



ECW Multi-Year Resilience Programme (MYRP)

Libya

2022 - 2024

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ECW Multi-Year Resilience Programme for Libya

Programme title	Improving access to inclusive and equitable quality education for IDP, returnee, refugee, migrant, and host community children and adolescents in Libya	
Duration	36 months (January 2022 - December 2024)	
Targeting	110,055 children and adolescents, including 60% girls and 10% children with disabilities	
Funding overview	Total resources required	US\$ 30,000,000
	Total allocated resources by ECW	US\$ 11,100,000
	Unfunded budget	US\$ 18,900,000

Programme Summary

The overarching goal of the ECW Multi-Year Resilience Programme (MYRP) for Libya is to sustainably improve access to inclusive and equitable quality education for at least 110,055 IDP, returnee, refugee migrant, and host community children and adolescents across the East, the West, and the South of the country. With ECW support, in-country partners intend to reach at least 7,850 children through pre-primary education, 53,154 children through primary education, and 49,051 children through secondary education. Within each of these target groups, they will strive to reach 60% girls and 10% children with disabilities.

Children growing up in Libya face a wide variety of vulnerabilities and barriers to education, especially those who have experienced conflict and/or displacement. As such, the MYRP is underpinned by a whole-of-child approach, aimed at advancing children's learning while also improving their protection and overall well-being. In addition, the programme aims to address some of the systemic barriers that prevent vulnerable children and adolescents from accessing inclusive and equitable quality education, including by enhancing the Ministry of Education's strategic planning capacity, and by rolling out professional development programmes for teachers and other education personnel.

The MYRP will be implemented through a consortium approach, with three complementary consortiums implementing the components of the programme that match their strengths and comparative advantages. An NRC-led consortium will work primarily through a community-based approach, focusing on *Baity* community centres as well as community schools to provide non-formal education, as well as child-protection activities, and psychosocial support for learners who do not have access to the formal education system. The wider communities including educators and parents will also receive tailored support, development, and consultations to holistically improve local learning environments. A Terre des Hommes-led consortium will support the development of a rigorous evidence base to ensure that the most vulnerable girls and boys are reached, while a UNICEF-led consortium will ensure that the Ministry of Education and the formal education system at large are engaged in a way that boosts the sustainability of MYRP interventions through increased institutional capacity to deliver. Considering the significant challenges to gender equity and gender equality across Libya's education system, all capacity strengthening activities will include components on gender-responsiveness, including when it comes to the professional development programmes for teachers and other education personnel.

Programme Outcomes

Outcome 1	The most vulnerable girls and boys, including adolescents and those living with disabilities, have continuous and equitable access to gender- and age-appropriate learning
Outcome 2	Vulnerable girls and boys, including adolescents and those living with disabilities, are better protected, and have improved mental and physical well-being
Outcome 3	Learning outcomes are improved for the most vulnerable girls and boys, including adolescents and those living with disabilities
Outcome 4	Education systems in Libya are strengthened to ensure continuity of access to quality education for all girls and boys, including adolescents and those living with disabilities

Outcome 5	Sufficient resources are mobilised to scale implementation of the programme and to monitor programme quality
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1. Situational and Institutional Analysis

1.1 Country Context

Libya has been engulfed by chaos since 2011. The revolution and resulting conflict led to the military division of the country in 2014, with parts of the country controlled by the Government of National Accord, and others by the House of Representatives in Tobruk.¹ The Libyan National Army's offensive to capture Tripoli in April 2019 marked a significant rise in violence in and around some of Libya's most densely populated areas, leading to displacement that continues to this day. Following the withdrawal of armed forces from Greater Tripoli, unexploded ordnance, booby traps and improvised explosive devices were left behind, further hindering access to basic services and resulting in civilian casualties, including among children and aid workers. Further clashes in 2020 extended instability from the West to a population of more than 125,000 in central Libya, especially in and around the city of Sirte.²

The government was formally reunited in March 2021 when an interim unity government was sworn-in in the capital, Tripoli.³ However, the prolonged conflict and violence in Libya has had severe consequences, including increased grave protection concerns and human rights violations for children, comprising of sexual and gender-based violence, economic suffering, inadequate access to water, sanitation and hygiene (WASH) facilities and a growing number of IDP, refugee and out-of-school children.⁴

Economically, Libya is largely dependent on oil and the security arrangements that protect oil production. A blockade of the oil sector by the Libyan National Army and the closure of oil terminals for most of 2020 has led to the deterioration of economic conditions. This downturn is likely to lead to significant government budget deficits resulting in austerity measures and cuts to the public service payroll. It has already resulted in higher commodity prices, driving up the cost of living which combined with fuel shortages has contributed to cuts in essential services like water and electricity. In 2020 these service cuts led to demonstrations of anger over deteriorating living conditions and mismanagement.⁵ In addition, the lack of liquidity in Libya creates barriers for humanitarian and development actors who struggle to pay sub-contractors and implementing partners.

The economic downturn also has an effect on access to livelihood opportunities; 41 percent of men and 68 percent of women are unemployed and 20 percent of Libyan households reported that their main place of work had closed down as a result of COVID-19 measures.⁶ A recent multi-sectoral needs assessment (MSNA) refers to the specific challenges facing female headed households affected by the crisis, given that these households may be less able to recover because of the additional challenges faced by women attaining jobs.⁷

The onset of the COVID-19 pandemic in 2020 further aggravated economic and social challenges. Libya was hit particularly hard by the virus between March and October 2020, with more than 60,000 confirmed cases and 800 deaths during that time. Cases have been confirmed across all *mantikas* (provinces). The government response to the pandemic has included the imposition of curfews, the shutting down of borders, restrictions of movement between municipalities and regions, banning of large gatherings, and the closure of shops and schools. Despite the restrictions, in July 2021 the highest daily number of COVID-19 cases was registered since the start of the pandemic.⁸ Stigma, divided governance, and a lack of trust in authorities has led to low compliance with health measures, including testing. The health system, after a decade of conflict, is unable to manage the response.⁹ 60 percent of the key informants interviewed for a COVID-19 impact report (January-March 2021) reported that migrants were the most impacted group by the COVID-19 pandemic.

¹ <https://www.usip.org/publications/2020/07/four-things-know-about-libyas-conflict-and-foreign-interference>

² https://reliefweb.int/sites/reliefweb.int/files/resources/hno_2021-final.pdf

³ <https://unsmil.unmissions.org/special-envoy-j%C3%A1n-kubi%C5%A1-welcomes-swearing-government-national-unity-important-step-towards-unified>

⁴ Libya Humanitarian Report End of the Year 2020.

⁵ https://reliefweb.int/sites/reliefweb.int/files/resources/hno_2021-final.pdf

⁶ PSN - Social protection.

⁷ REACH (2021) Libyan Population Multi-Sectoral Needs Assessment.

⁸ <https://reliefweb.int/report/libya/unicef-alarmed-surge-covid-19-cases-amid-low-vaccination-rates-libya-enar>

⁹ SitAn 2018.

Of the 72 gender-specific statistics collected by UN Women, 83% are lacking sufficient data, making it exceedingly difficult to track gendered barriers.¹⁰ However, it is clear that the conflict has disproportionately affected women and girls: the violence has curtailed women and girls' freedom of movement while increasing societal pressures to marry early.¹¹ From a gender perspective, many aspects of the humanitarian situation in Libya have an enhanced effect on the lives of girls and women, who often do not have safe spaces to discuss gender-specific issues. In 2019, out of 162 countries, Libya ranked 58 on the gender inequality index compared to ranking 41 in 2018. The Libya National Report on the Implementation of the Beijing Declaration and the corresponding Plan of Action indicate that the lack of awareness about the intrinsic link between women's affairs, on the one hand, and the issues of peace and security, on the other, was a serious challenge.¹²

The complex environment in Libya presents unique vulnerabilities affecting adolescent boys and girls alike, albeit with different sets of challenges.¹³ While adolescent girls and young women face discrimination, and child, early, and forced marriages, adolescent boys and young men may be particularly susceptible to engagement in armed groups. The recent MSNA also highlighted a clear occupational segregation between men and women in the Libyan labour market. Men were reported to have access to employment opportunities in a long list of sectors, from retail to transportation to education, while employment opportunities for women, on the other hand, were far less diverse.¹⁴

Violence and the resulting economic challenges have had a significant and persistent impact on the availability of cash, the accessibility of markets, and the provision of basic services. Infrastructure - including housing, schools, and health facilities - have been severely damaged or destroyed. This has created obstacles to critical sectors like healthcare, while protection was found to be the sector with the highest percentage of households in extreme need.¹⁵

Libyans also report increased stress and anxiety due to the conflict. These mental health concerns have been further exacerbated by COVID-19 related confinement and curfews. At the community level, there are insufficient specialised mental health services available to manage these concerns, and stigma may be preventing those with access from seeking support.¹⁶ Schools in Libya have historically had counselling services available, but school closures during COVID-19 have prevented access to school-based mental health and psychosocial support services.

The instability in Libya has resulted in nearly 224,000 people being internally displaced in the country as of April 2021.¹⁷ While the security situation remains volatile, some stabilisation in the situation since 2016 has led to more than 642,000 people returning from displacement, many of them to new homes or homes that were badly damaged during the conflict.¹⁸ This has led to increased vulnerabilities, and has had a significant impact on local communities as new or returned people add pressure to already under-resourced services.

Despite the many challenges facing the country, Libya remains an important destination and transit country for migrants. According to the Displacement Tracking Matrix published in June 2021, there are nearly 600,000 migrants in Libya. These include primarily economic migrants with nearly 90% having left their country of origin due to insufficient income and/or a lack of employment opportunities. Others have left due to conflict, violence, and/or environmental degradation. This creates a population that is extremely vulnerable, with 48% of migrants who have arrived in the last six months still unemployed, 1 in 5 food insecure, and 77% with limited or no access to health services.¹⁹ Libya is also home to more than 44,000 refugees and asylum-seekers. Most of these are originally from North Africa or the Middle East, with 90% from Sudan, Syria, Eritrea, or Palestine.²⁰

¹⁰ <https://data.unwomen.org/country/libya>

¹¹ <https://www.cordaid.org/en/womens-rights-libya-our-struggle-our-life/>

¹² Libya National Report - 2019 Review - Implementation of the Beijing Declaration and Plan of Action.

¹³ UNICEF, 2020 - Vulnerability Assessment of Young People in 4 Municipalities.

¹⁴ Libya MSNA - 2021.

¹⁵ https://www.impact-repository.org/document/reach/ca2c5ae6/LBY2001b_MRMSNA2020_Report_May2021.pdf

¹⁶ https://www.impact-repository.org/document/reach/ca2c5ae6/LBY2001b_MRMSNA2020_Report_May2021.pdf

¹⁷ <https://data2.unhcr.org/en/country/lby>

¹⁸ <https://data2.unhcr.org/en/country/lby>

¹⁹ https://displacement.iom.int/system/tdf/reports/DTM_Libya_R37_Migrant_Report.pdf?file=1&type=node&id=12150

²⁰ <https://data2.unhcr.org/en/country/lby>

In total, it is estimated that almost 1.3 million people in Libya are in need of humanitarian assistance, 468,000 of whom are girls and boys under the age of 18.²¹ This in-need population includes 173,000 IDPs, 228,000 returnees, and 850,000 crisis-affected people inclusive of migrants and refugees.²² Libya presents significant operational challenges for humanitarian and development actors. Access constraints make coordination and monitoring a challenge while financial constraints limit partnership opportunities. For much of the conflict humanitarian coordination was based in Tunisia, creating additional barriers for and between Libyan and international actors.

