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4

5 **Abstract**

6

7 **Index terms—** 8 transformative models of Continuing Professional Development (CPD), as well as further experimental studies 9 on the values of reform and the substantiality of CPD. This aims to revitalize the foundation of the reform 10 strategy with further insights and practical reflections. Moreover, due to the deep impacts of the ongoing political 11 instability on the quality of the Libyan education; the obvious absence of any clear education policy among 12 parliament; and conflicts within ministries of education, public universities, and even the schooling system, it 13 seems almost impossible for the current authorities to launch gradual national reform procedures (as suggested) in 14 the near future. Therefore, this study seeks to continue examining the accomplished results and recommendations 15 and developing the reform strategy, with particular focuses on the role of policies in education and the roles of 16 faculties in education, as the first years of the reform strategy involve foundational policies, advised legislations, 17 and CPD programs to be applied for all stakeholders and policymakers who are in charge of leading the desired 18 national reform. This study utilizes the latest research's ??Elabbar, 2021 ??Elabbar, , 2022 ??Elabbar, , 2023) 19) positive findings, insights, and experimentation results. All will be reproduced via four modified innovative 20 activities—policy, process, procedures, and props (4 P's) –to be examined by the Faculty of Education -UoB, five 21 secondary schools involved in the teaching practice program (practicum), and several types of stakeholders from 22 different levels and positions within the LES. ??he

23 **1 I. INTRODUCTION, AIMS, AND RESEARCH QUESTIONS**

24 The Faculty of Education and some of its administrations and departments have adopted many positive, rapid 25 measures aimed at solving the numerous educational and logistical obstacles and bottlenecks facing the LES. 26 However, the Faculty still faces various challenges daily that are related directly or indirectly to the state 27 instability in the last twelve years. These complications include suspensions of studies, state administration 28 bureaucracy, the near-absence of developed educational policy beyond the basics, a severe lack of educational 29 aids and professional development programs, problems with the culture of education, a self-management attitude, 30 and harmful reflections of political divisions which sadly led to six ministries of education (two ministries of general 31 education, two higher education Ministries, and two ministries of the vocational sector) working at the same time 32 until 2023. Therefore, it is almost impossible for Libya to adopt a gradual national reform program until it 33 establishes a unified government to realize these ideas. Even so, now is a good time to continue to improve, 34 update, and innovate the projected reform plan with additional field studies that directly address reality. This 35 research adapts the 4P's tactic to further explore the positive findings, insights, and endorsements of the previous 36 field research, in order to bridge the obstacles and examine the value of employing transformative education and 37 innovative policies joining schools and the Faculty of Education in short-and long-term reform plans.

39 **2 Research Questions**

40 ? What are the scientific, human, innovation, and logistical foundations and pillars that we need to build on to 41 develop a proposal for an experimental 4Ps' tactic at the Faculty of Education?

42 ? Do we need to prepare an integrated, atypical system of transformative education (i.e., unconventional or 43 cloning) that effectively deals with the real requirements and bottlenecks of the educational process in the country 44 and addresses the dynamism of the fundamental difficulties faced by the educational system in the city and the 45 entire state of Libya?

46 3 II. THEORY

47 This section aims to provide a brief theoretical overview of the tools used to conduct this qualitative field study.
48 It will define and illustrate the significance of such tools for data collection, analysis, and continuing professional
49 development (CPD) and its transformative model, which is the foundation of the first years of the seven-year
50 gradual reform plan ??Elabbar, 2022). It aims also to show the significance of policy within the education system,
51 especially since most studies (including this research) have clearly determined that there is no clear policy for
52 schooling and university systems in the Libyan education system.

53 4 Qualitative Research

54 Davis ??1995) showed that qualitative research is emergent rather than "tightly prefigured" and is essentially
55 interpretive. Holliday (2005) stated that there is an assumption that qualitative research is "going to be 'open-
56 ended', to look deeply into the participants' behavior within the specific social settings" (p.5). Strauss and Corbin
57 (1990) reported that qualitative research is generally defined as "any kind of research that produces findings not
58 arrived at by means of statistical procedures or other means of quantification" (p.17). Best and Kahn (1998)
59 noted that qualitative research involves watching and asking and aims to describe events and persons in detail
60 without the use of any numerical data. Bogdan and Biklen (1998) added:

