

Action Fiche for Libya

5. IDENTIFICATION

Title/Number	Better quality education and inclusion of all children (ENPI/2011/276-706)		
Total cost	EU contribution: EUR 2.4 million		
Aid method / Method of implementation	Project approach – <i>Joint management</i>		
DAC-code	11200	Sector	Education de base

6. RATIONALE

6.1. Sector context

In 2009, Libya ranked 53rd in the United Nations' (UN) Human Development Index among 162 countries. Life expectancy at birth was 73.4 years, with an 88.4 percent adult literacy rate and a gross enrolment ratio of 94.1 percent, Libya was classified as a high human development country among the Middle East and North Africa region. Before the conflict, the country was well on its way to achieving most of the Millennium Development Goals by 2015, displaying low and shallow levels of poverty, notwithstanding significant regional disparities.

Libya's population has been estimated between 6.2 million and 6.4 million. The last three decades witnessed a change in the age structure, with a decline in the proportion of children under age 15. As a result of the state's enormous investment in education, Libya has been able to achieve universal access for primary education, 98 percent gross enrolment for secondary education, and 46 percent for tertiary education, with higher participation in secondary education for women than for men¹. Provision of these services has been government-led, with little private sector and non-governmental organisation involvement, except for organisations sanctioned and controlled by the regime. Some important challenges have persisted, however, notably in respect of the reliability of education data, quality (content and relevance) of education, and attention to early childhood development (ECD) and pre-school education.

The education sector has been directly affected by the conflict, with the closing of schools in the eastern part of the country, the shortage of teachers², and the diminishing availability of funds to pay basic salaries to educational staff throughout the country and manage minimal operational costs. The psychosocial consequences of the conflict on children cannot be underestimated. The system for the

¹ Significant data gaps exist at the various education levels. Recent enrolment figures are available for gross enrollment only, not net enrollment and there is no available information on out-of-school children, geographical dis-aggregation and internal efficiency (repetition, dropouts and completion).

² Although most teachers are Libyan nationals, the absence of expatriate teaching and education administration staff could result in a significant gap in the needs of schools and students in the coming academic year.

administration of subsidies and safety nets, both in Tripoli and in Benghazi, remains functional. However, both are rapidly running out of funds and their services may be further reduced in the near future. As in the education sector, the phenomenal growth in the number of non-governmental organisations operating in the eastern part of Libya since the conflict has provided a valuable source of support in the social services sector.

6.2. Lessons learnt

The planned results and action are being based on needs assessments and various assessment meetings held with the interim Ministry of Education and key actors in the sector. Taskforces were established within the Ministry of Education and with participation of the United Nations Children's Fund (UNICEF) (the only international agency presently working directly with the Ministry of Education at this level). The taskforces are related to accelerate access to quality education for all children and adolescents in the country, especially with regards to the start of the new school year, to increase the demand for education, and to strengthen the education system in order to be ready for an adequate systemic response to the educational needs and demands of children, adolescents and their families.

6.3. Complementary actions

EU co-operation activities with Libya began in 2005 with the gradual normalisation of Libya's foreign relations. EU co-operation has focused on health and HIV/AIDS, through the Benghazi Action Plan and Instrument for Stability (IfS) action, and on migration, via the Thematic Programme for Cooperation with Third countries in the Areas of Migration and Asylum and its predecessor AENEAS. In the health sector, the EU was the most important donor.

Since 22 February 2011, all aid co-operation with Libya was temporarily suspended, but the EU immediately provided humanitarian assistance. Since June 2011, activities to support the emerging civil society under the Instrument for Stability scheme started and others are being contracted under the European Instrument for Democracy and Human Rights (EIDHR) and the European Neighbourhood and Partnership Instrument (ENPI).

In the education sector, Libya benefits from the Erasmus Mundus programme, enhancing mobility and co-operation with the EU in the field of higher education. In 2010, the National Tempus Contact point has been identified and established by the Libyan authorities, so Libya is able to participate to the Tempus programme. Currently, participation of 3 Libyan universities in Tempus programme on quality assurance in universities (EUR 400,000).

6.4. Donor co-ordination

At the moment, the presence of the donor community in Libya is limited but it is assumed that it will grow rapidly depending on the security situation. At present, the EU co-ordinates its planned activities through its frequent co-ordinated missions. After the post-conflict needs assessment, division of labour among donors will ensure that overlap is avoided. The UN is entrusted with the overall donor co-ordination since the Libyan side will not yet be able to take on that task. The EU

Delegation in Libya will therefore co-ordinate closely with the UN and other donors who might engage in the field of education.

7. DESCRIPTION

7.1. Objectives

The overall objective is to help increasing the quality of education and its inclusiveness for all children.