1.2 Education Needs Overview

Prior to the 2011 revolution, Libya was a leading nation in the Middle East and North Africa for education. There was nearly universal enrolment for primary and secondary education, although pre-primary education was and remains non-compulsory. In general, there was no significant gender disparity in terms of school enrolment rates. However, since the start of the conflict, statistics show that there has been a sharp drop in enrolment (21 percent for boys and 17 percent for girls).²³

A decade of conflict, economic crises, displacement, and most recently, the onset of the COVID-19 pandemic, have had a profound and negative impact on the Libyan education system.²⁴ The 2021 Humanitarian Response Plan (HRP) for Libya estimates that 316,000 girls and boys and 10,000 teachers need urgent humanitarian education support. At the same time, the deteriorating situation puts current and future generations at risk of missing out on safe and quality education.²⁵

Conflict and violence have had a disastrous impact on educational infrastructure. Between 2019 and 2021, 700 schools in the West of the country were in proximity to violence, leading to school closures. A further 16 schools were attacked directly. Since 2011, 241 schools have been partially or completely destroyed. Other schools have been used as shelter for displaced persons and still more were co-opted for military purposes. As schools closed due to conflict, girls and boys were forced to drop out or transition to other schools, leading to overcrowding in the classroom. Although data is limited, lessons from other crises demonstrate that it is likely that this overcrowding - with students arriving from different locations, schools, and teachers - will compromise the quality of education delivery.²⁶

Conflict, migration, and displacement all have profound impacts on the mental health and psychosocial well-being of children. Having witnessed conflict and been subjected to violence, many girls and boys will require mental health and psychosocial support (MHPSS), particularly as long school closures will have meant that children have not had access to any kind of psychosocial support.²⁷ Violence and threats against schools have also been a factor in parents keeping children at home and out of school, particularly girls.²⁸

It is estimated that 15% of those in need of humanitarian assistance in Libya are living with disabilities.²⁹ 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 disabilities in national schools, although accessibility issues and lack of teacher training on inclusive education often pose obstacles to inclusion in practice. Although a lack of detailed data makes it difficult to identify the proportion of this population under the age of 18, it is known that children with disabilities face significant challenges accessing safe and quality education. A lack of accessible facilities, adequate training on inclusive teaching techniques, and inclusive policy frameworks result in 16% of girls and boys living with disabilities facing educational deprivation as compared to 6% of the general school-age population.³⁰

²¹ Severity of inter-sectoral needs and estimated number of people in need, Humanitarian Needs Overview - Libya. 2021 <https://shared-assets.adobe.com/link/8054e603-6b0a-4e2e-51f3-8ada3668932c>

²² https://reliefweb.int/sites/reliefweb.int/files/resources/hno_2021-final.pdf

²³ SitAn 2018.

²⁴ <https://shared-assets.adobe.com/link/94b06eac-edee-4f4a-4e68-4f9591412544>

²⁵ https://reliefweb.int/sites/reliefweb.int/files/resources/hno_2021-final.pdf

²⁶ https://reliefweb.int/sites/reliefweb.int/files/resources/access_snapshot_v2_-education_jul2021.pdf

²⁷ https://reliefweb.int/sites/reliefweb.int/files/resources/hno_2021-final.pdf

²⁸ UNDP Libya (2020). United Nations Socio-Economic Framework for the Response to COVID-19 in Libya (UNSEF), Draft Final Report, October 2020, p. 38.

²⁹ https://reliefweb.int/sites/reliefweb.int/files/resources/hno_2021-final.pdf

³⁰ MOP, BOS, UNICEF, Social Policy Research Institute (2020). Multidimensional Child Deprivation in Libya Brief -Education: A Life-Cycle Approach.

An estimation based on data collected before 2011 indicates that the gender parity index in education was around 0.97. There is no current gender disaggregated data or analysis for education, making it difficult to determine the impact that the conflict and economic distress have had. This said, a 2019 UNICEF assessment of four municipalities found that female participation declined rapidly after primary education, from 56% at junior secondary to just 33% at senior secondary school.³¹ During times of school closures, and particularly those related to conflict that required longer travel to other schools, girls face increased risk of sexual and gender-based violence and harassment.³² There is some evidence that early and forced marriage have been increasing over the past decade with the December 2019 Joint Education Needs Assessment (JENA) finding that 20% of adolescent girls did not attend education due to marriage.³³ The report also refers to insufficient information to understand the different barriers that adolescent girls and boys face when accessing education. The JENA suggests that for girls these might include lack of sex disaggregated latrines, inability to manage menstrual hygiene at school and early marriage. For boys they may be looking for or engaged in work or recruited into armed groups.

Foreign children struggle the most in accessing education in Libya. While the Ministry of Education has facilitated the enrolment of IDP children missing documentation, foreign children lacking identity or residency documents face significant barriers in enrolment. This is true also for Arab children, for which the enrolment policy has traditionally been more positive than for non-Arab children. An assessment conducted by UNHCR between 2020 and 2021 with 466 refugee families found that 54% of them reported that their children did not attend school. Reasons for not attending school were financial (48%), lack of documents (17%), lack of education transcripts (13%), and bullying, racism, and discrimination in school (12%).³⁴

Whether as a direct result of the conflict or of neglect born of economic challenges, there is a severe lack of WASH facilities in schools. A 2016-2017 nationwide assessment of schools found that 67 percent had limited access to drinking water, 9 percent had limited sanitation services and 48 percent had no hygiene services.³⁵ These are troubling numbers during normal times but become even more worrying during the time of COVID-19. The JENA found that 35 percent of schools do not have gender-segregated latrines, whereas just 14 percent of the schools have adequate drinking water facilities.³⁶ The lack of gender-sensitive WASH facilities is likely to have an impact on the attendance of adolescent girls in school.

The COVID-19 pandemic led to the closure of schools from 15 March 2020 until the end of the year. 2021 has already seen multiple lengthy school closures at the regional and municipal levels during lockdowns and times of curfew.³⁷ There have been attempts to implement distance education during the closures, but access to these opportunities remains limited with 81% of school-age children reporting being unable to access any distance learning opportunities.³⁸

Following the governance breakdown, education oversight and delivery has also become fractured. Libya does not have a national-level education sector plan which leaves the Ministry of Education without a clear development policy. It also makes for a challenge in tracking, overseeing, and enforcing existing education related legislation. When it comes to measuring educational achievement, Libya has never been involved in any regional or global assessments.³⁹ The latest education data found on the UNESCO Institute for Statistics website are from 2005, and are only related to literacy in the population.⁴⁰ This makes it very difficult for the Ministry of Education and its partners to determine what children are learning, how much they are retaining, and how well teaching is being applied. Libya also lacks a functional Education Management Information System (EMIS). This leaves the education system without critically important data for decision-making around issues such as teacher capacity and the allocation of (scarce) resources. The lack of EMIS data also makes it difficult to determine the impact of the protracted crisis and more recently, of the COVID-19 pandemic.

³¹ UNICEF Libya (2020). 2019 Vulnerability Assessment of Young People in Four Municipalities in Libya, p.21.

³² United Kingdom Home Office (2020). Country Policy and Information Note - Libya: Security and Humanitarian Situation, Version 4.0 September 2020.

³³ Libya Joint Education Needs Assessment, December 2019, p. 16.

³⁴ UNHCR protection monitoring.

³⁵ https://reliefweb.int/sites/reliefweb.int/files/resources/Libya%20Assessment%20of%20water%20quality%20English_0.pdf

³⁶ Joint Education Need Assessment (JENA) - 2019.

³⁷ https://reliefweb.int/sites/reliefweb.int/files/resources/access_snapshot_v2_-education_jul2021.pdf

³⁸ https://reliefweb.int/sites/reliefweb.int/files/resources/hno_2021-final.pdf

³⁹ <https://openknowledge.worldbank.org/bitstream/handle/10986/26535/114306-WP-PUBLIC-SABER-Student-Assessment-Libya.pdf?sequence=1&isAllowed=y>

⁴⁰ <http://uis.unesco.org/en/country/ly>

Early childhood education is not mandatory in the Libyan education system. While it seems that the government is prioritising a policy shift towards making it mandatory, it is not clear how the national budget will support this. Moreover, significant investments in infrastructure as well as teacher training will be needed to expand access and improve quality of pre-primary education. The Ministry of Education has a department overseeing public pre-primary education, while also private institutions exist in the country, at different levels of cost. Pre-primary education is the only level of education not entirely cost-free in Libya, as a small monthly fee is asked from families. Within the education sector, programming related to early childhood education is limited.

Non-formal education in Libya can be divided into two main types; remedial classes for children enrolled in school, and what is often called catch-up classes for children who are out of school. There is limited harmonisation among sector members on the provision of these services. Sector-level work led by UNICEF is ongoing to map and set standards for the different types of non-formal education, which will be continued under the MYRP. In particular, the programming for out-of-school children often does not provide a bridge into the formal system, as it needs to become more aligned to the content required for placement tests. There is no accelerated education framework in Libya, and therefore it is nearly impossible for children who have missed more than two years of school to be reintegrated in the formal system. As part of the MYRP, sector members will work towards the creation of an accelerated education framework to be offered in community centres in preparation of placement tests for over-age children.

Data on teachers is similarly limited which leads to major challenges in locating, training, and deploying the teaching workforce. For example, there are an estimated 200,000 inactive teachers on the government payroll. The protracted crisis has damaged teacher morale and motivation which has further limited the availability and quality of education. Teachers are paid lower salaries than other civil servants resulting in several teacher strikes since 2018, each disrupting schools for weeks at a time. In recent months, the prime minister has approved a salary increase for teachers, which is expected to have a positive impact on teachers' attendance and motivation.

The education sector has eight active and funded partners, with sixteen other UN agencies, NGOs and INGOs participating in sector meetings, but without education funding.⁴¹ Since the creation of the interim unity government, the sector did not have participation from the Ministry of Education. The coverage of education sector programming includes the western and eastern coastal areas and selected regions in the south, including Al-Kufra, Ghat and Sebha. Education partners are facing multiple barriers in providing educational support during the crisis in Libya.