61 Qualitative research is conducted in the natural world and uses multiple techniques that are interactive and
62 holistic. It allows for the collection of data that is rich in description of people, the investigation of topics in
63 context, and an understanding of behaviour from the participants' own frame of reference. (p.10) Shank (??002)
64 described qualitative research as "a form of systematic empirical inquiry into meaning" (p.4), while Lincoln (2000)
65 stated that qualitative research involves an "interpretive and naturalistic approach. This means that qualitative
66 researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena
67 in terms of the meanings people bring to them" (pp.3-4). Additionally, Berg (2004) reported that qualitative
68 research "provides the framework to explore, define, and assist in understanding the social and psychological
69 phenomena of organizations and the social settings of individuals" (p.11). Pritha Bhandari (2020) explained:

70 Qualitative data can take the form of texts, photos, videos, and audio. For example, you might be working
71 with interview transcripts, survey responses, fieldnotes, or recordings from natural settings. Furthermore types
72 of qualitative data analysis share the same five steps:

73 ? Prepare and organize your data. This can mean transcribing interviews or typing up fieldnotes.
74 London Journal of Research in Humanities and Social Sciences
75 ? Review and explore your data. Observe the data for outlines or repeated ideas that emerge. ? Develop a
76 data coding system. Based on your initial ideas, establish a set of codes that you can apply to categorize your
77 data.

78 ? Assign codes to the data. e.g., in qualitative review analysis, this could mean going through each participant's
79 responses and tagging them with codes in a spreadsheet. As you go through your data, you can create new codes
80 to add to your system if necessary.

81 ? Identify recurring themes. Link codes together into cohesive, overarching themes. (p.4-6) Moreover, Maxwell
82 (1996) explained that qualitative research analysis begins in the field, at the time of observation, interviewing, or
83 both, as the researcher identifies problems and concepts that appear likely to help in understanding the situation.
84 Simply reading the notes or transcripts is an important step in the analytic process. Researchers should make
85 frequent notes in the margins to identify important statements and to propose ways of coding the data, e.g.,
86 "husband-wife conflict" or "tension-reduction strategy." An interim stage may consist of listing the concepts
87 reflected in the notes and diagramming the relationships among concepts (p. 78-82).

88 5 Transformative CPD

89 Continuing professional development (CPD) can be seen as systematic way of improving and developing teachers'
90 knowledge, skills, beliefs, and perspectives during their lifelong jobs as teachers.

91 The Institute of Professional Development (2006) defines CPD as combinations of tactics, ideas, concepts, and
92 techniques that help educators to manage their own learning and development (p.20). Rodrigues (2004) stated
93 that "CPD is any process or activity that provides added value to the capability of the professional through
94 the increase in knowledge, skills and personal qualities necessary for the appropriate execution of professional
95 and technical duties, often termed competence" (p.11). Lange (1990) described it as a "process of continual
96 intellectual, experiential and attitudinal growth of teachers," (p.250), which is essential for maintaining and
97 enhancing the quality of teaching and learning experiences. Hoban (2002) discussed the notion of CPD as a
98 means of supporting educational change. He drew comparisons between the knowledge-focused and contextually
99 void model of a training approach with the context-specific approach of a communities of practice model that
100 "does not necessarily embrace new forms of formal knowledge." He suggested that what is really needed is
101 not a wholesale move towards the teacher-centred, context-specific models of CPD but rather a better balance
102 between these types of models and the transmission-focused models. Hoban's description of the two ends of
103 the spectrum does not, however, include communities of inquiry, which might be based on partnerships between
104 teachers, academics, and other organizations and can involve both "the context and the knowledge required for
105 real and sustainable educational change" (p.235). Kennedy (2005) described transformative CPD as "supporting

106 teachers in contributing to and shaping education policy and practice would align itself more naturally with
107 action research and transformative models" (p. 248). Kennedy (2005) also stated that transformative CPD
108 is different from the previous two types, as it consists of a combination of processes and conditions of both
109 transmissional and transitional types. She stated that the fundamental aspect of the transformational model
110 of CPD is its combination of practices and conditions that support a transformational agenda. In this sense,
111 it could be argued that the transformational model is not an obviously definable model but instead recognizes
112 the range of different conditions required for transformational practice. Mezirow (2000) defined transformative
113 learning as "learning that produces a major impact, or paradigm shift, which affects the learner's subsequent
114 experiences." Mezirow stated that "the objective of transformative learning is to revise old assumptions and
115 ways of interpreting experience through critical reflection and self-reflection" (p. 339). The presentation of the
116 transformative category of CPD is, according to Kennedy's London Journal of Research in Humanities and Social
117 Sciences structure, divided into two significant models: action research and the transformative model. Cranton
118 (2006) described Mezirow's (2000) definitions of transformative learning as follows: "transformative learning
119 is a procedure by which previously uncritically assimilated assumptions, beliefs, values, and perspectives are
120 questioned and thereby become more open, permeable, and better validated" (pp. 2-4).

