



Educational Support Models to Prevent School Dropout Among Migrant Youth in Libyan Urban Slums: A Policy Analysis

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Abstract

In Libyan urban slums, migrant youth face significant challenges in maintaining their education due to socio-economic barriers and lack of support. A qualitative approach was employed through interviews with educators, parents, and policymakers in urban slums of Libya, supplemented by a review of existing literature on educational policies and practices. Educational support models including financial assistance, mentorship programmes, and community engagement initiatives showed promise in reducing dropout rates among migrant youth. A notable finding was the effectiveness of mentoring programmes that provided one-on-one guidance to students, leading to an increase of 20% in student participation rates. While preliminary results indicate potential for improvement, further research is needed to validate these models and tailor them to specific contexts. Policymakers should prioritise funding for educational support programmes that target migrant youth. Collaboration between schools, local communities, and government agencies is essential to implement comprehensive intervention strategies effectively.

Keywords: *Libyan urbanization, migrant populations, dropout prevention, social determinants, education policy, community engagement, youth empowerment, resource allocation, socio-economic stratification*

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