1.3 Aligned Strategies and Plans

Relevant Plans and Strategies	How the MYRP Aligns
Humanitarian Response Plan (2021 and subsequent)	<p>The MYRP, in its humanitarian approach, will closely mirror the three objectives of the 2021 Humanitarian Response Plan by:</p> <ol style="list-style-type: none"> 1) increasing awareness on COVID-19 and other health and hygiene issues; 2) enhancing access to quality formal and non-formal education; and 3) strengthening capacity of teachers and education personnel. <p>Those implementing the MYRP will engage in the development of any subsequent HRP, thereby ensuring complementarity between the plans.</p>
Humanitarian Needs Overview (2021 and subsequent)	<p>The MYRP is an evidence-based plan and will use the Humanitarian Needs Overview (HNO) figures to guide its prioritisation and implementation strategy. The 2021 HNO has served as a basis for the development of the MYRP and any subsequent HNOs will be used to guide course corrections in the implementation of the programme.</p>
UN Strategic Framework for Libya	<p>The UN Strategic Framework for Libya revolves around the New Way of Working, bringing together the humanitarian and development spheres. The MYRP echoes this approach with a significant focus on both humanitarian imperatives and development issues, as well as actions that will help to bridge them for sustained success.</p>

⁴¹ https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/documents/files/libya_hrp_2021-final.pdf

The MYRP's Added-Value

The Libya MYRP provides a first of its kind opportunity to build coherence between the humanitarian and development spheres. As it stands, the only holistic education strategy that exists for Libya is the HRP which is focused on immediate humanitarian needs, and is only one year in length. The MYRP will help to ensure that those immediate needs are met while bridging those interventions to development programming, helping to guarantee that crisis-affected girls and boys are reached immediately and with opportunities to transition into formal education.

As a multi-year programme, the MYRP will enable the education sector in Libya to forge and strengthen partnerships with a wide range of actors and stakeholders. As Libya seeks to address the immediate needs of girls and boys, and to prepare for potential future shocks, it is important that partnerships are in place that respond to both ends of the demand. By putting in place a multi-year education plan, both donors and implementers can better identify where their added value is along a continuum as opposed to within currently undefined sector priorities.

In establishing the MYRP, the sector will also be able to join-up the work of its members. A common evidence base, both in this document and through data-based interventions, will create coherence between partners in how needs and priorities are identified and addressed. This will also create a shared platform for implementation, beyond the single-year HRPs which has been the norm until now. Partners will then be able to leverage comparative values, implement collectively, and monitor results together, all to ensure that the response is as effective as possible.

1.4 Ensuring Humanitarian-Development Coherence

Libya has faced protracted conflict since 2011 with economic conditions still impacted by the crisis. Libya also faces recurrent challenges due to it being an important destination and transit country for migrants. As a result, girls and boys in Libya face a myriad of immediate needs, including access to education and MHPSS. It also means that the education system has been severely weakened by years of economic and conflict-related challenges. This set of conditions requires the MYRP to try to respond to immediate needs while also placing significant focus on strengthening systems for sustainable results.

The education sector currently has only short-term humanitarian planning, the HRP, around which to develop an education strategy. The MYRP will address immediate needs but also provides a plan for longer-term development. For instance, it contains actions that will bolster the Ministry of Education's ability to develop a national-level education sector plan. This includes support for data collection and analysis, as well as the development of a distance learning strategy that can form the basis for education continuity planning.

The multi-year nature of the MYRP will allow for the development of areas where data and capacity are not yet sufficient. For instance, teacher training on early childhood education will prepare a cohort of teachers to reach more of the youngest learners. Similarly, advanced gender and disability disaggregated data collection and analysis during the first year of programme implementation will help the sector to better understand the situation of girls and boys living with disabilities.⁴² By the third year, this evidence will help the sector to better reach those living with disabilities, and to design a strategy to do so sustainably.

The MYRP also allows the education sector to build its own capacity to deliver. This means working to provide more resources for Libyan organisations to play a meaningful role in coordination and implementation. It will also allow for outreach and engagement of more women-led organisations and disability-focused organisations. To ensure sustainability, the MYRP includes a resource mobilisation strategy that not only looks to traditional humanitarian and development donors, but also to the Libyan private sector in support of long-term educational achievement. A key objective of this approach is that at the conclusion of the MYRP, more Libyan organisations are able to act as grantees and subgrantees for future educational investments in the country.

⁴² The sector intends to use the Washington Group Tool/UNICEF Child Functioning Module as part of this data collection effort. If possible, teachers will be trained as enumerators to support this effort, and to improve their ability to identify disability in the classroom.

1.5 Funding Context and Funding Gaps for Education

Data on public expenditure on education in Libya is lacking or so dated as to be inconsequential considering the turnover in governments. The most recent data, from 2009, shows that public expenditure on education accounted for about 6.3% of the country's gross national income which exceeded other countries in the region on financial investments in the education sector. Investment was very uneven, however, with little to none invested in early childhood education, while 94% of the public education budget was allocated towards employing teachers and support staff.⁴³

As of October 2021, the HRP in Libya was funded at just 19% (US\$ 1.5 million) of the US\$ 8 million requirement. This furthers the trend in Libya where 27.5% of required funding was mobilised in 2020 and just 11.3% was contributed in 2019.⁴⁴ Consistently low levels of funding for Libya mean immediate humanitarian needs have not been met in recent years, leading to the further deterioration of conditions for girls and boys in the greatest need. It also demonstrates that many donors may not be closely engaged on the humanitarian side, or that their priorities lie elsewhere. Current donors to education in Libya include Germany, France, Norway, Japan, Poland, and the European Union through ECHO, the EU Trust Fund, and the EU Delegation. ECW also provided funding for the COVID-19 response in 2020, with a First Emergency Response (FER) allocation of US\$ 1.5 million.

1.6 Stakeholder Consultation Process

The Libyan Education Sector Working Group brings together a relatively small group of actors who are all quite familiar with ECW through the FER investment that was made in mid-2020. Based on this experience, the members chose to conduct the MYRP consultation process through a consensus approach.

The ECW Secretariat conducted an in-country scoping mission from 27 June to 9 July 2021. During the scoping mission education sector partners presented different aspects of priority themes (teacher training, data and evidence, out of school children, gender and disability inclusion and MHPSS, among others). The mission also held meetings with the Ministry of Education, with school principals, teachers of non-formal education programmes, local administration officials in the city of Tawargha, which was destroyed during the 2011 conflict, and with the municipality of Ain Zara in Tripoli. A dedicated briefing was also given to the Libya Donor Group.

During the mission, education sector partners determined that creating a smaller group of organisations to steer the technical and programmatic development of the MYRP would be unnecessarily exclusionary. Instead, all active members of the Working Group were engaged from the outset and provided equal opportunities to provide feedback on the process and drafting.

During the month of August 2021, UNICEF conducted consultations with several departments (International Cooperation, Special Needs, Early Childhood Education, Curriculum Development) of the Ministry of Education, to follow up on the meeting between Ministry departments and ECW during the scoping mission and to identify the priority needs to include in the MYRP for the system strengthening component.

During September and November, the Libyan Education Sector Working Group conducted several consultations and development sessions to identify the key priorities, geographical locations, and budget allocations. During this time, a follow-up meeting with the Libya Donor Group was conducted to brief on the process and opportunities for alignment with future funding.

⁴³ MOE (2011). Centre for Information and Documentation (CID), Statistical Bulletin 2010/2011, 2011.

⁴⁴ <https://fts.unocha.org/appeals/931/clusters>

2. Programme Description

2.1 Theory of Change

Impact	School-aged girls and boys in Libya have uninterrupted access to quality, relevant, safe and protective learning that supports their mental and physical well-being and improves learning outcomes			
Outcomes	1. The most vulnerable girls and boys, including adolescents and those living with disabilities, have continuous and equitable access to gender and age-appropriate learning	2. Vulnerable girls and boys, including adolescents and those living with disabilities, are better protected, and have improved mental and physical well-being	3. Learning outcomes are improved for the most vulnerable girls and boys, including adolescents and those living with disabilities	4. Education systems in Libya are strengthened to ensure continuity of access to quality education for all girls and boys, including adolescents and those living with disabilities
Outputs	1.1 Learning spaces are accessible and conducive to learning for all girls and boys, with gender and age-appropriate WASH facilities	2.1 Girls and boys, including adolescents and those living with disabilities, have access to relevant risk awareness education	3.1 Girls and boys who have missed time in the classroom have greater access to gender- and age-appropriate remedial learning	4.1 Education sector planning is strengthened through detailed and inclusive education strategy development
	1.2 The most vulnerable girls and boys, including adolescents and those living with disabilities are supported to access gender- and age-appropriate non-formal learning	2.2 Girls and boys, including adolescents and those living with disabilities, have access to specialised protection services	3.2 Teachers improve teaching practices and are better able to respond to the differentiated needs of all girls and boys, including adolescents and those living with disabilities	4.2 Improved assessment and analysis delivers better and more timely data for decision-making
	1.3 The most vulnerable girls and boys, including adolescents and those living with disabilities, are supported to enrol in formal education	2.3 Girls and boys, including adolescents and those living with disabilities, have access to gender- and age-appropriate mental health and psychosocial support		4.3 Education sector coordination is improved through support to coordination structures
	1.4 Parent Teacher Associations are established and supported to strengthen school management and community engagement	2.4 Life skills clubs engage learners, educators and community members at the school level	3.3 Adolescents have access to technical and vocational training and to life skills activities	4.4 Teachers receive professional development support to improve their ability to deliver quality teaching
	5. Resource Mobilisation: Sufficient resources are mobilised to scale implementation of the multi-year programme and to monitor programme quality			

2.2 Programmatic Outcomes

Outcome 1: Access

ECW Thematic Priorities: Access, Equity and Gender Equality, Continuity

If girls and boys, including adolescents and those living with disabilities, can access learning spaces that are conducive to learning and are equipped with gender- and age-appropriate WASH facilities (Output 1.1); **if** schools are rehabilitated and improved to ensure protective learning environments for all girls and boys, including adolescents and those living with disabilities (Output 1.2); **if** the most vulnerable girls and boys who cannot immediately enrol in formal schools have access to non-formal education (Output 1.3); and **if** vulnerable girls and boys are then supported to enrol in formal education (Output 1.4), **then the most vulnerable girls and boys, including adolescents and those living with disabilities, have continuous and equitable access to gender and age-appropriate learning** (Outcome 1).

Addressing access barriers through a lens of differentiated needs

The MYRP addresses access-related barriers to education through a strategy that considers the diverse and differentiated needs of all girls and boys, including adolescents and those living with disabilities. Furthermore, intersectionality is given primary attention.⁴⁵ The MYRP considers the overlap between subsets of vulnerability including the distinct needs of younger learners, girls, children living with disabilities, children impacted by conflict, and children on the move. The strategy recognises that access is a collective result of both physical measures that make schools accessible, and the availability of different types of education that expand opportunity for girls and boys with different needs. The access strategy of the MYRP will therefore be structured around three complementary approaches:

1. Ensuring the accessibility of safe, protective, and inclusive learning spaces through the provision of gender- and age-appropriate facilities, transportation to and from school, and access to MHPSS focal points in schools and community centres.
2. Creating access to non-formal learning options for girls and boys who may be unable to immediately access the formal system or who have experienced loss of learning.
3. Supporting learners transitioning to and enrolled in the formal system.

Physical Accessibility of Learning Spaces: The conflict in Libya has diminished physical access to learning through the damage and deterioration of learning spaces. Violence and a retrenchment of social norms have also created danger in, around, and on the way to and from schools. To address this, the MYRP will support the rehabilitation of learning spaces that were damaged or neglected during the conflict. Through rehabilitation and retrofitting, and without the need for further construction, all girls and boys in Libya can be accommodated. The rehabilitation work will be done in a gender- and age-appropriate manner, following universal design principles, ensuring that all learners can access physical learning spaces without fear or discomfort.