121 **6 Education Policy**

122 Espinoza (2009) said that education policy can be formally recognized as:

123 The actions taken by governments in relation with educational practices, and how governments address the
124 production and delivery of education in each system. Admittedly, some promote a wider understanding of
125 education policy -i.e., acknowledging the fact that private actors or other institutions such as international and
126 non-governmental organisations can originate educational policies. (p.46) OECD (2015) showed that education
127 policies cover a wide range of matters such as "those targeting equity, the overall quality of learning outcomes
128 and school and learning environments, or the capacity of the system to prepare students for the future, funding,
129 effective governance or evaluation and assessment mechanisms, among others" (p.20). According to Kee and Lin
130 (2001):

131 Rhetorical policy refers to broad statements of educational goals often found in national addresses of senior
132 political leaders. Authorized policies are the authoritative statements, decrees, or laws that give explicit standards
133 and direction to the education sector. Implemented policies are the enacted policies, modified or unmodified,
134 as they are being transformed into actions through systemic, programmatic, and project-level changes. (pp.
135 [60][61][62][63] They also stated that if the "implemented policies" correspond to "enacted policies, modified or
136 unmodified," then the implementation process can hardly be limited to executing a decision.

137 **7 III. METHODOLOGICAL PHASES AND EXPERIMEN- 138 TAL PROCEDURES**

139 In order to address the strategic goals and research questions, gain potential knowledge of the obtained 4P's
140 experiments, as well as to avoid any challenges particularly in terms of the research's scheduled time, field
141 work logistics, ethical approvals, and managemental processes, this field study adopted two separate qualitative
142 methodologies to collect data:

143 ? The first qualitative methodology was applied through detailed unstructured interviews, faculty document
144 analysis, intensive focus groups, and arranged CPD transformative model and draft-policy experimental sheets.
145 These sheets were designed for all faculty department heads and members to give feedback on the provided
146 criteria such as unifying the VMG setting on clear education plan goals to overcome difficulties each term
147 and developing the role of faculties of education and their relation with reform and the labor market. These
148 tools were used with 18 staff members (MAs and PhDs), 3 graduate students (English department TAs), 6
149 undergraduate pre-service EFL teachers, 3 administration office employees, 1 registry office employee, and the
150 faculty's deputy dean for academia. ? The second qualitative methodology was designed for 14 EFL school
151 teachers, 9 school inspectors, and 5 school principals from different schools in the city of Benghazi. This part of
152 the study included two former ministers of education and the current Eastern Government minister of education,
153 2 education policymakers from the parliaments' committee of education, and 8 other key figures from various
154 counties and positions within the LES. These participants were involved in different focus groups, one-on-one
155 meetings, transformative CPD workshops, classroom evaluations (for the EFL teachers), and LES and parliament
156 official document analysis (especially the updated roles, policies, London Journal of Research in Humanities and
157 Social Sciences and decrees). These, in addition to ministries (East's and West's 2022 annual reports), reanalyzed
158 Elabbar's collected data, statistics, findings, and field experiments.

159 All participants from both phases were also involved in short workshops about fundamental aspects of the 4
160 P's plan and the projected seven years of reform tactics. The overall outcomes were summarized in a reflection
161 platform. These methodological procedures took over 75 working days to be implemented, filtered, and prepared
162 for qualitative analysis.

163 8 IV. DATA ANALYSIS AND FINDINGS

164 The analysis of the methodological processes involved four qualitative analytical methods: investigations,
165 elicitations, scaffoldings, and comparisons. These approaches aimed to allocate the filtered collected data (based
166 on the research questions and goals) into four subsequent measures and reflections of the collected and tested data.
167 These analytical procedures helped reorganize the researcher's knowledge and actions during experimental work,
168 such as the workshops about transformative CPD, the 4P's, and the significance of innovating and examining the
169 draft policy of education for the LES. Furthermore, these four steps of examination offered additional information
170 and closer evidence about the repercussions of the lack of education aids, the impacts of Libyan culture on
171 education, and the obvious absence of a dynamic policy of education in the LES in general and at the Faculty
172 of Education in particular. They elicited valuable evidence about the lack of CPD programs within schooling
173 and university systems, except for personal initiatives. As during the data analysis, the researcher elicited
174 information by comparing the impacts, cases, and educational outcomes during different times and levels of
175 the ongoing political instability to previously collected data and from to data from Elabbar's (2022, 2023) field
176 studies. The following figure shows the steps that the data went through:

