive information on the numbers of children who are enrolled and attending non-formal education.
- Missing or non-comprehensive information on the effect of COVID19 crisis on the education system.
- Missing numbers of children facing challenges to access schools
- Missing information on girl's access to education and learning
- Missing information on the differentiated impact of conflict/displacement/COVID-19 on boys, girls, displaced/non-displaced, migrants, refugees, children with disabilities, etc.
- Missing information on the special needs schools and enrolment strategy in Libya.

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