Cash transfers will be used to help adolescent girls to sustain access to education, with disability considered as a key component in the cash transfer programme. An appropriate number of clean, physically accessible, and comfortable latrines will be ensured to accommodate girls, boys, and teachers, including those living with disabilities, separately. The same separation will be made for older and younger learners when and where necessary. All schools and community centres in Libya have a psychologist and a social worker. This means that ensuring sustained access to learning also ensures access to specialised MHPSS and child protection services. Finally, resources have been allocated to provide assistive devices for girls and boys living with disabilities, an important and individualised approach to access.

Non-Formal Education: Due to the varied backgrounds of school-aged girls and boys in Libya, not all are able to immediately enrol in the formal education system. This could be due to multiple barriers, including financial constraints, a lack of documentation, or not yet being proficient in Arabic, the Libyan language of instruction. Girls may be especially excluded due to community or family perception of education for girls, but also due to a lack of gender-responsive teaching methods in non-formal education approaches.

⁴⁵ Intersectionality is a theory which is based on the idea that an individual may be more vulnerable to being subjected to negative social attitudes and practices if they possess multiple, overlapping characteristics of difference.

Girls and boys living with disabilities may also have been unable to access learning, either formal or informal, due to physical access constraints, lack of teaching capacity, or stigma. For some, the combination of barriers will simply be too much to enrol in formal education during their school-age years. Therefore, the MYRP will seek to respond to the individualised needs of these learners by making available a variety of non-formal educational opportunities. For those who are unable to enrol in fulltime formal education, non-formal education opportunities including accelerated education programmes will be used as an alternative learning pathway, providing key skills for life and employment. Tailored vocational learning and soft skills modules will be made available for adolescents to strengthen their pathways to employment. Specialised programming like IOMs Youth Employment One Stop Shop will help out-of-school adolescents to gain access to a variety of vocational training opportunities.

UNICEF's Life Skills and Citizenship Education Framework will be used to support the delivery of relevant, life-long skills delivered through all means including formal and non-formal education.⁴⁶ Accelerated education programmes may also be used as a bridge to get learners enrolled in the formal education system, where transition is possible and available. Arabic as a foreign language class will be offered to those without fluency in Arabic to support their enrolment in formal education. Gender, gender-based violence and gender-sensitive adolescent health trainings will be offered to both girls and boys. Other non-formal programmes will be designed and implemented to address the needs of learners who recently arrived from a location with a different curriculum, who have lost learning time in the classroom, and who need additional support to enrol or re-enrol in the formal education system.

Support to Enrol and Remain in the Formal System: Beyond the support provided through non-formal options, girls and boys face various other challenges entering and remaining in the formal education system. For those facing financial challenges, in-kind support and school supplies will be provided to aid enrolment and retention by ensuring that children have the necessary materials to actively engage in the learning process. Supplies and in-kind support can help address secondary costs of education and to eliminate the protection risks associated with child labour.

For adolescent girls who struggle to stay in school past primary years, cash assistance, scholarships and mentorships will be provided. This will help mitigate issues that may otherwise persuade girls to drop out to pursue marriage or work. Data collection during the first phase of the MYRP will help to identify barriers preventing girls and boys living with disabilities from enrolling in the formal system, and subsequent activities will be designed as those obstacles become clear. For many children who recently arrived in Libya, a lack of documentation will prevent enrolment, or on-time enrolment, in the formal system. Therefore, the MYRP will support families who are on the move to obtain the requisite civil documentation to enrol at the appropriate grade level. While there is little data that describes the barriers that keep girls and boys living with disabilities from accessing education, the MYRP partners will look to collect data and evidence that helps identify and address those challenges.

Community, Parent, and Student Engagement: Communities often know best what their learners and educators need to ensure access to education, and to receive relevant, quality education once enrolled. This puts communities in a better position to provide support than many specialised organisations or education structures. Communities are also best placed to source local solutions to educational barriers, and to provide the relevant resources needed to manage and maintain schools. Hence, the MYRP will support the engagement of parents in the management of education in their communities.

This may be done through parent awareness raising sessions, school open days, and through the provision of extra-curricular activities. It will also be achieved through the establishment of Parent Teacher Associations in all ECW-supported schools and community centres. Trainings will help parents and teachers to learn how to manage these associations, and through them, increase community ownership of schools. Parent Teacher Associations will then be able to develop school improvement plans that identify the improvements necessary to make the school a welcoming place, including for adolescents and those living with disabilities, as well as educators. Once improvement plans are in place, Parent Teacher Associations may receive small grants to make improvements through resources readily sourced at the community level.

⁴⁶ <https://www.unicef.org/mena/life-skills-and-citizenship-education>

If teachers and other staff are trained in the provision of child protection at the school level (Output 2.1); **if** girls and boys, including adolescents and those living with disabilities, have access to specialised protection services (Output 2.2); **if** girls and boys, including adolescents and those living with disabilities, have access to mental health and psychosocial support (Output 2.3); and **if** girls and boys, including adolescents and those living with disabilities, are taught vital life skills (Output 2.4), **then the most vulnerable girls and boys, including adolescents and those living with disabilities, will be better protected, and have improved mental and physical well-being** (Outcome 2).

While the conflict in Libya has stabilised, it has had the lasting effect of exacerbating protection risks for children and adolescents. However, these risks are being felt differently by girls and boys, by older and younger children, by those living with disabilities, and by those on the move. Therefore, the MYRP will deploy a strategy that addresses protection risks and provides care for the physical and mental well-being of all girls and boys. This will be accomplished through the provision of access to specialised services for child protection, MHPSS services and risk awareness education.

Child Protection: With children uprooted due to migration or conflict, they are placed at greater risk of physical harm and exploitation, including gender-based violence. Pressures on families, and the presence of armed actors puts children at greater risk of abuse in and out of the home. The MYRP partners have adopted an integrated approach to protection by ensuring girls and boys can be referred to specialised services through schools and community centres, where those services are available. Teachers will be trained on how to refer children to these services, allowing them to take an active approach as well. Vulnerable girls and boys, including adolescents and those living with disabilities, will be identified through migrant community schools, and be provided with protection case management. They will also be identified through the *Baity* community centres to help ensure they can safely access child protection and related services, as well as assistance that supports their day-to-day access to schooling.

MHPSS: Many girls and boys - both Libyan and non-Libyan - have been experienced violence and/or been subjected to exploitation. Others are dealing with challenges at home and in their communities due to the economic crisis. It is therefore essential that the MYRP provide access to mental health services in schools and with specialised providers in ECW-supported community centres. Teachers will be trained so that they can provide psychological first aid and other psychosocial activities in the classroom, and refer children experiencing trauma to specialised care providers.⁴⁷

An initial study on barriers to education will set parameters for subsequent teacher training on how to identify learners living with disabilities. Crucially, the study will provide guidance as to the type of training that will be feasible to deliver to teachers, and which corresponds to the true availability of relevant assistance. Further, trained teachers will provide socio-emotional learning to all children, allowing them to better manage their own stress and to cultivate healthy relationships at home, in school, and in the community.

For girls and boys attending non-formal education in community centres, they too will have access to psychosocial support through counsellors trained to work with children and adolescents. Recreational activities will provide crisis-affected girls and boys with a healthy outlet for stress, an opportunity to enhance self-confidence, and a chance to reinforce social and emotional competencies. Recreational activities will also provide an opportunity to identify those in need of individualised psychosocial support. Through funding from UNHCR, light rehabilitation is ongoing to make the *Baity* community centres run by CESVI and INTERSOS fully accessible for girls and boys living with disabilities. This important work will be prioritised through the MYRP scale-up and resource mobilisation approach.

Risk Awareness: The COVID-19 pandemic has provided a stark reminder of the need for clean water, sanitation facilities and hygiene knowledge in schools. The MYRP will enlist qualified WASH partners to ensure schools are properly equipped with accessible and adequate WASH facilities. This will allow children to protect themselves and others through handwashing and regular cleaning of school surfaces. Teachers will also provide lessons in personal hygiene and in COVID-19 awareness, to prevent the spread of disease in the classroom, at home, and in the community. Libya also continues to face the risk of unexploded ordnance, including mines. Therefore, the MYRP will prioritise the training

⁴⁷ For instance, the NRC-led consortium will use the Better Learning Programme to provide PSS for children, teachers, and parents.

of teachers in mine risk education to ensure learners are aware of the risks, can avoid them to the best of their abilities, and can pass learning on to family, friends, and community members.

Life Skills Clubs: The MYRP will support the establishment of life skills clubs in supported schools to better involve girls and boys in the management of their learning, and in so doing, to improve their own confidence. While Parent Teacher Associations and other community outreach will be critical to improving enrolment, retention, and school management (see Outcome 1), the engagement of learners in life skills clubs will also institutionalise learner input into the running of their learning spaces. This will allow for the identification of the most relevant responses to challenges faced by learners at the local level. Participants in the clubs will have access to teaching that helps them to establish and maintaining healthy relationships, as well as tools for positive decision-making. Together this improves the resilience of schools and of learners themselves. As part of this, NRC will continue to advance the implementation of its Adolescent Girls Clubs. These aim to empower young women, building their self-confidence and fostering the development of their leadership skills.

Outcome 3: Learning

ECW Thematic Priorities: Quality, Equity and Gender Equality, Continuity

If learners who have missed education have greater access to remedial learning (Output 3.1); **if** teachers improve their general teaching practices following a ECW-supported training (Output 3.2); and **if** teachers are better able to respond to the diverse and differentiated needs of all girls and boys, including adolescents and those living with disabilities, following ECW-supported training (Output 3.3), **then learning outcomes are improved for the most vulnerable girls and boys, including adolescents and those living with disabilities** (Outcome 3).

Girls and boys in Libya face multiple challenges in pursuing their education: a country recovering from significant conflict, and school closures due to COVID-19. Further, children on the move including IDPs, returnees, refugees, and migrants, and those living with disabilities, are likely to have missed significant time in the classroom. As such, the MYRP will take a multi-pronged approach to improving learning outcomes that addresses the individualised needs of all girls and boys.

Remedial Learning: Considering the learning lost to COVID-19, and conflict, remedial learning will be essential for many girls and boys to return to grade-appropriate learning levels. These programmes will allow children to address learning gaps, thereby building competence, and enabling them to be successful in their learning and retained in formal education. This individual level intervention, which is key to ensure that individual learning needs are met, will help improve collective learning outcomes. Initial studies of barriers to education will help to further refine this approach, with attention to the type of remedial learning required by girls and boys, those living with disabilities, and other vulnerable groups.

Teacher Training: As the most important individual input to the education of Libyan girls and boys, teachers require support to deliver teaching subjects using new and updated teaching methodologies. Using the Inter-agency Network for Education in Emergencies (INEE) Teachers in Crisis Contexts teacher training package, teachers will have the opportunity to improve their teaching practices with access to child-centred pedagogical practice. In all contexts, but particularly in one affected by crisis like Libya, child-centred approaches help meet the individualised learning styles and needs of all children. A focus on inclusion, based on the principles of Universal Design for Learning, will help ensure that the differentiated needs of girls and boys are met in the classroom, while children with disabilities are fully integrated and engaged in ways that best suit their learning needs. Importantly, teacher training will include gender-responsive teaching methods to ensure learning is conducive for both girls and boys, and that messaging clearly pursues gender equity. As a measure of gender-based violence mitigation, trainings will be conducted to create awareness of the risks and of individual rights, and to share resources for those at risk, or survivors.