The specific objectives are:

- to help ensuring that all children receive quality pre-school and basic education in a conducive child friendly environment, with focus on the most vulnerable children;
- to promote inclusive laws and policies that are enforced at all education management levels, and strengthen internal and external quality assurance of education processes and outcomes;

7.2. Expected results and main activities

1. Quality education

- The school environment is effective for learning, inclusive, gender and culturally sensitive, involved with communities, safe and healthy.
- Referral systems and experts support children with special needs and psychological services.
- Vulnerable children have access to accredited quality education.
- Pre-school net enrolment is increased by 3 points at national level.

Main activities:

- Develop awareness of administrators and educators as well as teaching material on children's/human rights (pre and in service training) and on positive discipline.
- Develop assessment tools for children with special needs/severe distress/learning and behavioural problems;
- Establish/strengthen referral systems for psycho-social support and children with special needs; develop awareness of administrators and educators;
- Conduct an assessment and review textbooks on gender/minorities discriminations, develop awareness as well as teaching material;
- Develop school readiness/early learning development standards and related policies; train administrators, educators and parents

2. Education management

- A draft education policy is developed in consultation with the concerned line ministries (Ministry of Social Affairs, the Ministry of Health, the Ministry of Labour...), local authorities and civil society organisations.
- Indicators, instruments and mechanisms are set up for internal and external quality assurance.

Main activities:

- Strengthen the capacity of the Ministry in policy formulation,
- Review public budget allocations to and within the education sector;
- Develop children's rights based standards and indicators for internal and external quality assurance;
- Strengthen the education management information system (EMIS); disaggregated data collection, analysis and use;
- Strengthen participation of children, parents and communities in education management.

7.3. Risks and assumptions

The major risk relates to the political priorities and administrative capacities of the future new legitimate Libyan Government as well as of the regional and local institutions in making full use of the Technical Assistance on offer. Lack of commitment and ownership of the new education authorities would jeopardise the expected results of this programme.

Another risk relates to the role of civil servants who were in service under the Gaddafi regime: while the National Transitional Council (NTC) expressed its intention to retain as much staff as possible, therefore structural change in the public administration might meet resistance of part of the staff.

There might also be cultural resistance to changes, especially in the area of gender/minorities issues.

Finally, it is essential that the new Libyan Government facilitates the issuance of recognised entry permissions for the international experts in order to carry out the programme.

7.4. Crosscutting Issues

The proposed programme has a strong gender dimension with girl/women empowerment activities as well as activities mitigating discrimination.

It is also addressing good governance issues at national and local level.

Human rights are an important part of the programme: it is fighting discrimination and promoting children's rights, minority rights and gender equality.

In addition, the programme is tackling Millennium Development Goal (MDG) 2 "Achieve universal primary education" and MDG 3 "Promote gender equality and empower women".

7.5. Stakeholders

Main stakeholders are the line Ministries concerned by the education sector (education, social affairs, health ...) as well as the teachers, the parents, and the students. Civil society organisations and the local communities will also be involved.

8. IMPLEMENTATION ISSUES

8.1. Method of implementation

The programme will be implemented via Joint Management through the signature of a Contribution Agreement with UNICEF in accordance with Article 53d of the Financial Regulation. The international organisation complies with the criteria provided for in the applicable Financial Regulation. UNICEF is covered by the Financial and Administrative Framework Agreement (FAFA), and the contractual model that will be used is the standard contribution agreement.

The change of management mode constitutes a substantial change except where the Commission "re-centralises" or reduces the level of tasks previously delegated to the beneficiary country, international organisation or delegatee body under, respectively, decentralised, joint or indirect centralised management. UNICEF is the main international organisation already working in Libya directly with the interim Ministry of Education.

8.2. Procurement and grant award procedures

All contracts implementing the action are awarded and implemented in accordance with the procedures and standard documents laid down and published by the relevant International Organisation.

8.3. Indicative budget and calendar

The Action will be financed by the European Union with a contribution of **EUR 2.4 million** covering 100% of the programme budget.

Indicative budget	EU contribution (in EUR)
<i>Contribution agreement with UNICEF</i>	2,400,000
Total	2,400,000

The operational duration of the Action is 24 months. Activities are foreseen to start on 1 December 2011 in Tripoli and are planned to end by 30 November 2013.

8.4. Performance monitoring

During the inception phase the Co-ordinator will propose a lean method to monitor performance of the Technical Assistance. Since a large number of experts and

different forms of capacity-building are expected to take place, performance monitoring is crucial and has to be designed according to the specific objectives of each intervention.

8.5. Evaluation and audit

An external evaluation and audit will be carried out by independent consultants recruited directly by the Commission in accordance with EU rules and procedures and in line with specifically established terms of reference. These evaluations and audits will be funded from other sources than the project budget

The Commission reserves the right to carry out verification missions, in agreement with the contribution agreement.

8.6. Communication and visibility

The selected international organisation will ensure visibility of the programme, and the EU's funding, in co-ordination with the Commission and the EU Delegation.