



# Policy Implications from Educational Research in Libyan Contexts,: A Mixed Methods Inquiry

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## Abstract

This study examines policy implications derived from educational research in Libyan contexts over a decade. The study employs mixed methods, integrating qualitative interviews with quantitative data analysis of government education reports. Secondary school dropout rates decreased by 20% in regions implementing new teaching methodologies introduced between and . Current educational policies show significant improvement but still face challenges related to resource allocation and teacher training. Investment in teacher professional development and equitable distribution of resources are recommended for enhancing educational quality.

**Keywords:** *Libyan, Education, Policy, Mixed-Methods, Qualitative, Quantitative, Contextual*

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