The COVID-19 pandemic led to school closures across the entire country, meaning few children have been able continuously access education in recent months. As the pandemic lingers, and in preparation for unseen future crises, teachers will be trained in distance teaching techniques. Built from a remote learning strategy (Output 4.1), teachers will be better prepared to care for students and themselves while implementing remote teaching methodologies. This will help teachers to engage with children more effectively during school closures. It will also help to tailor learning

experiences to ensure that all children engage in learning based on the physical and human resources available to them in their home environment.

To increase early childhood education opportunities, it will be necessary to develop a cohort of teachers trained in the provision of early years teaching. This means specific teacher trainings to help teachers improve their ability to work with the youngest learners, specifically through the introduction of play-based learning. More availability of early childhood education will help improve learning outcomes for the youngest girls and boys, while building cohorts that are prepared to survive and thrive in primary and secondary education.

Technical and Vocational Training: Adolescents (12-18) who have missed time in school or who are themselves displaced may struggle to re-enrol in formal education. Technical and vocational training will be provided to ensure adolescents have opportunities to build their knowledge, skills and attitudes required to better prepare themselves for the workforce. This includes life skills, which are taught according to the Middle-East and North Africa Life Skills and Citizenship Education Framework. Older learners will have the option to pursue skills that allow them to engage in productive activities even when it is unlikely that they will achieve a formal school certification in the near-term. IOM will design tailored vocational training and soft skills modules for adolescents, including migrant and displaced girls and boys. These will help enhance employment opportunities for those who cannot enter or re-enter formal education. Referral pathways will be established to enrol adolescents in various technical and vocational training centres. Focus will be given to engaging girls, as well as those girls and boys living with disabilities, who are underrepresented in most technical and vocational training programmes.

Outcome 4: Systems Strengthening

ECW Thematic Priorities: Continuity, Equity and Gender Equality, Access, Quality

If education sector planning is strengthened through detailed and inclusive education strategy development (Output 4.1); ***if*** improved assessment and analysis delivers better and more timely data for decision-making (Output 4.2); ***if*** education sector coordination is improved through support to member agencies and coordination structures (Output 4.3); ***if*** teachers receive professional development support to further improve their ability to deliver quality teaching (Output 4.3); and ***if*** Parent Teacher Associations are established and supported to strengthen school management and community engagement (Output 4.4), ***then education systems in Libya are strengthened to ensure continuity of access to quality education for all girls and boys, including adolescents and those living with disabilities*** (Outcome 4).

The Libyan education system has faced significant challenges since 2011. The conflict has damaged physical infrastructure, depleted human resources as educators have missed out on professional development opportunities, and left systems in disrepair and in need of upgrading to match present standards. The MYRP will work with the Ministry of Education to bolster all systems that improve education and sustain its provision in Libya. This means support to all levels of the education system. Support will start with the formal system managed by the Ministry of Education but will extend to inter-agency coordination and include support at the local level through Parent Teacher Associations and school clubs.

Education Sector Planning: Without an education sector plan in place, there is an urgent need for guiding documentation of agreed approaches, strategies, and standards for education delivery in Libya. This starts with engagement with the Ministry of Education, working to build planning around available evidence, and to build capacities to carry-out system-wide strategy development. The MYRP itself will act as a starting point for sector-wide planning over the course of three years. MYRP partners will also develop a distance education plan, as a first step towards an emergency education plan that helps the Ministry of Education to better prepare for and respond to crisis. This will build sustainability into the education system, helping to protect learners and educators, and ensure continuity of learning in the face of new, unforeseen crises.

In the aftermath of COVID-19 school closures, lessons will be translated into a distance education strategy. This will guide future engagement of educators and learners during times of school closures. It will define the tools and methodologies for educational continuity, and importantly, will set the parameters for teacher trainings that will allow them to care for themselves first, and students next, when they cannot be in the classroom. The sector will also hire a

consultant to work on harmonising approaches to non-formal education. This will help the sector to work with greater efficiency, ensuring that girls and boys are receiving quality non-formal education wherever they are reached. As part of this work, the consultant will look at how to further improve the inclusivity of non-formal education, in particular for girls and boys living with disabilities. A key component of the harmonisation will be to ensure gender-responsive teaching methods are integrated across any resulting non-formal education package.

Assessment and Analysis: One of the limiting factors to education sector planning in Libya is the lack of timely, quality data and evidence, including the lack of participation in any regional or international learning assessment. The MYRP will support the rollout of an Education Management Information System survey that sets a baseline for understanding the education needs in the country. This will help the Ministry of Education and its partners to set priorities and define strategies around service delivery.

Assessments will also be conducted to better understand and serve the most vulnerable children. These assessments will provide a more detailed picture of the situation for girls and adolescent girls, for children with disabilities, and for migrant and refugee children. This analysis will contribute to establishing a foundation of evidence for the delivery of programming and working towards the incorporation of all children in the Libyan formal education system. Further, the MYRP will also include a learning assessment, to be designed and implemented by the close of the programme. This learning assessment will provide critical feedback on the MYRP activities, lending to decisions on the continuation of successful approaches. It will also provide the Ministry of Education and its partners with an important baseline for further sector planning.

Coordination: As the response evolves, coordination will be key to reaching the most vulnerable learners. This will mean, first and foremost, the meaningful engagement and leadership of Libyan organisations. Support will be provided to ensure that Libyan civil society can participate in coordination meetings and where possible, take on leadership roles within the coordination structure. The multi-year and progressive nature of the MYRP will allow for these local organisations to develop capacities that will allow them to take on more meaningful roles. It will also allow the education sector to do targeted outreach to engage specialised organisations such as women-led groups, and civil society partners working with and for persons living with disabilities.

Teacher Professional Development: Along with their students, teachers have also missed out on learning during the conflict in Libya and during COVID-19. Further, with a more diverse student body and the need to provide more inclusive learning, further professional development is essential to delivering sustainable and quality teaching for all. These new and increased demands also require better support for teachers themselves. The MYRP will work towards the establishment of mentorship opportunities for teachers. Teacher learning circles will allow teachers to share lessons and challenges amongst themselves, crowdsourcing solutions and sharing new teaching methodologies. This will also provide a measure of care for teachers to ensure that they can both provide and receive support from those who know their challenges best.

2.3 Gender Equity and Inclusion

Libya is faced with a dearth of information on the specific barriers that prevent girls from accessing education. This includes long-term information on retention, as well as more immediate data on the impact of COVID-19 on the enrolment of girls. This is particularly so for adolescent girls. This lack of information makes it a challenge to design and implement programmes that can support the education and well-being of girls. Therefore, the MYRP will utilise the ECW seed funding to begin building a stronger understanding of these barriers through sector-specific gender analysis. This evidence will provide critical inputs for the implementation of the MYRP, create entry points for other partners including donors for alignment, and build a foundation for sustained action for girls.

Taking into consideration that gender concerns both boys and girls, the MYRP will also ensure that both have immediate access to appropriate and adequate facilities that meet their individualised and gender-specific needs. This means the construction and rehabilitation of gender-appropriate and inclusive latrines, the provision of menstrual care kits and female hygiene kits, and the retrofitting of schools to allow access for girls and boys living with disabilities.

Due to the particular challenges that girls face in accessing learning, and particularly those related to stigma, all teacher training will include elements on gender sensitivity to help make the classroom a welcoming and conducive place of learning for all. This includes training on gender-responsive teaching methods. Moreover, students will be provided with gender sensitivity and gender-based violence prevention sessions. The need to combat negative gender stereotyping, combat gender-based violence and promote positive gender socialisation will be presented through trainings and focus group discussions. Gender-sensitive adolescent health sessions will also be provided to students of both sexes.

Special support will be given to children who are married. Information campaigns in schools and communities that encourage delaying marriage will aim to promote the fulfilment of children's rights to protection and education.⁴⁸ Early married children who do not have the possibility to be enrolled in formal schooling will be provided with alternative learning opportunities which will allow them to acquire numeracy and literacy skills. For those girls who have a harder time accessing schools, whether due to distance or safety along the route to and from schools, cash vouchers may be used to ensure that a lack of transportation is not a barrier to education.

NRC, as the organisation in the sector that leads on girls-specific and boys-specific programming, will act as the gender lead agency for the implementation of the MYRP. Through their programming, NRC and its consortium partners will train education sector members on conducting adolescent girls' clubs and adolescent boys' clubs, which represent safe spaces in which relevant topics can be discussed and reflected on. This will allow sector members to include gender-specific activities in their programmes. All decisions around resource mobilisation, scale-up or course correction will be done through means responsive to gender and inclusion. This will be guaranteed by the inclusion of gender and inclusion experts in the MYRP Steering Committee.

The MYRP will work to develop sector plans and strategies that improve access and quality for all learners, even beyond the period of the MYRP. This inclusive approach will seek to incorporate newly collected data and evidence that help to better understand the barriers facing girls, children on the move, and girls and boys living with disabilities. Infrastructure support, community outreach, and teacher training will be key to any strategy and specialised partners will be identified to help the sector deliver on these key components. A consultant hired to look at the harmonisation of non-formal education provision in Libya will also look at how to ensure barriers for those living with disabilities are overcome through the MYRP. This will require adapting the non-formal education curricula to ensure inclusive teaching practices, including gender-responsive teaching methods.

In terms of access to education for girls and boys living with disabilities, the UNICEF-led consortium will focus on the provision of assistive devices and will prioritise light rehabilitation of schools to further ensure access to education. The consortium will also support the education sector to conduct an analysis of inclusivity of programming across the different member organisations. Within approaches to relevant and quality learning, mine risk education will help protect children from risks that can lead to permanent disability, and teacher training will help ensure that teachers are able to adapt to different needs and create an inclusive environment with individual learning plans. Finally, through appropriate monitoring approaches, the sector will be better positioned to understand the quality and efficacy of education received by girls and boys living with disabilities.

2.4 Prioritising the Most Disadvantaged

All children in Libya have faced at least one emergency, and for many, multiple crises including conflict, displacement, and COVID-19. Those who have been internally displaced face some of the most challenging circumstances, even upon their return home. As a destination and transit country for refugees and migrants, non-Libyan boys and girls may face even greater challenges as they try to adapt to new languages and social norms, and since many arrive with little in the way of resources.

The MYRP has been designed in a way that recognises the individualised needs of girls and boys, young children and adolescents, internally displaced, returnee, refugee, migrant, and host community children. As none of these groups is affected uniformly, the MYRP will aim to ensure programming is adaptive and responsive. This means mainstreaming inclusion throughout the programme to ensure differentiated needs are consistently identified and responded to. This will

⁴⁸ Cfr: UNICEF (2020) Multiple Overlap Deprivation Analysis (MODA) in Libya: Education: A Life Cycle Approach.

mean working at the community and at the school level to identify vulnerable children and to provide them with tailored programming. It also means empowering those who work closest with girls and boys, the teachers, to identify and respond to the needs of those most in-need. In reaching these most disadvantaged learners, the implementers will ensure an inter-sectoral approach that engages expertise from other key sectors to complement the expertise of education actors. This includes close work with child protection, WASH, nutrition, and health providers.