177 9 Summary Findings

178 This research aimed to expose wider knowledge about the possibilities of presenting the gradual reform idea
179 for Libyan education that Elabbar presented in 2017 and updated in 2022 as an appropriate resolution for the
180 significant problems facing the Libyan education system from different angles. It also aimed to simulate draft
181 policy to join the Faculty of Education and the schooling system (particularly the schools in direct relation with
182 the Faculty of Education practicum) in a unified VMG serving the goals for improved education. The following
183 summary findings address the main challenges found in both schooling and university systems:

184 ? The overall situation in the state of Libya and its negative repercussions have produced a tangible reality that
185 cannot be overlooked, in terms of the quality of the educational process for the whole LES. Furthermore, the LES
186 has suffered from the lack of CPD and the absence of a policy of education, in addition to enormous challenges such
187 as bureaucracy and the lack of a shared culture of leadership among administrators of schooling and university
188 systems. ? The large number of students in the public schools influenced the experience of students, London
189 Journal of Research in Humanities and Social Sciences teachers, and even administrations. The research found
190 that EFL curriculums at schools are not equivalent to the students' existing levels of education. Some teachers
191 reported that "because of their learning styles, culture of education (memorizing), and the time management of
192 providing such content within the current status in the country have produced a discrepancy between content and
193 pedagogical knowledge." This led many schoolteachers to focus only on finishing units and assessing the students'
194 memorization rather than their understanding.

195 ? This research confirmed almost all the findings of the previous two studies ??Elabbar, 2022 ??Elabbar, ,
196 2023)) on Libyan education and possible solutions. For example:

197 ? It exposed massive deficiencies in teaching facilities, aids, efficient libraries, internet access, as well as
198 negative cultural effects of education which frustrated faculty and students, who reported coming to campus only
199 to pass exams and obtain certificates rather than to acquire knowledge.

200 ? Ongoing bureaucratic management from the separated ministries' protocols had a huge effect that nearly
201 paralyzed most interest in transformation or even suggesting reform proposals be put into practice, as most public
202 universities in Libya remain track centralized with regulations that have not been improved or further developed
203 since their first establishment –for instance, the 501 higher education roles from 2001.

204 ? This research strongly confirmed Elabbar's (2022, 2023) statements:

205 There is no offered professional development or managed training for professors, TAs, and new educators, and
206 some of them have lost their scholarship opportunities due to the existing instability in the whole country. As a
207 result, most of them (particularly TAs) do not even come to the faculty unless they are called for administrative
208 work or for optional initiatives. (p.28) Also, the New-generation teachers and employees have a strong desire
209 for change, and many students are willing to accept gradual reform if the authorities facilitate it, but they have
210 not yet done so. (pp. [20][21][22][23][24][25] ??26] ??27] ??28] ??29] ??30] ??31] ??32] ??33] ??34] ??35] ??36]
211 There is a real educational lack in the temporal pool and the knowledge shares acquired and granted to secondary
212 education students in Benghazi who have arrived the Faculty of Education in recent years compared to what they
213 should be. This has weakened their academic and cognitive abilities to deal with the education system, which
214 has led to academic and administrative confusion in the faculty's handling of these challenges.

215 ? Due to the ongoing political upheaval and an old-fashioned administration philosophy, most educational
216 authorities "today do not care as much as they should about the substandard quality of education" ??Elabbar,
217 2022, p. 26). They administer only the beginning and end of the study and think that is the education plan,
218 and almost none of the stated quality and assurance instructions are followed exactly.

219 ? The teaching practice (practicum) program offered by the Faculty of Education is not relevant to the goals of
220 training pre-service teachers, who have faced real obstacles utilizing new teaching methodologies and employing
221 new communicative approaches.

222 ? There is no policy including joined strategies between the Faculty of Education and university faculties or
223 even between the school systems and the divided ministries of education, who have never focus on adopting a
224 fundamental policy of education or CPD approach supports for overcoming problems.

225 10 V. RECOMMENDATIONS

226 After years of research, experimentation, and personal involvement in the Libyan education system, and as result
227 of this study. it became clear for me that the we need to put into practice a reform plan to rebuild the entire
228 education system, which faces real problems that will lead it to a predictable collapse if no one acts. This research
229 was a continuation of other studies investigating almost all levels, documents, impacts, challenges, and positive
230 aspects of the London Journal of Research in Humanities and Social Sciences LES. It ultimately confirmed the
231 need to carry out the projected reform plan and provided additional information to include in the first years of
232 Elabbar's (2022) suggested seven years of reform.

233 The following figure visually addresses how the subsequent actions (after the 4 P's figure) will need to be
234 incorporated into the plan, in terms of the suggested activities and policies and the transformative model of
235 professional development.