The MYRP will aim to reach girls and boys in Libya through means and access points that best meet their individualised needs. This means ensuring significant community outreach and a strong emphasis on community schools and the *Baity* community centres. By focusing considerable efforts through these centres, where non-formal education is provided, MHPSS is available, and child protection activities are conducted, more girls and boys will be reached who may not otherwise have access to the formal system or consistent access to services.

3. Leveraging Resources to Scale-Up MYRP Results

3.1 Resource Mobilisation and Advocacy

The Libya MYRP is a US\$ 30 million programme meant to reach girls and boys in need of immediate education assistance and to strengthen education systems. ECW seed funding will help address immediate needs and initiate actions that lead to long-term solutions, such as data collection and analysis. However, to fully succeed, the MYRP will need to raise an additional US\$ 18.9 million on top of the seed funding provided by ECW. This will be accomplished through a resource mobilisation and advocacy campaign that seeks out both financial and organisational resources domestically in Libya, and internationally through support from ECW.

Engagement with the Libyan private sector

Libya has a well-developed private sector, but one that has not yet been adequately leveraged in support of education in the country. To jump-start the mobilisation of the private sector, a consultant will be hired to develop and implement an engagement strategy. This strategy will aim to build a strong understanding of the Libyan private sector within the education sector. With this mapping, it is hoped that the sector will be able to establish and catalyse relationships that lead to sustained support and results for education in Libya.

Alignment of donor funding

In the absence of a nationwide education sector plan, donors have not had a framework around which to align funding for education in Libya. The education sector will therefore seek to use the MYRP as an initial architecture around which to align bilateral and multilateral sources of funding for education. Already ECHO has expressed their desire to align their funding with the MYRP. Donors like ECHO will be key to the strategy, not only for their own alignment, but also for advocating to other, like-minded donors to do the same.

To ensure sustainable results, outreach will be balanced between humanitarian and development donors. Specific effort will be made to link development actors with the Ministry of Education, thus expanding their engagement in the resource mobilisation approach. This approach to traditional humanitarian and development donors will be supplemented by outreach to the private sector, both domestically in Libya and internationally with the support of ECW.

In the initial stages of the MYRP development process, the education sector conducted a mapping to better understand the current and potential donor profile in Libya. This analysis proved an appetite for new donors to engage in the education sector. Not only does this create the potential for expanding resourcing through new sources, but it also will help to relieve pressure on existing donors. While the resource mobilisation strategy does depend on existing sources of funding, the engagement of new donors reduces the need to press existing donors to expand their funding. This will allow all donors to invest more strategically and in-line with their priorities, to explore opportunities for complementarity, and ultimately, to mitigate donor fatigue.

Engagement of organisations with technical expertise

New and sustained sources of funding are critical to the MYRP resource mobilisation approach. However, the education sector also recognises the need to complement resourcing with the engagement of organisations that come with technical expertise, either in lieu of or in addition to financing. Technical organisations - particularly those with experience developing, implementing, and monitoring frameworks for education sector development - will be instrumental to ensuring the resource mobilisation approach is sustainable. The engagement of technical expertise will also be crucial for a strong engagement of the Ministry of Education and therefore a solid basis for the scale-up of activities especially those related to the systems strengthening component as well as for the long-term engagement of the Ministry of Education with main global education technical actors.

Co-funding

As the education sector lead in Libya, UNICEF will prioritise funding allocation to support the education sector. Therefore, while a relatively limited budget has been allocated for consultancies working on harmonisation efforts of different aspects of the sector (non-formal education in community centres, M&E tools, gender and inclusive education strategy, resource mobilisation strategy, scale-up strategy), UNICEF commits to top-up this funding through its own resources as necessary for the achievement of the objectives. ECW's support for the costs associated with the hiring of a sector coordinator will ensure a strong basis for sustaining sector coordination and, through this, amplify the goals of the MYRP and scale-up availability of funding for it.

Media campaigns

Advocacy messages will be developed through a continuous consultative approach with partners in the education sector. In close collaboration with ECW, the sector will identify important education-related messaging, policy imperatives and fundraising needs. These messages will be broadcast using social media and targeted outreach, and will be amplified using the national, regional, and international media resources of sector partners. The different vulnerabilities of girls and boys will be raised in the campaign.

3.2 ECW Seed Fund Scale-Up Strategy

The context in Libya dictates that the MYRP focuses strongly on strengthening humanitarian-development coherence. This means reaching as many vulnerable girls and boys as possible and doing so in a way that sustains their access to quality teaching and learning in the long-term. It also means working to ensure that those girls and boys accessing non-formal education can transition to the formal system, that data collected becomes evidence deployed, and that the community centres can sustain learning, protection and MHPSS services. The MYRP will therefore deploy a scale-up strategy that both extends coverage and builds on activities to strengthen systems for long-term educational achievement.

A few of the critical pieces under the scale-up strategy include:

- Data collection to better understand the barriers facing girls and boys living with disabilities. As data on this group is presently low, this effort will allow the consortiums to increase its coverage of girls and boys living with disabilities to a minimum of 10% of the total children to-be-reached through the MYRP.
- As with children living with disability, the gendered barriers facing girls and boys are not well-understood in Libya. Early data collection and analysis efforts will help to better understand these challenges and to increase coverage of the most disadvantaged over the course of the MYRP.
- Through funding from UNHCR, light rehabilitation is ongoing to make the *Baity* community centres run by CESVI and INTERSOS fully accessible for girls and boys living with disabilities. This important work will be prioritised through the MYRP scale-up and resource mobilisation approach.

The Libya MYRP is implemented by three complimentary consortiums, a unique arrangement that has been utilised in designing the scale-up strategy. The MYRP will leverage the added value of each consortium by, firstly, ensuring joined-up decision-making on how to scale-up programming as more resources become available. These decisions will look at

extending coverage to more girls and boys in prioritised *mantikas*, sustaining *Baity* community centres, and building on interventions that expand capacity in Libya to deliver enduring results. Once these decisions are made, each consortium will implement a scale-up strategy that is built on its own comparative strength. This allows for top-level clarity as to how new resources will be used, and improved coordination among the different grantees and subgrantees.

The scale-up strategy of the NRC-led consortium aims to extend its reach to new geographical areas and targets groups, while at the same time creating a sustainable environment for handing over activities to communities or transition to other more durable learning solutions.⁴⁹ If resource mobilisation allows, more communities will be reached by the consortium's partners as the programming could be expanded to deliver activities in other hard-to-reach areas or for other underserved populations. Moreover, with activities being planned and implemented on a multi-year basis, there is opportunity to reflect on lessons learned and improve on cost-efficiency of service delivery allowing strategic expansion in years 2 and 3 of implementation. With community schools and community centres, the aim of the scale-up strategy will be to support children to (re-)integrate within the formal school system as these community approaches will progressively be phased out. The NRC-led consortium will support girls and boys in community schools to access curricula reflective of their country of origin and provide bridge programmes for those seeking to enter the Libyan school system. In community centres, non-formal education will provide academic support for those who have lost learning time and offer continuing education opportunities for teachers' professional development. Additionally, psychosocial support will aim to enhance children's learning and well-being providing them with tools for improved success in their academic and home life. As the gender lead agency for the MYRP, NRC will also work to ensure partner capacity is improved on delivering gender-responsive programming.

The Terre des Hommes-led consortium has an operational footprint covering the East, West and South of Libya.⁵⁰ As such, the first year of programme implementation will be focused on assisting existing caseloads from the ECW-supported FER, as well as on launching new programmes in Ghat, Sebha and Ubari, and on the development of a rigorous evidence base to ensure that the most vulnerable girls and boys are reached. While turnover due to academic progress is expected every six to 12 months, some beneficiaries are expected to remain across the full programme period. Still, the Terre des Hommes-led consortium expects to be able to reach the projected population targets in year two and three through training packages, curricula supplementation, and other non-formal education activities that will be institutionalised, localised and open-sourced. Year two will conclude the initial phase of the evidence-generation exercise and guide the activities to be implemented during year three. Further expansion of the programme across four additional *mantikas* is envisioned but this will depend the amount of funding mobilised, and the academic progress of children and adolescents across the caseload. The consortium will also scope out the need for a potential follow-up MYRP.

The UNICEF-led consortium includes five national Libyan organisations making the scale-up strategy key to further developing local capacities.⁵¹ In addition, the consortium will spearhead efforts to further strengthen education systems, with a view to ensuring continuity of access to quality education for all girls and boys. As part of the scale-up strategy, the most urgent interventions have been prioritised for seed funding while other priority interventions will be rolled out as additional resources are mobilised. For example, after a teacher training on inclusive education, a more specific training on supporting students with visual impairments will be conducted. This is because these activities are already designed to cover all different geographical areas and all population groups.

Additional resources will be used to prioritise new activities or to target new geographical areas depending on the type of needs. For instance, community centres are a safe space for all population groups, and they can be expanded in terms of the activities offered - from non-formal education and psychosocial support to cash support, awareness-raising activities, support with documentation for enrolment, and other activities as needed. The same applies to migrant schools, where children may have diverse needs. However, when it comes to conducting remedial classes or risk education in schools, the consortium will prioritise new schools, thus reaching a higher number of children.

⁴⁹ NRC, CESVI, and INTERSOS.

⁵⁰ Terre des Hommes, ACTED, and IMPACT-REACH.

⁵¹ UNICEF, Afaq, Al-Safwa, Breezes, Free Field Foundation (3F), IOM, and Mobader.

4. Monitoring, Evaluation and Learning

4.1 Monitoring, Evaluation and Joint Reporting

Building on the experience of the ECW FER programme, the education sector will develop tools based on what is already in use, either from the FER or other programming. Definitions are agreed among partners, as are the means of collecting and analysing data. Gender-sensitive indicators will be used for monitoring, evaluation, and joint reporting. Through coordination among the three consortium leads, the organisations participating in the MYRP will harmonise their M&E methodology based on a core set of tools that is shared by all partners. This will allow the consortiums to report back on the indicators on the basis of a shared understanding of the definitions and methodologies used. This approach was already used to report towards an outcome indicator of the FER, which focused on the safety and well-being of children. This allowed the implementers to jointly report back on the baseline data, as well as to build evidence on education under COVID-19 through a larger sample size.

Given the complexity of some of the concepts that the consortiums will try to measure, such as the use of child-centred pedagogical practices in teaching after having received training, specific expertise to guide organisations in developing a sound methodology is needed. Therefore, the UNICEF-led consortium has budgeted under Outcome 5 technical support for this aspect of the M&E component.

While the MYRP starts with a baseline of zero in most indicators, due to the lack of data in the Libyan context, such as school retention for girls and children with special needs, the participation of IMPACT-REACH in the programme will allow the sector to build evidence in the first year that can be used as a baseline for data collected in the subsequent years of programme implementation. Under the coordination of the sector coordinators, dedicated sector meetings will be held with IMPACT-REACH to discuss the prioritisation of topics related to education access for different population groups as well as to education quality. A focus on girls and boys living with disabilities will be ensured using the Washington Group Tool/UNICEF Child Functioning Module. Additional focus will be on ensuring progress towards gender equity in education. This prioritisation exercise will then guide the development of the details of the IMPACT-REACH component of the MYRP.

To ensure accountability to affected populations including their involvement in design of the programme, beneficiaries' feedback will be collected at least once a year and used to inform the further rollout of the programme. Complaint and feedback mechanisms used by the participating organisations will be strengthened and the consortium leads will ensure that all partners and their staff are trained on child safeguarding. The three consortiums will carry out joint reporting, including to ECW, under the coordination of the sector coordinator and through the consortium leads.

4.2 Learning Outcome Measurement

Libya never had a large-scale, regional or international learning assessment. Hence, the ambition under the MYRP is to conduct a nationwide and detailed learning assessment. However, due to the potential for swift changes in the context, it is critical to maintain the ability to scale-back this ambition while still achieving actionable results. The MYRP will therefore pursue multiple options for measuring learning outcomes, with a minimum of measuring the effectiveness of the MYRP programming.

At the highest level of ambition, the MYRP partners want to engage Libya in a regional or international learning assessment, something of which Libya has never been a part. Therefore, as part of the system strengthening efforts under the MYRP, discussions will be initiated with the government to advocate for participation in a regional or international learning assessment. This type of assessment would represent a baseline of the learning levels in Libya after ten years of instability and the pandemic. In this scenario, the baseline learning data would be the output at the end of the MYRP, to be used in following years as a baseline for comparison.

Should a large-scale assessment prove unfeasible, especially in the light of the upcoming elections and possible political changes, the MYRP partners will collect a learning baseline in year one among the children involved in and supported by the MYRP, and then measure their learning in year three. Both levels would be compared to what is the expected learning

level in Libya for the selected grades. This option would highlight the MYRP contribution; however, it would be less useful for overall system strengthening due to the geographical limitations and to the sampling involving the characteristic of participation in MYRP programming, thus losing representativeness of all population groups at national level.

While IMPACT-REACH will be responsible for all the other assessments conducted under the MYRP, UNICEF will take the lead on the learning assessment, leveraging its on-going system strengthening work not only with the Ministry of Education, but also with other Ministries that have participated in discussions around the need for large-scale surveys such as UNICEF's Multiple Indicator Cluster Survey.

5. Implementation Arrangements

5.1 Governance Structure

The Libyan Education Sector Working Group, as an open forum for education and education in emergencies practitioners, will closely monitor and guide the implementation of the MYRP. Considering the consensus approach used in the development of the MYRP, continued use of the sector and the sector meetings for consultation will ensure well-informed programming. However, for purposes of decision-making, a MYRP Steering Committee will be formed that will guide actual implementation and delivery of the programme.

The MYRP Steering Committee

The MYRP Steering Committee will be comprised of the three consortium leads, and representatives of the Ministry of Education, local civil society partners, donors, and other sector members. The Steering Committee will attempt to have an equal number of men and women representatives. As the gender lead agency, NRC will provide technical support, capacity building, and coordination on gender throughout the implementation of the MYRP. A disability and inclusion expert will ensure all programme decisions consider how to best reach all girls and boys, including those living with disability.

The Steering Committee will act as the in-country strategic leadership and consultative decision-making body for the MYRP. It will ensure transparency and rigor of decision-making throughout the implementation and delivery of the programme, and work with the consortium leads to ensure that programming adheres to agreed standards including those of ECW, the SPHERE Core Humanitarian Standards, and the INEE minimum standards. The Steering Committee will also be responsible for providing timely feedback for remedial actions, lessons learned or best practices that could support MYRP resource mobilisation.

The Committee will meet at least quarterly under the leadership of the sector coordinators to discuss progress and challenges related to all aspects of the programme. Participation of the Ministry of Education will ensure continuous government support and buy-in and foster improved coordination. Given the novelty of this type of coordination structure in Libya, the participation of the Ministry of Education in the Committee has been used as outcome indicator to indicate improved coordination on system strengthening activities. The Committee will also be responsible for overall coordination of the consortium leads, especially on issues related to monitoring, evaluation, and joint reporting. The sector coordinators and the co-leads will work closely with consultants for the successful implementation of all activities under Outcome 5. Moreover, the consortium leads are responsible for leading the rollout and implementation of the resource mobilisation strategy.

The individual grantee or consortium lead is accountable for:

1. The successful implementation and delivery of the ECW-supported MYRP, including through efficient financial disbursement and management, fiduciary management, technical and programmatic oversight, monitoring and learning, joint reporting on multi-year progress, support to external audits, and child safeguarding. The grantee will ensure accountability using its own systems and regulations.

2. Administrative management of implementing partners, receiving, recording, and disbursing financial resources as per the applicable risk management and accountability requirements. If additional funding is received, the grantee will seek guidance from the MYRP Steering Committee for its disbursement as per the defined standards.
3. Drafting joint annual work plans in consultation with implementing partners to be shared with the MYRP Steering Committee and ECW.
4. Joint reporting to ECW as per the agreed reporting frequency, ensuring that narrative and financial progress reports are reviewed and endorsed by the MYRP Steering Committee.
5. Conducting joint monitoring visits to ensure common quality standards across programme implementation sites, providing feedback to implementing partners, and taking any remedial action in consultation with the MYRP Steering Committee.
6. Supporting the MYRP Steering Committee with evidence, learnings, best practices to lead the resource mobilisation efforts at country level through advocacy products targeting different audiences.
7. Coordinate efforts with other funders and platforms to ensure alignment and harmonisation with national priorities, including by ensuring that other actors and stakeholders are kept updated on the MYRP progress, and on any decisions on the shift in priorities.
8. The grantee will lead efforts on research and learning as defined under MYRP and build partner capacities for a sustainable transition.

Along with these tasks, the grantee will assume a capacity strengthening function with their implementing partners. This will help to build local capacities to assume future grantee and coordination leadership functions.

Implementing partners

The selected implementing partners - INGO, NGOs, and UN agencies - will assume full programmatic and financial accountability for funds disbursed by the grantees. They will directly implement MYRP activities, as defined under Partnership Agreements signed with the grantees and contribute to the achievement of common targets. Implementing partners will contribute towards advocacy and resource mobilisation efforts.

The implementing partners will also conduct field-level monitoring and provide reports as stipulated by the respective cooperation agreements and based on the agreed project-specific results and M&E frameworks.

5.2 Grantee Selection Process

Following the success of the 2020 ECW FER allocation, the Libyan Education Sector Working Group agreed that the grantee selection process would be done by consensus. The sector also agreed that a consortium approach would best leverage organisational strengths and comparative advantages to implement and deliver the MYRP. All sector partners were informed on 12 July 2021, at the end of the ECW scoping mission to Libya, that they could participate in the MYRP.

Other key dates in the grantee selection process have been the following: the Libyan Education Sector Working Group meeting on 11 August 2021, when the MYRP, including the main pillars that emerged from the ECW scoping mission, i.e. system strengthening, school-based activities and integrated child protection-education community centres, were presented and endorsed. Organisations were asked to start working on the results framework and budget, and on the division of roles and responsibilities based on a shared template.

The Libyan Education Sector Working Group met again on 26 August 2021 to present an initial budget analysis based on the budget needs submitted by all organisations. Individual meetings between the consortiums and the sector coordinators were held after this to carry out a prioritisation of budget to include under the ECW seed funding of US\$ 11.1 million.

The division in consortiums, and the related selection of grantees, followed the ECW FER division with the addition of one consortium, for a total of three complementary consortiums organised as follows:

- 1) NRC, CESVI and INTERSOS (US\$ 4,040,000): This consortium focuses mostly on the integrated child protection-education programming through community centres, as well as on school-based activities. NRC will also lead on the establishment of PTAs and on gender-specific activities for adolescents.
- 2) Terre des Hommes, ACTED and IMPACT-REACH (US\$ 2,800,000): This consortium is responsible for most of the assessments carried out within the MYRP. Terre des Hommes and ACTED will also carry out school-based activities, teacher training, as well as integrated child protection-education activities.
- 3) UNICEF, Afaq, Al-Safwa, Breezes, Free Field Foundation (3F), IOM and Mobader (US\$ 4,260,000): This consortium focuses on the expansion of national capacity for school-based activities, including mine risk education; system strengthening; coordination between UN agencies on access to school and skill development opportunities for migrants in Libya; and the engagement of local civil society actors through the consortium approach.

5.3 Child Safeguarding and PSEA/PSH

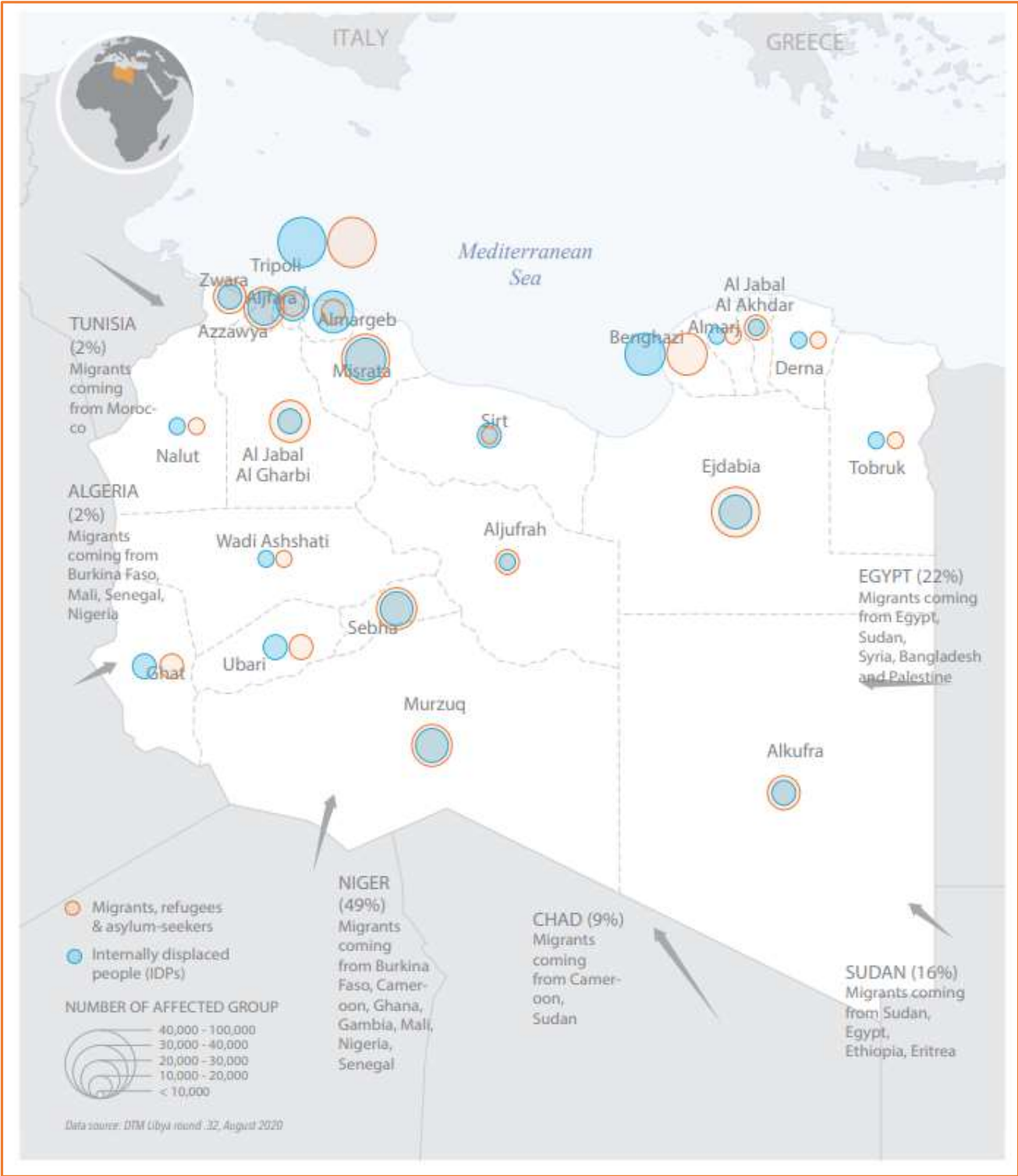
The prevention of sexual exploitation and abuse (PSEA) is at the core of all sector members' programming. All members have a zero-tolerance policy for sexual exploitation and abuse perpetrated by employees, consultants, sub-contractors, and implementing partners. Moreover, the consortium leads will incorporate prevention of sexual exploitation and abuse standards in partnership agreements with other consortium members as well as with sub-contractors. They will also partner with key members of the child protection sector to conduct trainings for all organisations involved in the MYRP once per year.