236 ? In order to build a strong foundation for the suggested 4P's to be added into the reform plan, the key
237 Libyan education officials must contribute to two years (if possible at this difficult time facing the country) of
238 professional development practices. These two-year exhaustive reform preparations need to develop educators'
239 knowledge of education and prepare them for change.

240 ? We must keep developing ideas and emphasizing the importance of developing a dynamic written policy
241 of education in order to enable any reform to take place. The Faculty of Education must join its departments'
242 outcomes, and education management must develop one dynamic policy serving the labor market and the desired
243 outcomes of the educational process.

244 ? As Elabbar (2018, pp.2-8) suggested, education officials must be invited to take part in the proposed
245 professional and transformative activities. These officials include government and parliament education policy
246 makers (education planners), Ministry of Planning officials in charge of preparing education budgets. ministry
247 office directors, deputy minister directors, ministry education consultants, county administrators and directors,
248 education developers, curriculum creators, teacher trainers, ministry research and training center executives,
249 Ministry of Education legal administrators, Ministry of Education general exam executives, deans and faculties
250 of universities, senior inspectors and their TAs, as well as other key people (decision makers) from the Ministry,
251 government, and parliament who are in charge of education management in Libya.

252 ? In order to practically implement the 4P's according to the main proposed reform plan, the targeted
253 administrators should go through different levels and models of transformative professional development; each
254 level may require time limits or evaluation methods to ensure meeting the main goals of the project. For example:

255 ? Administrators should attend planned workshops on how to implement transformative learning and action
256 research models as CPD policies. They should also experience intensive lectures, focus groups, monitoring, and
257 education about the role of policymakers and key education figures in transforming the Libyan education system
258 from its current status to the desired status.

259 ? Administratoirs should intend sessions and training on integrating technology, interactive learning, and
260 international languages in the education policy, as well as practice writing a pre-policy as an outcome of these
261 activities. This should be followed with transformative workshops on the role of administration in educational
262 regulations and how to develop London Journal of Research in Humanities and Social Sciences the current
263 traditional policy into a modern dynamic policy.

264 ? The Faculty of Education curriculum and methods of teaching and testing should be gradually changed to
265 meet the requirements and overcome the existing difficulties facing the schooling system, particularly for teachers
266 who have never received any sort of professional development.

267 ? The Faculty of Education must run intensive workshops on teaching practice and generate faculty research
268 to overcome difficulties, especially in terms of the lack of Internet, labs, teaching aids, and libraries.

269 ? All recommendations need a policy (a clear idea), process (work to get it done), procedures (steps designed
270 to achieve goals) and props (supports to make the plan a reality).

271 11 VI. CONCLUSION

272 At the end of this field work, which explored several levels of educational challenges, desires, effects, simulating
273 ideas, and possibilities of transformative activities for reform, this study advises all Libyan researchers to continue
274 developing the seven-year gradual reform plan. It might be the only way to save the entire Libyan education
275 system from collapse. Reform can happen in Libya, especially because there is a real desire for change among

transformative CPD model to be added to the first two years of the reform plan. Additionally, the study developed dynamic policies to join faculties of education with schooling systems in a preparational tactic to enhance Elabbar's (2022) planned seven gradual reform years with valuable, up-to-date strategies.

Keywords:

designed academic reflation, dynamic policy plan from the Faculty of Education & practicum.

transformative model of CPD,

London Journal of Research in Humanities and Social Sciences

research discovered more complications facing the LES and reached a greater understanding of equitable

Author:

Figure 1:

276 the many educators I met during this long field work. We just need a clear reform policy followed by the 4P's to
277 make it happen. ^{1 2 3 4 5}

¹ Volume

² | Issue 3 | Compilation 1.0 © 2023 London Journals Press Dynamic Policies to Over Come the Pressing Challenges in the Libyan Education System: Proactive Simulations within the Faculty of Education University of Benghazi

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278 Elabbar first formulated a plan in 2017, which reached its final form in 2022, entitled "Reforming the Libyan
279 Education System: Seven Articulated Years Via a Strategic Planning Pyramid". Subsequently, Elabbar published
280 two field studies: "Repercussions of the Continuous Instability for the Quality of Education in the State of
281 Libya: An Investigational Study within the Faculty of Education, University of Benghazi (UoB)" (2022) and
282 "Implementing Recommendations at the Faculty of Education, University of Benghazi (UoB): Action Research
283 Methods to Enhance the Desired Reform Strategy" (2023). These studies proposed to continue strengthening
284 the reform proposal with further functional field studies to develop policies for different levels of education and
285 launch practical procedures of the 19

286 [London Journal of Research in Humanities and Social Sciences] , *London Journal of Research in Humanities
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