Each consortium will adopt a tailored approach to child safeguarding and PSEA. This will include ensuring that proper policies are in place across anyone engaged with the programme, and that capacity strengthening is available to all associated with the programme.

- UNICEF will partner with national organisations that may have weaker child safeguarding and PSEA policies in place. As part of its capacity building efforts of national organisations, UNICEF since 2020 has been organising PSEA trainings for all its implementing partners and conducting PSEA risk assessments, and thereafter working with implementing partners to enhance the prevention of and response to sexual exploitation and abuse by further developing prevention, investigation, reporting, and referral capacities. Further, UNICEF has developed a procedure and related tools to support its country offices and their implementing partners to abide by the requirements of the UN Protocol on Allegations of SEA Involving Implementing Partners and the General Terms and Conditions of their partnership agreements with UNICEF.
- NRC will provide trainings and refreshers to sensitise all staff, including teachers, volunteers, and partners on NRC child safeguarding and PSEA policies. Through this, discussion will be facilitated on issues related to children with disabilities, including their vulnerability to abuse. Awareness sessions will be held for parents, teachers, and beneficiaries on NRC's complaint feedback mechanism. All programming is and will be designed for the safe delivery of all population groups with any anticipated risks for children with disabilities mitigated in advance through tailored approaches.
- Terre des Hommes will deliver trainings on child safeguarding, protection risks, prevention and reporting to every staff member associated with the programme, including through its community centres. All staff associated with the programme must agree and sign a code of conduct. Terre des Hommes will ensure that child safeguarding and PSEA prevention mechanisms are in place across all its partners, ensuring that mechanisms to report abuses are available for all their staff as well as for members of the community.

6. Annexes

Annex A: Map of Humanitarian Needs in Libya – 2021



Annex B: Budgets

MYRP OVERALL BUDGET					
Libya					
		2022	2023	2024	TOTAL
	PROGRAMME COSTS				
Outcome 1	The most vulnerable girls and boys, including adolescents and those living with disabilities, have continuous and equitable access to gender- and age-appropriate learning	\$ 1,227,000	\$ 2,045,000	\$ 2,350,000	\$ 5,622,000
Outcome 2	Vulnerable girls and boys, including adolescents and those living with disabilities, are better protected, and have improved mental and physical well-being	\$ 2,100,000	\$ 2,725,000	\$ 3,400,000	\$ 8,225,000
Outcome 3	Learning outcomes are improved for the most vulnerable girls and boys, including adolescents and those living with disabilities	\$ 1,910,000	\$ 2,120,000	\$ 2,386,300	\$ 6,416,300
Outcome 4	Education systems in Libya are strengthened to ensure continuity of access to quality education for all girls and boys, including adolescents and those living with disabilities	\$ 690,000	\$ 1,023,000	\$ 1,022,300	\$ 2,735,300
Outcome 5	Sufficient resources are mobilised to scale implementation of the multi-year programme and to monitor programme quality	\$ 136,400	\$ 477,000	\$ 259,000	\$ 872,400
Sub-Total for Programme Costs		\$ 6,063,400	\$ 8,390,000	\$ 9,417,600	\$ 23,871,000
OPERATIONAL COSTS					
Sub-Total for Operational Costs		\$ 1,060,000	\$ 1,460,000	\$ 1,650,000	\$ 4,170,000
Total for Programme and Operational Costs		\$ 7,123,400	\$ 9,850,000	\$ 11,067,600	\$ 28,041,000
Programme Support Costs (@7%)		\$ 486,920	\$ 698,750	\$ 773,330	\$ 1,959,000
GRAND TOTAL		\$ 7,610,320	\$ 10,548,750	\$ 11,840,930	\$ 30,000,000

ECW SEED FUNDING BUDGET					
Libya					
		2022	2023	2024	TOTAL
PROGRAMME COSTS					
Outcome 1	The most vulnerable girls and boys, including adolescents and those living with disabilities, have continuous and equitable access to gender- and age-appropriate learning	\$ 1,322,000	\$ 1,062,000	\$ 817,000	\$ 3,201,000
Output 1.1	Learning spaces are accessible and conducive to learning for all girls and boys, with gender- and age-appropriate WASH facilities	\$ 50,000	\$ 50,000	\$ 50,000	\$ 150,000
Output 1.2	The most vulnerable girls and boys, including adolescents and those living with disabilities are supported to access gender- and age-appropriate non-formal learning	\$ 935,000	\$ 735,000	\$ 630,000	\$ 2,300,000
Output 1.3	The most vulnerable girls and boys, including adolescents and those living with disabilities, are supported to enrol in formal education	\$ 320,000	\$ 260,000	\$ 120,000	\$ 700,000
Output 1.4	Parent Teacher Associations are established and supported to strengthen school management and community engagement	\$ 17,000	\$ 17,000	\$ 17,000	\$ 51,000
Outcome 2	Vulnerable girls and boys, including adolescents and those living with disabilities, are better protected, and have improved mental and physical well-being	\$ 778,000	\$ 661,000	\$ 368,000	\$ 1,807,000
Output 2.1	Girls and boys, including adolescents and those living with disabilities, have access to relevant risk awareness education	\$ 46,000	\$ 170,000	\$ 150,000	\$ 366,000
Output 2.2	Girls and boys, including adolescents and those living with disabilities, have access to specialised protection services	\$ 212,000	\$ 123,000	\$ 38,000	\$ 373,000
Output 2.3	Girls and boys, including adolescents and those living with disabilities, have access to gender- and age-appropriate mental health and psychosocial support	\$ 440,000	\$ 293,000	\$ 180,000	\$ 913,000
Output 2.4	Life skills clubs engage learners, educators and community members at the school level	\$ 80,000	\$ 75,000	\$ -	\$ 155,000
Outcome 3	Learning outcomes are improved for the most vulnerable girls and boys, including adolescents and those living with disabilities	\$ 1,039,000	\$ 915,000	\$ 323,000	\$ 2,277,000
Output 3.1	Girls and boys who have missed time in the classroom have greater access to gender and age appropriate remedial learning	\$ 670,000	\$ 560,000	\$ 73,000	\$ 1,303,000
Output 3.2	Teachers improve teaching practices and are better able to respond to the differentiated needs of all girls and boys, including adolescents and those living with disabilities	\$ 275,000	\$ 300,000	\$ 250,000	\$ 825,000
Output 3.3	Adolescents have access to technical and vocational training and to life skills activities	\$ 94,000	\$ 55,000	\$ -	\$ 149,000
Outcome 4	Education systems in Libya are strengthened to ensure continuity of access to quality education for all girls and boys, including adolescents and those living with disabilities	\$ 459,000	\$ 461,000	\$ 300,000	\$ 1,220,000
Output 4.1	Education sector planning is strengthened through detailed and inclusive education strategy development	\$ 90,000	\$ 95,000	\$ 75,000	\$ 260,000
Output 4.2	Improved assessment and analysis delivers better and more timely data for decision-making	\$ 174,000	\$ 139,000	\$ -	\$ 313,000
Output 4.3	Education sector coordination is improved through support to member agencies and coordination structures	\$ 120,000	\$ 120,000	\$ 118,000	\$ 358,000
Output 4.4	Teachers receive professional development support to improve their ability to deliver quality teaching	\$ 75,000	\$ 107,000	\$ 107,000	\$ 289,000
Outcome 5	Sufficient resources are mobilised to scale implementation of the multi-year programme and to monitor programme quality	\$ 70,000	\$ 269,000	\$ -	\$ 339,000
Output 5.1	MYRP Resource mobilisation and advocacy strategy	\$ 20,000	\$ -	\$ -	\$ 20,000
Output 5.2	MYRP learning and assessment costs (studies, assessments, baseline/end line/external evaluation)	\$ -	\$ 250,000	\$ -	\$ 250,000
Output 5.3	MYRP activities are effectively monitored and scaled up; inclusion of girls, children with special needs and out-of-school children has improved	\$ 50,000	\$ 19,000	\$ -	\$ 69,000
Sub-Total for Programme Costs		\$ 3,668,000	\$ 3,368,000	\$ 1,808,000	\$ 8,844,000
OPERATIONAL COSTS					
Sub-Total for Operational Costs		\$ 630,000	\$ 580,000	\$ 320,000	\$ 1,530,000
Total for Programme and Operational Costs		\$ 4,298,000	\$ 3,948,000	\$ 2,128,000	\$ 10,374,000
Programme Support Costs (@7%)		\$ 300,800	\$ 276,300	\$ 148,900	\$ 726,000
GRAND TOTAL		\$ 4,598,800	\$ 4,224,300	\$ 2,276,900	\$ 11,100,000
				CONSORTIUM	
				NRC-led	\$ 4,040,000.00
				TDH-led	\$ 2,800,000.00
				UNICEF-led	\$ 4,260,000.00
				Total	\$ 11,100,000.00

Annex C: Results Framework

To access the Results Framework, please click on the following link:

<https://shared-assets.adobe.com/link/23ba88a5-7df3-4478-460e-70194a327385>

To access the number of children and adolescents to be reached, please click on the following link:

<https://shared-assets.adobe.com/link/a56eb51f-eafb-4a51-53cb-f3140d172606>

Annex D: Gender with Age Marker

To access the Gender with Age Marker, please click on the following link:

<https://shared-assets.adobe.com/link/a6a41e12-fbdb-4d4d-58f7-c413bb4174aa>

Annex E: Risk Assessment Matrix

To access risk assessment matrices for the MYRP and each grantee, please click on the following links:

Full MYRP:

<https://shared-assets.adobe.com/link/f22c8545-8005-478d-57ad-e6a99a22a16a>

UNICEF:

<https://shared-assets.adobe.com/link/f886050d-4d13-4d2c-6039-784c214470f4>

NRC:

<https://shared-assets.adobe.com/link/680a9fe8-93c9-4fae-4da8-32159fddf090>

Terre des Hommes:

<https://shared-assets.adobe.com/link/63370b7b-ffe5-4ff6-4840-ace603db70b4>